

**First Responder Pacing Guide**

**Subject Area:** Physical Education

**Grade Level:** 9 – 12

**Credit:** 0.5

**Prerequisite:**

**Category:** Health and Physical Education

**Fitness Components Emphasized:** Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to acquire a more than basic injury regarding prevention, foundation training, safety, nutrition, benefits of physical activity, boot-camp conditioning, first aid, wound dressing seizures and sport injuries.

Each student must pass a written and performance CPR/AED test.

\*This course requires performance hours with an athletic coach or district athletic trainer.

First Responders Pacing Guide

| <p style="text-align: center;"><b>First Responder Pacing Guide</b></p>   |   |  |
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| <p><b>Quarter 1</b><br/> <b>Topic/Section to be Covered</b><br/>                     (All topics in weeks 3-16 are all intertwined within this course)</p> |   |  |
| Orientation  | OBJECTIVE   | Assessments  |
| 1st week<br><b>Cognitive</b><br>Approximately<br>five – 55 minute periods of time to complete  | <b>Orientation</b> <ol style="list-style-type: none"> <li>1. Course Syllabus</li> <li>2. Locks and Lockers/Uniforms</li> <li>3. Attendance procedure</li> <li>4. Rules and regulations</li> </ol><br><b>Vocabulary Introduced</b> | 5. Course Syllabus   |
| 2nd Week<br><b>Cognitive/Perform</b><br>Approximately<br>five –55 minute periods of time to complete<br>Perform/Cognitive                                  | <b>Testing and Conditioning</b> <ol style="list-style-type: none"> <li>1. Medical history</li> </ol> Fitness Test-Health related fitness  | <b>Pre – Testing/Goal Setting for fitness improvement</b><br>Pre-test on 12 minute walk/run, push-ups<br>crunches or max weight lifts on core lifts. |
| 3rd Week<br><b>Perform</b><br>Approximately<br>five –55minute periods of time to complete  | <b>Foundations Training</b> <ol style="list-style-type: none"> <li>1. History Physical Conditioning</li> <li>2. Safety/Extreme weather</li> <li>3. Environmental conditions</li> </ol>  | <b>Fitness pretest</b><br>Pacer Test   |
| 4st week<br><b>Perform</b><br>Approximately<br>five – 55 minute periods of time to complete  | <b>Injury Prevention: Demonstrate and discuss problem solving strategies in relation to injury prevention</b> <ol style="list-style-type: none"> <li>1. Warm Up</li> <li>2. Cool Down to be used in the course</li> </ol>         | Pre-Test<br><b>Fitness pretest</b><br>Pacer Test<br><br>Teacher observation  |

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|  | <ol style="list-style-type: none"> <li>3. Correct Warm-Up</li> <li>4. Physical Conditioning</li> </ol>  | Rubric and Checklist  |
| <p>5th Week</p> <p><b>Cognitive/Perform</b></p> <p>Approximately five –55 minute periods of time to complete Perform/Cognitive</p> | <p><b>Safety/Activity</b></p> <ol style="list-style-type: none"> <li>1. Safety precautions: Circuit training activity,</li> <li>2. Protective Sports Devices</li> <li>3. Heat Illness</li> <li>4. Heat illness are explored and learned</li> </ol> <p>Know the risk factors that may affect physical activity throughout life</p>   | <b>Pre – Testing/Goal Setting for skill performance improvement</b> |
| <p>6<sup>th</sup> Week</p> <p><b>Perform/Cognitive</b></p> <p>Approximately five –55minute periods of time to complete</p>         | <p><b>Nutrition</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate Fitness Conditioning and its relationship to nutrition</li> <li>2. Food Plate Circuit and its effect on fitness</li> <li>3. Understand the Dietary Guidelines for Americans and the recommendations in the My Plate Plan.</li> </ol> <p><b>Name the classes of nutrients that supply the body with energy.</b></p> <ol style="list-style-type: none"> <li>1. Describe the roles the carbohydrates, fats, and proteins play in the body.</li> <li>2. Identify vitamins and minerals used by the body.</li> <li>3. Explain the importance of water to the body</li> </ol> | <p>Fitness assessment</p> <p>Performance rubric checklist</p>       |
| 7week  | <b>FITT: Benefits of Physical Activity</b>  | Personal Workout Sheet  |

