

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: First Aid and CPR

Course Number: 000450

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: First Aid and CPR/Safety	Unit Summary: In the safety unit students will become familiar with the safety procedures in school. Students will develop an understanding of why certain procedures are implemented and practiced in schools, and the importance of taking them seriously. Students will discuss how safe they feel in the school, community, and United States by explaining their comfort and concerns. Students will also understand the laws in place to protect a first responder in an emergency situation. During the unit students will begin to learn the steps involved in assessing a situation.
Grade Level(s): 12 th Grade	Enduring Understanding(s): 1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
Essential Question(s): 1. What is the difference between healthy and unhealthy risks? 2. Why do we sometimes take risks that can cause harm to ourselves or others?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Student will identify the safety procedures conducted in school across the United States.	1. HPE.2.1.12.D.CS1
2. Students will understand why these safety procedures are practiced.	2. HPE.2.1.12.D.1
3. Students will discuss how safe they feel in their school, community, and in the United States.	3. HPE.2.1.12.D.2
4. Students will identify the components of the Good Samaritan Law.	4. HPE.2.1.12.D.CS2
5. Students will understand the components of New Jersey's Good Samaritan Law.	5. HPE.2.1.12.D.6
6. Students will understand the ways to recognize an emergency.	
7. Students will recognize the three C's when dealing with an emergency.	
8. Students will distinguish when to call or care first in an emergency situation.	

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RST.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TEC.9-12.8.1.12.C.1 - [Cumulative Progress Indicator] - Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

TEC.9-12.8.1.12.E.1 - [Cumulative Progress Indicator] - Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube; United Streaming)
- Staywell *First Aid/CPR/AED for Schools and Community* (2006)

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to ensure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” corresponding to the first aid related safety topic. The “Do Nows” may be a question related to the first aid safety topic or a journal entry writing an opinion/personal story related to the first aid safety topic.
- Students will complete writing assignments related to specific first aid safety content.
- Students will write a summary and opinion on a current event article relating to the first aid safety topic.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on safety.

CONTENT

Safety

- School
- Community
- USA
- World

Good Samaritan Law

- New Jerseys
- Research of three other states
- Project

Recognizing an Emergency

- Unusual Sight; Appearance or Behavior; Noise; Odor

Emergency Action Steps

- Check, Call, Care

Call First/Care First

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Article Summary
 - 911
 - Governor Christie "Good Samaritan Law Reform"
 - How to Recognize an Emergency
- Notebook
- Follow up activities
- Pretest: will be given on the first instructional day of class. The test will included all material that will be taught throughout the course of the semester.

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test/s: on the safety procedures, how to recognize an emergency, steps to follow during an emergency, and laws in place to protect a first responder in emergency situations.

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Project
- How to Recognize an Emergency check list

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: First Aid and CPR

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: First Aid and CPR/First Aid	Unit Summary: In the First Aid Unit, students are studying how to treat certain first aid related situations. They develop an understanding of how certain first aid situations can be life threatening, and how to best avoid encountering such situations. Along with covering first aid situations students will understand the importance of wearing gloves when dealing with an injured victim. Students will demonstrate how to correctly remove the gloves and dispose of them in order to prevent the spread of blood borne pathogens. Students will identify the risks associated with contracting these diseases, signs and symptoms of the diseases, and learn the proper way to prevent from contracting them.
Grade Level(s): 12th Grade	
Essential Question(s): <ol style="list-style-type: none"> 1. What is the difference between healthy and unhealthy risks? 2. Why do we sometimes take risks that can cause harm to ourselves or others? 3. To what extent can we keep ourselves disease free? 4. How do I determine whether or not a medication will be effective? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 2. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. 3. Medicines must be used correctly in order to be safe and have the maximum benefit.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Student will identify different first aid related situations.	1. HPE.2.1.12.C.CS1
2. Students will understand how to treat different first aid related situations.	2. HPE.2.1.12.C.1
3. Students will understand how to prevent different first aid related situations from happening.	3. HPE.2.1.12.C.2
4. Students will demonstrate the proper way to remove and dispose of gloves.	4. HPE.2.1.12.C.3
5. Students will understand the importance of wearing protective clothing and gloves.	4. HPE.2.1.12.C.4
6. Students will recognize the different blood borne pathogens present while giving care to an injured victim.	5. HPE.2.1.12.D.CS1
7. Students will understand how to prevent contracting blood borne pathogens while giving care to an injured victim.	6. HPE.2.1.12.D.CS2
8. Students will recognize what is in a first aid kit.	7. HPE.2.1.12.D.6
9. Students will demonstrate how to use material found in a first aid kit.	

