

Home Instruction Packet for 11th Grade First Aid

Robert Salamanca

11th Grade First Aid

<p>In this packet are materials and directions for my 11th grade First Aid Class</p> <p>This work will be submitted to the teacher through Google classroom. Hard copies will be collected when we return to school. This work will be graded and counted towards their marking period grade. Assessment: Students will be graded based on comprehension and completion of this assignments. Directions for Paper Assignments: All paper assignments will follow the same directions as below but will be turned in when we return to school.</p>	
<p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.</p> <p>You contact me at: rsalamanca@rpsd.org or through Google classroom</p>	
<p>Lesson: Title, Objective, What doing and how assessed.</p>	<p>Assignment Directions and how collected. Definitive due dates...</p>
<p>Week 1 –</p> <p>Lesson 1: CPR quiz</p> <p>Lesson 2: AED Quiz</p> <p>Lesson 3: Informational Power Point Presentation Objective: Students will be able to research (1) topic of choice relating to the heart(heart attack, heart surgery, artificial hearts, etc.) and construct 3 informational paragraphs relating to their topic of choice</p> <p>Week 2</p> <p>Lesson 1: Informational Power Point Presentation Objective: Students will be</p>	<p>Lesson 1: In Google classroom students will be able to complete their CPR quiz.</p> <p>Lesson 2: In Google classroom students will be able to complete their AED quiz.</p> <p>Lesson 3: In Google classroom, students will research their topic of choice and then construct Powerpoint slides that have 3 informational paragraphs on their heart topic of choice.</p> <p>Lesson 1: In Google classroom, students will continue to research their heart topic of choice and then produce Powerpoint slides that show 7 did you know facts as well as 7 statistic on their subject. The did you know</p>

<p>able to produce at least (7) Did you facts and (7) statistics on their heart subject of choice</p> <p>Lesson 2: Informational Power Point: Students will be creating a timeline on their heart subject of choice</p> <p>Lesson 3: Students will begin to assemble treatment, medications, symptoms or how subject of choice has to be handled prior or after application of heart subject of choice</p> <p>Week 3</p> <p>Lesson 1: Students will be able to research a video that applies to their heart topic of choice along with pictures that depict their topic.</p> <p>Lesson 2: Students will be able to construct and finish their Powerpoint presentation.</p> <p>Lesson 3: Students will look for a research article that applies to a topic that we have learned in class and write a summary on it</p>	<p>facts should be creative and engaging. The statistics should be relevant and apply to their subject.</p> <p>Lesson 2: In Google classroom students will continue to research heart topic of their choice and then create Powerpoint slides that show a timeline that shows advancements of or general research of their heart topic of choice. Students will assemble timeline in chronological order that makes it easy to understand.</p> <p>Lesson 3: In Google classroom students will continue to research heart topic of their choice and then generate Powerpoint slides that show how to treat, medications symptoms of subject of choice or how subject of choice has to be handled prior or after application.</p> <p>Lesson 1: In Google classroom students will continue to research heart topic of their choice and then transfer a video of at least 3 minutes and 4 pictures that show their topic of choice with detail. Video should be informative and should explain/describe heart topic of choice. Pictures can be placed into any slide as long as it applies.</p> <p>Lesson 2: In Google classroom students will continue to research heart topic of their choice and then finalize any missing information for their Powerpoint presentation. The presentation must then be submitted via Google classroom for grading.</p> <p>Lesson 3: In Google classroom students will research an article on a topic that we previously learned in class. Students will then answer questions that correspond with that article.</p>
---	--