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| <p><b>Perform</b><br/>Approximately<br/>five – 55 minute periods of time to complete</p>                                  | <ol style="list-style-type: none"> <li>1. Demonstrate Health components of Fitness</li> <li>2. Demonstrate how Cardio workout is beneficial to the F.I.T.T. standards</li> </ol>  | <p>Teacher observation<br/>Rubric and Checklist</p>   |
| <p>8thWeek<br/><b>Perform</b><br/>Approximately<br/>five –55 minute periods of time to complete<br/>Perform/Cognitive</p> | <p><b>Participate in Conditioning activities</b><br/><b>Boot Camp Conditioning</b></p> <ol style="list-style-type: none"> <li>1. Running</li> <li>2. Stretching.</li> <li>3. Weight lifting,</li> <li>4. Pushups</li> <li>5. Sit-ups</li> <li>6. Yoga</li> </ol>  | <p><b>/Goal Setting for fitness improvement</b><br/>Personal Workout Sheet<br/>PFT Improvement Assessment</p> |
| <p>9<sup>th</sup> Week<br/><b>Perform /Affective</b><br/>Approximately<br/>five –55minute periods of time to complete</p> | <p><b>Appreciate the benefits of being physically fit</b><br/><b>Continue with lifelong fitness activities</b></p>  | <p>Post-Test<br/>Personal Workout Sheet<br/>Teacher observation<br/>Rubric and Checklist</p>                  |
| <p>Common Core Anchor<br/>CCSELA<br/>CCSSReading</p>  | <p>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.</p> <p>Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> |   |

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| <p><b>Quarter 2</b></p>   |   |                 |
| <p><b>Topic/Section to be Covered</b></p>   |   |                 |
| <p><b>(All topics in weeks 3-16 are all intertwined within this course)</b></p>   |   |                 |
| Orientation   | OBJECTIVE   | Assessments     |
| <p>10<sup>th</sup> week</p> <p><b>Cognitive</b></p> <p>Approximately<br/>five – 55 minute periods of<br/>time to complete</p> | <p><b>II FIRST AID</b></p> <p><b>Activity/Outcome First AID</b></p> <p><b>Medical Emergencies</b></p> <p><b>You Have to Breathe to Live</b></p> <ol style="list-style-type: none"> <li>1. Tell how to recognize someone with a breathing problem</li> <li>2. Describe the signs of choking</li> <li>3. Describe the first aid actions for a victim who is choking but can speak or make a sound</li> <li>4. Show the first aid actions for a victim who is choking and can't speak or made a sound</li> <li>5. List the signs of a bad allergic reaction</li> <li>6. List the first aid actions for someone with a bad allergic reaction</li> <li>7. Describe how you would use an epinephrine pen if your state regulations and company policy allow</li> </ol><br><ol style="list-style-type: none"> <li>1. List several words that a victim of a heart attack may use to describe the pain or pressure caused by a heart attack.</li> <li>2. Describe where the pain or pressure of a heart attack might be located</li> <li>3. Describe first aid actions for a victim with chest pain or pressure</li> </ol> | <p>Pre-Test</p> |