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RST.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TEC.9-12.8.1.12.C.1 - [Cumulative Progress Indicator] - Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

TEC.9-12.8.1.12.E.1 - [Cumulative Progress Indicator] - Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube; United Streaming)
- *Outbreak*
- *Staywell First Aid/CPR/AED for Schools and Community (2006)*

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to ensure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” corresponding to the first aid related topic. The “Do Nows” may be a question related to the first aid topic or a journal entry writing an opinion/personal story related to the first aid topic.
- Students will complete writing assignments related to specific first aid content.
- Students will write a summary and opinion on a current event article relating to the first aid topic.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on first aid situations.

CONTENT

First Aid Situations

- Burns
- Bites
 1. aquatic
 2. insect
- Soft tissue Injuries
- Hot and Cold Related Injuries
- Bone Fractures
- Water vs Gatorade
- Lyme's Disease
- Allergies
 1. How to Use an Epi-pen
- Stings
 1. Aquatic
 2. Insect
- What's in a First Aid Kit
- PowerPoint Project

Glove Removal

- How to properly take gloves off
- Importance of wearing gloves
- Practical Test

Blood Borne Pathogens

- HIV/AIDS
- Hepatitis B
- Hepatitis C
- HIV positive guest speaker
- *Outbreak*

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Article Summary
 - How Protective Equipment Saves Lives
- Follow up activities
- Notebook

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test/s:
 1. First Aid Situations
 2. Blood Borne Pathogens

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed

- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Project
- Practical Glove Removal Test
- Epi-pen group assessment

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: First Aid and CPR

Course Number: 000450

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: First Aid and CPR/Assessing an Injured Victim</p>	<p>Unit Summary: In this unit, students are studying how to treat certain first aid related situations such as shock, stroke and seizures. They will develop an understanding of how certain first aid situations such as shock, stroke and seizures can be life threatening and how to best avoid encountering such situations. Along with covering first aid situations, students will understand the importance of assessing vital signs when dealing with an injured victim. Students will demonstrate how to correctly find a pulse and check a victim's blood pressure and participate in a skill practice lab. Students will identify the signs and symptoms of shock, stroke and seizures and learn the proper way to prevent these life threatening situations. Students will be able to assess these situations and provide first aid. Students will be able demonstrate the proper steps to check an ill or injured person.</p>
<p>Grade Level(s): 12th Grade</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the difference between healthy and unhealthy risks? 2. How can you inspire others to address health issues? 3. To what extent can we keep ourselves disease free? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 2. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. 3. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Student will identify different first aid related situations.	1. HPE.2.1.12.C.CS1
2. Students will understand how to check an Ill or Injured Person.	2. HPE.2.1.12.C.1
3. Students will recognize the two important steps in checking a conscious person by interviewing the victim and doing a head to toe check.	
4. Students will understand the importance of taking a pulse on an adult and child and infant.	
5. Students will demonstrate the proper techniques of taking a pulse using the different arteries of the body.	
6. Students will understand the definition and be able to recognize the condition of shock. Students will also be able to recognize the signals of shock.	
7. Students will understand how to care for a victim experiencing shock.	
8. Students will recognize the signs of a stroke. Students will understand how to care for a victim experiencing a stroke.	
9. Students will understand the signs and symptoms of a seizure and be able to care for a victim experiencing a seizure.	

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.L.1 - [*Anchor Standard*] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.11-12.CCSS.ELA-Literacy.L.11-12.2 - [*Grade Level Standard*] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.11-12.CCSS.ELA-Literacy.CCRA.L.3 - [*Anchor Standard*] - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

TEC.9-12.8.1.12.C.1 - [Cumulative Progress Indicator] - Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

TEC.9-12.8.1.12.E.1 - [Cumulative Progress Indicator] - Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue

Students will engage with the following text:

-PowerPoint Presentations

- Videos (Youtube; United Streaming)

- Staywell *First Aid/CPR/AED for Schools and Community* (2006)

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to endure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” or “warm-ups” corresponding to the first aid related topic. The “Do Nows” may be a question related to the first aid topic or a journal entry writing an opinion/personal story related to the first aid topic.
- Students will complete writing assignments related to specific first aid content.
- Students will write a summary and opinion on a current event article relating to the first aid topic throughout the entire school year.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, guest speakers if feasible and class discussion on first aid situations.

