

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Career Technical Education	Course:	Emergency Medical Careers I	Unit 1 Title:	CPR	Grade Level(s):	10-12
Assessed Trimester:		Pacing:		Date Created:	1/17/2014	Last Revision Date:	1/17/2014

<b>Course Understandings:</b> <i>Students will understand:</i> <ul style="list-style-type: none"><li>• Communication, in its various forms, is foundational to the field of emergency medicine.</li><li>• The field of emergency medicine and its area of specialization.</li><li>• Problem solving, critical thinking, and assessment skills are the essential tools used in emergency medicine.</li><li>• That the field of emergency medicine is governed by procedural, ethical and legal parameters established by the industry.</li></ul>
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
<b>National Healthcare Foundation Standards and Accountability Criteria</b> <ul style="list-style-type: none"><li>• <b>Standard 2 Communication</b> - 2.1: Concepts of Effective Communication; 2.2: Medical Terminology</li><li>• <b>Standard 5 Legal Responsibilities</b> - 5.1: Legal Implications; 5.2: Legal Practices</li><li>• <b>Standard 6 Ethics</b> – 6.1 Ethical Boundaries; 6.2 Ethical Practice: 6.3 Cultural, Social, and Ethnic Diversity</li><li>• <b>Standard 7 Safety Practices</b> – 7.1 Infection Control; 7.2 Personal Safety; 7.3 Environmental Safety; 7.4 Common Safety Hazards; 7.5 Emergency Procedures and Protocols</li><li>• <b>Standard 8 Teamwork</b> – 8.1 Health Care Teams; 8.2 Team Member Participation</li><li>• <b>Standard 10 Technical Skills</b> – 10.1 Technical Skills</li></ul>	
Transfer	
<b>Students will be able to independently use their learning to: (product, high order reasoning)</b> <ul style="list-style-type: none"><li>•</li></ul>	
Meaning	
<b>Unit Understanding(s):</b> <b>Students will understand that:</b> <ul style="list-style-type: none"><li>• The structure of the Chain of Survival</li><li>• Following established procedures for CPR will provide adequate oxygen saturation</li><li>• CPR can be performed by one or more rescuers</li><li>• CPR procedures vary by age, size, and body type of the victim</li><li>• Scene safety is the single most important factor in EMS</li></ul>	<b>Essential Question(s):</b> <b>Students will keep considering:</b> <ul style="list-style-type: none"><li>• What is communication?</li><li>• What is the relationship between age, ethnicity, and gender and emergency care?</li><li>• What constitutes a safe scene?</li><li>• What is the purpose of CPR?</li><li>• Who is responsible at the scene of an emergency?</li><li>• What is the Chain of Survival?</li></ul>
Acquisition	
<b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li>• Understand that communication, in its various forms, is foundational to the field of emergency medicine</li><li>• Understand the field of emergency medicine and its area of specialization</li><li>• Understand that problem solving, critical thinking, and assessment skills are the essential tools used in</li></ul>	<b>Skills - Students will:</b> <ul style="list-style-type: none"><li>• Compare and contrast the various procedures for CPR</li><li>• Perform all variations of CPR</li><li>• Formulate a plan of action for a given situation</li></ul>

<div>emergency medicine</div> <div><ul style="list-style-type: none"><li>Understand that the field of emergency medicine is governed by procedural, ethical and legal parameters established by the industry</li></ul></div> <div>Reasoning - Students will:</div> <div><ul style="list-style-type: none"><li></li></ul></div>	<div><ul style="list-style-type: none"><li>Evaluate the patient’s condition and implement correct procedures based upon findings</li><li>Evaluate and critique implementation of CPR procedures</li></ul></div>

<div>Common Misunderstandings</div> <div><ul style="list-style-type: none"><li>Acronyms</li><li>Ratio modifications from adult to child</li><li>Ratio to rate</li><li>Two person CPR “switch”</li></ul></div>	<div>Essential new vocabulary</div> <div><ul style="list-style-type: none"><li>Acronyms</li><li>Ratio modifications from adult to child</li><li>Ratio to rate</li><li>Two person CPR (switch)</li></ul></div>
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