CPR—Adult

Exam A

1. When giving a rescue breath during CPR, each breath should last about:
 - a. $\frac{1}{2}$ second.
 - b. 1 second.
 - c. 2 seconds.
 - d. 3 seconds.
2. Which of the following could be a sign or symptom of a heart attack?
 - a. Persistent chest pain or discomfort
 - b. Profuse sweating
 - c. Nausea or vomiting
 - d. All of the above
3. The cycle of chest compressions and rescue breaths in CPR is:
 - a. 15 chest compressions to 1 rescue breath.
 - b. 15 chest compressions to 3 rescue breaths.
 - c. 30 chest compressions to 1 rescue breath.
 - d. 30 chest compressions to 2 rescue breaths.
4. You should continue CPR until:
 - a. The person shows an obvious sign of life.
 - b. Another trained responder or EMS personnel take over.
 - c. You are too exhausted to continue.
 - d. All of the above
5. All of the following are links in the Adult Cardiac Chain of Survival *except*:
 - a. Early defibrillation
 - b. Early CPR
 - c. Prevention
 - d. Early recognition and early access to the EMS system
6. It is important to follow the links of the Cardiac Chain of Survival because:
 - a. CPR prevents heart attacks.
 - b. If EMS is called, additional care may not be necessary.
 - c. Following the links in the Cardiac Chain of Survival helps improve the person's chance of survival.
 - d. With early CPR, most cardiac arrest victims do not need defibrillation.
7. You are giving CPR and the first rescue breath does not cause the chest to rise. What should you do?
 - a. Perform a finger sweep.
 - b. Re-tilt the head to ensure that the airway is properly opened and ensure that the nose and mouth are properly sealed before giving the second rescue breath.
 - c. Begin the next set of compressions immediately.
 - d. Take a bigger breath and blow with more force for the second rescue breath.
8. Effective chest compressions:
 - a. Allow the chest to return to its normal position.
 - b. Are delivered fast at a rate of 100 to 120 compressions per minute.
 - c. Are smooth, regular, and given straight up and down.
 - d. All of the above

102233 / 1033 W

9. When you give care to an adult who is responsive and choking, where should you position your fist to give abdominal thrusts?
- a. In the center of the breastbone
 - b. In the middle of the abdomen, just above the navel
 - c. On the rib cage
 - d. Between the shoulder blades
10. Which of the following statements about cardiac arrest is true?
- a. Cardiac arrest is the same as a heart attack.
 - b. A person who is in cardiac arrest is not responsive, not breathing and has no heartbeat.
 - c. Cardiac arrest occurs when blood flow to part of the heart muscle is blocked.
 - d. Cardiac arrest is always caused by cardiovascular disease.

AED

Exam A

1. When a cardiac arrest occurs and an AED becomes available, it should be used as soon as possible.
 - a. True
 - b. False
2. What are the benefits of early CPR and early defibrillation when a person is in cardiac arrest?
 - a. They can eliminate the need for advanced medical care.
 - b. They can reduce responder fatigue.
 - c. They can give the person the best chance for surviving cardiac arrest.
 - d. All of the above
3. Which of the following statements about defibrillation is true?
 - a. It is an electrical shock that may help the heart to spontaneously develop an effective rhythm.
 - b. It is commonly used on a person complaining of chest pain.
 - c. It is more likely to be successful if CPR is withheld.
 - d. It is *not* a link in the Cardiac Chain of Survival.
4. If, during the second analysis, the AED prompts "no shock advised," you should:
 - a. Check the pad placement on the person's chest.
 - b. Reset the AED by turning it off for 10 seconds.
 - c. Resume CPR until the AED reanalyzes or you find an obvious sign of life.
 - d. Unplug the connector from the machine.
5. What should you do before the AED analyzes the heart rhythm?
 - a. Ensure that no one, including you, is touching the person.
 - b. Ensure that the head-tilt/jaw-thrust is maintained.
 - c. Ensure that the person is breathing.
 - d. None of the above
6. When preparing an AED for use, what is the *first* thing you should do?
 - a. Perform 5 minutes of CPR.
 - b. Deliver a shock.
 - c. Stand clear.
 - d. Turn on the AED.
7. The AED pads should normally be placed on:
 - a. The chest and stomach.
 - b. The upper left and lower right sides of the chest.
 - c. The upper right and lower left sides of the chest.
 - d. The upper right and upper left sides of the chest.
8. Why is it important to stand clear and not touch the person while the AED is analyzing or defibrillating?
 - a. The AED will turn itself off.
 - b. You or someone else could be injured by the shock.
 - c. You might prevent the AED from analyzing the heart rhythm properly.
 - d. Both b and c