CONTENT

First Aid Situations

- Assessing & Checking an Ill or Injured Person
2 steps
 - Interview the person & bystanders
 - Check person from head to toe
- Conducting Interviews
 1. First Identify yourself and get consent
 2. Ask Persons name
 3. What happened?
 4. Pain or discomfort?
 5. Allergies?
 6. Medical conditions
 7. Give EMS information when they arrive on the scene
- Checking from head to toe
 1. Do not move victim if you suspect a head, neck, or back injury
 2. Check person's head
 3. Look for cuts, bruises, etc.
 4. Changes in consciousness
 5. Changes in breathing-
 - a. Skin-how does it look and feel?
 - b. Look for a Medical ID Tag
- Checking for pulse (Lab day)
 - Brachial artery- baby
 - Radial artery- Adult or adolescent
 - Carotid artery- Adult or adolescent
- Shock- condition in which the circulatory system fails to deliver oxygen-rich blood to the body's tissues and vital organs. When the body's organs do not receive this blood, they do not function properly. This triggers a series of responses that produce signals known as shock
- Signals of Shock
- Caring for Shock

- Stroke- is caused by a blocked blood vessel or bleeding in the brain.
- Signals of Stroke
- Caring for a Stroke
- Seizure- A seizure temporarily interferes with muscle control, movement, speech, vision, or awareness. It may cause a person's entire body to shake violently for a few seconds to a few minutes, and he or she may lose consciousness.
- Signals of a Seizure
- Caring for a Seizure

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Current Event Article Summary
- Articles on Strokes and Shock and Seizures with written reflection
- Follow up activities
- Notebook checks periodically

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test/s:
 1. First Aid Situations
 2. Stroke/Shock/Seizure

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Project
- Practical test on taking Pulses

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: First Aid and CPR

Course Number: 000450

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: First Aid and CPR/Moving an Injured Victim/CPR/Choking/AED</p>	<p>Unit Summary: In this First Aid Unit students are studying how to treat certain first aid related situations such as choking, performing CPR and the correct way to use an AED. They will develop an understanding of how certain first aid situations such as choking and loss of consciousness can be life threatening and how to best avoid encountering such situations. Along with covering first aid situations, students will understand the importance of moving an injured victim. Students will demonstrate how to correctly administer breaths and compressions while they participate in multiple hands on practices and assessments. Students will identify the signs and symptoms of a choking victim and those victims in need of CPR. They will learn the proper way to administer care to those experiencing life threatening situations. Students will be able demonstrate the proper steps to using an Automated External Defibrillator (AED).</p>
<p>Grade Level(s): 12th Grade</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the difference between healthy and unhealthy risks? 2. How can you inspire others to address health issues? 3. To what extent can we keep ourselves disease free? 4. How do you know whether or not health information is accurate? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 2. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. 3. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. 4. Making good health decisions requires the ability to access and evaluate reliable resources.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Student will understand how to move an injured victim by learning different types of moves and carries.	1. HPE.2.1.12.C.CS1
2. Students will recognize if an Adult or Child is choking and is conscious and what steps to take to care for the victim.	2. HPE.2.1.12.C.1
3. Students will recognize the signs of an Infant that may be choking and conscious.	3. HPE.2.1.12.C.2
4. Students will demonstrate the proper steps and techniques to administering Adult/Child CPR.	4. HPE.2.2.12.D.6
5. Students will demonstrate the proper steps and techniques to administering Infant CPR.	
6. Students will be able to recognize the signs of an Adult or Child that is unconscious and choking.	
7. Students will recognize the signs of an Infant that is unconscious and choking.	
8. Students will be able to demonstrate the correct way to use an AED and be able to recognize when the AED is to be used.	

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.L.1 - [*Anchor Standard*] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.11-12.CCSS.ELA-Literacy.L.11-12.2 - [*Grade Level Standard*] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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TEC.9-12.8.1.12.E.1 - [*Cumulative Progress Indicator*] - Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube; United Streaming, American Red Cross Website)
- Staywell *First Aid/CPR/AED for Schools and Community* (2006)

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to ensure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” or “warm-ups” corresponding to the first aid related topic. The “Do Nows” may be a question related to the first aid topic or a journal entry writing an opinion/personal story related to the first aid topic.
- Students will complete writing assignments related to specific first aid content.
- Students will write a summary and opinion on a current event article relating to the first aid topic throughout the entire school year.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, guest speakers if feasible and class discussion on first aid situations.