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|  | <b>CPR /AED Training</b>  |   |
| 11 <sup>th</sup> nd Week<br><b>Cognitive/Perform</b><br>Approximately<br>five –55 minute periods of time<br>to complete<br>Perform/Cognitive | <b>Chest Pain and Heart Attack</b><br><b>Medical Emergencies</b><br><b>Chest Pain and Heart Attack</b><br>1. List several words that a victim of a heart attack may use to describe the pain or pressure caused by a heart attack.<br>2. Describe where the pain or pressure of a heart attack might be located<br>3. Describe first aid actions for a victim with chest pain or pressure | <b>Pre – Testing</b><br>Rubric<br>Check Sheet           |
| 12 <sup>th</sup> rd Week<br><b>Perform</b><br>Approximately<br>five –55minute periods of time<br>to complete                                 | <b>Fainting</b><br><b>Medical Emergencies</b><br>1. Describe what fainting is<br>2. Describe the first aid actions for fainting   | <b>Fitness pretest</b><br>Pacer Test                    |
| 13 <sup>th</sup> week<br><b>Cognitive</b><br>Approximately<br>five – 55 minute periods of<br>time to complete                                | <b>Diabetes and Low Blood Sugar</b><br>1. Describe the signs of low blood sugar in a diabetic<br>2. Describe the first aid actions for low blood sugar in a diabetic  | Pre-Test<br>Teacher observation<br>Rubric and Checklist |
| 14 <sup>th</sup> Week<br><b>Cognitive</b><br>Approximately<br>five –55 minute periods of time<br>to complete<br>Perform/Cognitive            | <b>Stroke</b><br>1. List 3 signs of stroke<br>Describe the first aid actions for stroke of class  | <b>Pre – Testing/Goal Setting</b>                       |
| 15 <sup>th</sup> Week<br><b>Cognitive</b><br>Approximately<br>five –55minute periods of time   | <b>Seizure</b><br>1. List 4 causes of a seizure<br>2. Describe how someone may move or act if he/she is having a seizure  |   |

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| <p>to complete</p>   | <ol style="list-style-type: none"> <li>3. Describe how you would protect someone having a seizure</li> <li>4. List first aid actions for a person having a seizure</li> </ol>   |   |
| <p>16<sup>th</sup> week<br/><b>Perform</b><br/>Approximately<br/>five – 55 minute periods of<br/>time to complete</p>                      | <p><b>Taping</b></p> <ol style="list-style-type: none"> <li>1. Head</li> <li>2. Face,</li> <li>3. Shoulder,</li> <li>4. Upper Arm</li> </ol> <p>Vary fitness conditioning prior to application of lesson.<br/>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual / dual sports</p>  |   |
| <p>17<sup>th</sup> Week<br/><b>Perform</b><br/>Approximately<br/>five –55 minute periods of time<br/>to complete<br/>Perform/Cognitive</p> | <p><b>Taping</b></p> <ol style="list-style-type: none"> <li>1. Thigh,</li> <li>2. Hip,</li> <li>3. Groin,</li> <li>4. Pelvis,</li> <li>5. Abdomen,</li> <li>6. Thorax,</li> <li>7. Low Back,</li> </ol> <p>Upper Spine Vary fitness conditioning prior to application of lesson.<br/>Examples: Run, jump rope, med ball, weight training, aerobics, circuit training, team and individual/dual sports</p> | <p><b>Pre – Testing/Goal Setting</b><br/>Personal Workout Sheet<br/>Taping Assessment</p> |
| <p>18<sup>th</sup> Week<br/><b>Cognitive /Affective</b><br/>Approximately<br/>five –55minute periods of time<br/>to complete</p>           | <p><b>Sports injuries:</b><br/>Demonstrate types of injuries to a variety of Fitness and Sports Activities</p> <ol style="list-style-type: none"> <li>1. Students will research information that integrates with media into a presentation for oral communication</li> <li>2. Heat Illnesses are explored and learned</li> <li>3. Understand problem solving strategies in relation to injury</li> </ol>  | <p>Pre-Test<br/>Injury Sheet<br/>Teacher observation<br/>Rubric and Checklist</p>         |

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|  | <p>prevention discussed</p> <ol style="list-style-type: none"> <li>4. Analyze long term benefits of participation in regular physical activities</li> <li>5. Analyze, discuss and explain how each health related component of fitness is improved through the application of training principles</li> <li>6. Discuss physiological effects of exercise during and after activity</li> </ol>  |  |
| <p>Common Core Anchor<br/>CCSELA<br/>CCSSReading</p> | <p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> |  |