40223 J 1 1996

9. If the AED pads risk touching each other (such as with a small child or an infant), you should:
 - a. Place them as usual. It does not matter if the pads touch each other.
 - b. Place one pad on the stomach and one pad on the chest.
 - c. Reverse the pads' position on the chest.
 - d. Place one pad in the middle of the chest and the other on the back.
10. If alone, once you have turned on the AED, you should:
 - a. Apply the pads and allow the AED to analyze the heart rhythm.
 - b. Check for movement and breathing.
 - c. Give abdominal thrusts.
 - d. Give chest compressions.

HEART POWERPOINT PROJECT

Students will create an informational PowerPoint presentation on something relating to the heart. You can make a presentation on the advances of heart surgery, CPR, AED, artificial hearts, research in heart medicine, or even a broken heart, etc. The presentation will need to include details about the subject of choice as well as images and/or videos of the subject being described. In order to receive full credit, the presentation must include the following information:

- At least (3) informational paragraphs (5 sentences) about the heart subject or what it is on. Slides can include history of subject of choice (1-2 slides)
- At least (7) Did You Know Facts and (7) statistics of subject of choice (1-2 slides)
- A brief video, no more than 3 minutes relating to subject of choice
- At least (4) pictures throughout presentation that illustrate subject of choice
- A timeline of subject of choice showing advancements or research in subject of choice. (1 slide)
- Treatment/ medications/ symptoms/ or how subject of choice has to be handled prior or after in application to subject of choice. (1-2 slides)

Any missing information is worth 1 point of the possible 20

POWERPOINT PRESENTATION MUST BE PRESENTED IN FRONT

OF CLASS

- You will be graded according to Grading Rubric

PowerPoint Rubric

CATEGORY	4	3	2	1
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
--	--	--	--	---

Name:

Period:

Week 1 Lesson 3: Students will research their topic of choice and then construct Powerpoint slides that have 3 informational paragraphs on their heart topic of choice.

Name:

Period:

Week 2 Lesson 1: Students will continue to research their heart topic of choice and then produce Powerpoint slides that show 7 did you know facts as well as 7 statistic on their subject. The did you know facts should be creative and engaging. The statistics should be relevant and apply to their subject.

Name:

Period:

Week 2 Lesson 2: Students will continue to research heart topic of their choice and then create Powerpoint slides that show a timeline that shows advancements of or general research of their heart topic of choice. Students will assemble timeline in chronological order that makes it easy to understand.

Name:

Period:

Week 2 Lesson 3: Students will continue to research heart topic of their choice and then generate Powerpoint slides that show how to treat, medications symptoms of subject of choice or how subject of choice has to be handled prior or after application.

Name:

Period:

Week 3 Lesson 1: Students will continue to research heart topic of their choice and then transfer a video of at least 3 minutes and 4 pictures that show their topic of choice with detail. Video should be informative and should explain/describe heart topic of choice. Pictures can be placed into any slide as long as it applies.

Name:

Period:

Week 3 Lesson 2: Students will continue to research heart topic of their choice and then finalize any missing information for their Powerpoint presentation. The presentation must then be submitted via Google classroom for grading.

Name:

Period:

Week 3 Lesson 3: Students will research an article on a topic that we previously learned in class. Students will then answer article summary questions that correspond with that article.

Article Summary Questions

Directions: Research an article online on a topic that we have already discussed and answer the following questions

Source Information

Title:

Publication:

Date:

Author:

1. What is the main idea of the article? Use complete sentences.

2. Fill in the table below to outline the main points in the article. Use the back if you need additional space.

Main Point	Connection to Main Idea

3. What is your final impression of the main points included in the article? How do they combine to support the main idea?

4. Generate at least 3 potential questions that develop from the ideas in the article. Then, choose your favorite and explain why it is your favorite.