CONTENT

First Aid Situations

- Moving and Injured Person
Do not move an injured person. However, in these THREE situations it would be appropriate:
 - When you are faced with immediate danger.
 - When you have to get to another person who may have a more serious problem.
 - When it is necessary to give proper care.
- Transporting the Victim Yourself
Never transport a person:
 - When the trip may aggravate the injury/illness or cause additional injury.
 - When the person has developed a life threatening injury or illness.
 - If you are unaware of the nature of the injury or illness.
- Emergency Moves (relay races)
 1. Walking Assist
 2. Pack-strap carry
 3. Two person seated carry
 4. Clothes drag
 5. Blanket drag
 6. Foot drag
- Time is critical in life threatening emergencies
 1. 0 minutes: Breathing stops; heart will soon stop beating
 2. 4-6 minutes: Brain damage possible
 3. 6-10 minutes: Brain damage likely
 4. Over 10 minutes: Irreversible brain damage possible
- **BREATHING EMERGENCIES**
Two types:
 - A. Respiratory Distress- condition in which breathing becomes difficult (can lead to respiratory arrest).
 - B. Respiratory Arrest-when breathing stops.Causes for Respiratory Distress
 1. Illness
 2. Asthma
 3. Allergic Reactions
 4. Drugs
 5. Emotional distress

- **Caring for Breathing Emergencies**

- The first thing you should do is to help the victim stay in a comfortable position.

- **Choking**

- Universal sign for Choking: Two hands clutching the throat.
- Partially blocked airway- person can breathe with difficulty.
- Completely blocked airway-person cannot breathe at all.
- Let the victim try to cough the object up.

- **Conscious Choking Adult/Child**

- 5 Back blows followed by 5 abdominal thrusts
- Continue until the object is dislodged

- **Abdominal thrusts:**

- Thumb side of fist against middle of the abdomen
- Just above the navel
- Well below lower tip of breastbone
- Quick upward thrusts into abdomen

- **Special Situation:**

- If someone is too large OR if they are pregnant, give chest thrusts.
- If you are alone, lean over and press abdomen against firm object OR give yourself abdominal thrusts.
- Choking person in wheelchair, give abdominal thrusts.

- **Infant Conscious Choking**

- 5 Back Blows followed by 5 chest thrusts using 2 or 3 fingers

- **Adult/Child CPR**

After checking the scene and the injured or ill person:

1. GIVE 30 CHEST COMPRESSIONS Push hard, push fast in the middle of the chest at least 2 inches deep and at least 100 compressions per minute.
2. GIVE 2 RESCUE BREATHS
 - Tilt the head back and lift the chin up.
 - Pinch the nose shut then make a complete seal over the person's mouth.
 - Blow in for about 1 second to make the chest clearly rise.
 - Give rescue breaths, one after the other. Note: If chest does not rise with rescue breaths, re-tilt the head and give another rescue breath.
3. DO NOT STOP Continue cycles of CPR. Do not stop CPR except in one of these situations:
 - You find an obvious sign of life, such as breathing.
 - An AED is ready to use.
 - Another trained responder or EMS personnel take over.
 - You are too exhausted to continue.
 - The scene becomes unsafe.

-**Infant CPR**

1. Give 30 CHEST COMPRESSIONS
 - Place one hand on the infant's forehead.
 - Place two or three in the center of the infant's chest just below the nipple line (toward the feet).
 - Push hard, push fast.
 - Compress the chest about 1 ½ inches.

- Compress at a rate of at least 100 times per minute.
- Let the chest rise completely before pushing down again.
- 2. Give 2 rescue breaths. Each rescue breath should last about 1 second and make the chest clearly rise.*
- 3. Do not stop CPR except in one of these situations:
 - You find an obvious sign of life, such as breathing.
 - An AED is ready to use.
 - Another trained responder or EMS personnel take over.
 - You are too exhausted to continue.
 - The scene becomes unsafe.

* If the chest does not clearly rise with the initial rescue breath:

1. Re-tilt the head before giving the second rescue breath.
2. If the second breath does not make the chest rise, the infant may be choking.
3. Perform CPR, starting with chest compressions. Before attempting breaths, look for an object and if seen remove it.

- **Adult/Child Unconscious Choking**

1. Give 5 Back Blows.
 - Bend the person forward at the waist and give 5 back blows between the shoulder blades with the heel of one hand. (Stand or kneel behind a child, depending on his or her size).
2. Give 5 quick, upward abdominal thrusts.
 - Place a fist with the thumb side against the middle of the person's abdomen, just above the navel. Cover the fist with the other hand and give 5 quick, upward abdominal thrusts. (Stand or kneel behind a child, depending on his or her size).
3. Continue sets of 5 back blows and 5 abdominal thrusts until the:
 - Object is forced out.
 - Person can cough forcefully or breathe.
 - Person becomes unconscious. (If a conscious adult or child becomes unconscious, carefully lower the person to the ground and give care for unconscious choking by performing CPR, starting with compressions. Before attempting breaths, look for an object and, if seen, remove it. As long as the chest does not clearly rise, continue cycles of giving 30 chest compressions, looking for an object and giving 2 rescue breaths.

- **Infant Conscious Choking**

1. Give 5 back blows. Give firm back blows with the heel of one hand between the infant's shoulder blades. Support the head and the neck securely when giving back blows and chest thrusts. Keep the head lower than the chest.
2. Give 5 chest thrusts. Place two or three fingers in the center of the infant's chest just below the nipple line (toward the feet) and compress the chest about 1 ½ inches. Support the head and the neck securely when giving back blows and chest thrusts. Keep the head lower than the chest.
3. Continue sets of 5 back blows and 5 chest thrusts until the:
 - Object is forced out.
 - Infant can cough forcefully, cry or breathe.
 - Infant becomes unconscious. If the infant becomes unconscious, carefully place the infant on a firm, flat surface and give care for unconscious choking by performing CPR, starting with compressions.

HANDS-ONLY CPR

1. If you are unable for any reason to perform full CPR (chest compressions with rescue breaths), give continuous chest compressions after calling 911.
2. Continue giving chest compressions until another trained responder or EMS personnel take over, or you notice signs of life.

Automated External Defibrillator (AED):

An AED is a portable electronic device that analyzes the heart's electrical rhythm and if necessary prompts you to deliver a shock to a person in sudden cardiac arrest.

AED Precautions:

- Do not touch the person while the AED is analyzing.
- Do not touch the person while the device is defibrillating, you or others may be shocked.
- Do not use alcohol to wipe the person's chest dry, alcohol is flammable.
- Do not use a cell phone within 6 feet of an AED, it may interrupt analysis.

SPECIAL AED SITUATIONS:

- Wet Environments. Make sure the victim is as dry as possible.
- Implantable Devices: Try to detect if they have an implantable device (pacemaker). Do not place pad over the device.
- Nitroglycerin patches. Remove with a gloved hand before defibrillation.
- Hypothermia- Make sure person is dry as possible.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quizzes
- Exit Cards
- Current Event Article Summary
- Articles on Choking, CPR & AED with written reflection
- Follow up activities
- Notebook checks periodically

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test/s:
 1. First Aid Situations
 2. Practical tests on Choking/CPR & AED

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Skill/Practical Assessment Tests
- Class Participation

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: First Aid and CPR

Course Number: 000450

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: First Aid and CPR/Euthanasia	Unit Summary: In the Euthanasia Unit students are developing an understanding of what
Grade Level(s): 12th Grade	Euthanasia means. They are researching cases of specific individuals (cases studies), and assessing why those people turned to Euthanasia. Up to this point in the course, students have learned and discussed how to save a victims life. The students are pushed out of their comfort zone in this unit to see when/why an injured victim may seek this option.
Essential Question(s): <ol style="list-style-type: none"> 1. What is the difference between healthy and unhealthy risks? 2. Why do we sometimes take risks that can cause harm to ourselves or others? 3. To what extent can we keep ourselves disease free? 4. How do I determine whether or not a medication will be effective? 5. What causes optimal growth and development? 6. How do I learn to stand for and communicate my beliefs to others without alienating them? 7. In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 8. How can you inspire others to address health issues? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 2. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. 3. Medicines must be used correctly in order to be safe and have the maximum benefit. 4. An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. 5. Effective communication skills enhance a person's ability to express and defend their beliefs. 6. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. 7. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Student will understand what Euthanasia means.	1. HPE.2.1.12.A.1
2. Students will research cases of Euthanasia.	2. HPE.2.1.12.A.2
3. Students will understand how Euthanasia effects the people involved.	3. HPE.2.1.12.C.CS1
4. Students will debate whether Euthanasia should be legal or illegal.	4. HPE.2.1.12.C.1
5. Students will research different terminal illnesses.	5. HPE.2.1.12.C.2
6. Students will research the different medicine available to treat illnesses.	6. HPE.2.1.12.C.3
	7. HPE.2.1.12.C.4
	8. HPE.2.1.12.D.1
	9. HPE.2.1.12.D.CS2
	10. HPE.2.1.12.E.CS2
	11. HPE.2.1.12.E.3
	12. HPE.2.2.12.A.CS2
	13. HPE.2.2.12.A.2
	14. HPE.2.2.12.B.1
	15. HPE.2.2.12.B.2
	16. HPE.2.2.12.D.CS1
	17. HPE.2.2.12.D.1
	18. HPE.2.2.12.E.CS1
	19. HPE.2.2.12.E.1
	20. HPE.2.2.12.E.CS2
	21. HPE.2.2.12.E.2
	22. HPE.2.3.12.A.1
	23. HPE.2.3.12.A.2

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RST.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CAEP.9.2.12.C.7 - [Standard] - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

CAEP.9.2.12.C.8 - [Standard] - Assess the impact of litigation and court decisions on employment laws and practices.

SCI.HS-LS3-1 - [Performance Expectation] - Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

SOC.9-12.6.1.12 A.6 - [Cumulative Progress Indicator] - Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.

SOC.9-12.6.1.12 A.7 - [Cumulative Progress Indicator] - Analyze social, political, and cultural change and evaluate

the impact of each on local, state, national, and international issues and events.

SOC.9-12.6.2.12 A.3 - [Cumulative Progress Indicator] - Analyze how individual responsibility and commitment to law are related to the stability of American society.

SOC.9-12.6.2.12 E.8 - [Cumulative Progress Indicator] - Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.

SOC.9-12.6.2.12 E.10 - [Cumulative Progress Indicator] - Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).

SOC.9-12.6.2.12 E.14 - [Cumulative Progress Indicator] - Connect the concept of universal human rights to world events and issues.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube)
- *Million Dollar Baby*
- *House M.D.* Season Three Episode 6; Informed Consent
- Internet based research

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to ensure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” corresponding to the Euthanasia topic. The “Do Nows” may be a question related to Euthanasia or a journal entry writing an opinion/personal story related to the topic.
- Students will complete writing assignments related to specific to the Euthanasia content.
- Students will write a summary and opinion on a current event article relating to the Euthanasia topic.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics

- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on Euthanasia.

CONTENT

View:

- Million Dollar Baby
- House M.D. Season Three Episode 6 (Informed Consent)
 - both films will give the students a better understanding of what Euthanasia means

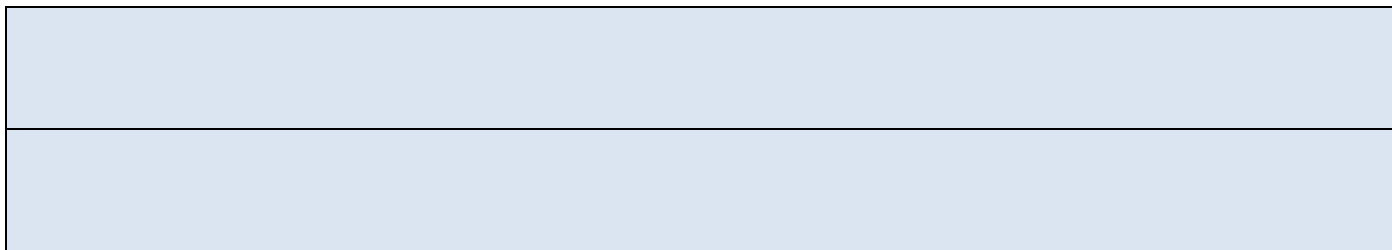
Research Cases:

- Elizabeth Bouvia
- Anthony Bland
- Sue Rodriguez
- Karen Ann Quinlan
- Ramon Sampedro
- Nancy Cruzan
- Claire Conroy
- Annie Lindsell
- Dax Cowart
- Thomas Youk
- Theresa Schiavo
- Tony Nicklinson
- Lynn Gilderdale
- Any other current Euthanasia cases

Debate on:

- Elizabeth Bouvia
- Anthony Bland
- Sue Rodriguez
- Karen Ann Quinlan
- Ramon Sampedro
- Nancy Cruzan
- Claire Conroy
- Annie Lindsell
- Dax Cowart
- Thomas Youk
- Theresa Schiavo
- Tony Nicklinson
- Lynn Gilderdale
- Any other current Euthanasia cases

Guest Speaker (if possible)



PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Article Summary
 - Elizabeth Bouvia
 - Brittany Maynard, 'Death With Dignity'
- Eight facts about cases
- Development of an opening and closing statement for the debate
- Follow up activities
- Notebook

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test/s:
 1. Film test
 2. Debate

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Debate

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections