



## Kingsway Regional School District

*Committed to Excellence*

<b>Course Name: Health &amp; Physical Education 8</b>	<b>Grade Level(s): 8</b>
<b>Department: Health &amp; Physical Education</b>	<b>Credits: NA</b>
<b>BOE Approval Date: October 2019</b>	<b>Revision Date:</b>

### Course Description and Outcomes

Over the course of the year, students will engage in seven units of Health and Physical Education. Each unit will be structured as follows: five days of Health Education, ten days of a sport activity in Physical Education, and ten days of Life-long Individual Fitness and Exercise (L.I.F.E.) in Physical Education, building upon the knowledge learned in 7th grade. During Health Education, topics will consist of but not limited to the following: Personal Fitness, Nutrition, Stress Education, Relationships/Sexuality, Diseases, Substance Abuse, and First Aid & Safety. These units of study will equip all students with the proper skills to make good choices about healthy living. Taking responsibility for one's own health is an essential step towards maintaining a lifelong healthy lifestyle.

The Physical Education portion of each unit will be a variety of team, individual and dual sports, and fitness. Topics will consist of but not limited to cooperative games, flag football, basketball, volleyball, field hockey, floor hockey, lacrosse, softball, badminton, pickleball, skatepass (indoor skateboarding), bowling, dance, frisbee, and fitness. Through the various team and individual and dual sports, students will develop a greater sense of teamwork, cooperation, and sportsmanship while applying critical thinking skills during physical activity in skill and game settings. L.I.F.E will be broken into two parts; personal fitness training and fitness assessment. Students will focus on achieving and maintaining a level of physical fitness while demonstrating knowledge of fitness concepts, and strategies. Students will also utilize the FitnessGram online program, a comprehensive fitness assessment battery intended to assess and track cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students will analyze, critique, and set short and long-term goals based upon their current levels of fitness achieved through these assessments. Mindful concepts and strategies will be emphasized throughout the Physical Education units to enhance personal awareness in the present moment. By demonstrating mindful exercises regularly, students will learn how to calm and focus their minds which will result in stress and anxiety reduction, more cognitive flexibility, improved general health, along with countless other benefits.

**Proficiencies and Pacing Guide:**

**Course Title: Health & Physical Education 8**

**Prerequisite(s): Health & Physical Education 7**

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p><b>Unit 1-A:</b> <i>(PE)</i>- Personal Fitness Planning</p>	<p>2 weeks (8-11 sessions)</p>	<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness</p>	<p>1. Students will recall and apply basic fitness and exercise principles.</p> <p>2. Students will critique and revise the proper form for the FitnessGram assessment.</p>	<p>-Detect heart rate through the radial artery (wrist) and carotid artery (neck). (DOK 1)</p> <p>-Calculate Resting Heart Rate (RHR) (DOK 1)</p> <p>-Calculate Maximum Heart Rate (MHR). (DOK 1)</p> <p>-Calculate Target Heart Rate (THR). (DOK 1)</p> <p>-Recall the five components of fitness. (DOK 1)</p> <p>-Recall the parts of the FITT principle for each component of fitness. (DOK 1)</p> <p>-Differentiate between repetitions and sets. (DOK 2)</p> <p>-Assess proper form for the FitnessGram Push-Up assessment. (DOK 3)</p> <p>-Assess proper form for the FitnessGram Curl-Up assessment. (DOK 3)</p> <p>-Assess proper form for the FitnessGram Sit &amp; Reach and Shoulder Stretch assessments. (DOK 3)</p> <p>-Assess proper running form and pacing techniques for the FitnessGram Pacer assessment. (DOK 3)</p> <p>-Understand and apply the concepts of goal setting and develop a weekly personal</p>

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				fitness plan specific to their fitness level. (DOK 2)
<b>Unit 1-B:</b> <i>(PE)</i> - Cooperative Games	1 week (4-5 sessions)	2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities. 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities. 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 Assess the effectiveness of	1. Students will apply concepts for responsible social behaviors by problem solving, demonstrating inclusive behaviors, and cooperating, communicating and supporting classmates.	<ul style="list-style-type: none"> <li>- Generate positive effective strategies to enhance teamwork and cooperation before, during, and after group challenges. (DOK 3)</li> <li>-Recall and infer the importance of teamwork and cooperation in day-to-day life. (DOK 2)</li> <li>-Apply teamwork concepts to provided challenges for task completion. (DOK 4)</li> <li>-Demonstrate and assess tactical understanding by using appropriate and effective cooperative strategies. (DOK 3)</li> <li>-Perform and assess the quality of movement flow in response to dynamic, interactive environments. (DOK 3)</li> </ul>

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		<p>specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3</p> <p>Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>		
<p><b>Unit 2-A:</b> Nutritional Planning</p>	<p>1 week (5 sessions)</p>	<p>2.1.8.A.1</p> <p>Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.3</p> <p>Relate advances in technology to maintaining and improving personal health.</p> <p>2.2.8.B.2</p> <p>Justify when individual or collaborative decision-making is appropriate.</p> <p>2.1.8.B.3</p> <p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p>	<p>1. Distinguish ways to manage your weight by explaining different dieting practices, identify problem eating behaviors, and demonstrate decision making skills.</p> <p>2. Investigate ways to make healthy food choices in order to create a weekly nutritional diet plan.</p>	<p>-Review and define essential nutrition vocabulary terms. (DOK 1)</p> <p>-Formulate a weekly nutritional diet plan based on USDA guidelines. by recognizing influences and guidelines, analyzing key nutrients in a food product. (DOK 3)</p> <p>-Analyzing diets for nutritional value and balance of foods. (DOK 4)</p> <p>-Explain the importance of and how to healthily lose, maintain, or gain weight. (DOK 1)</p> <p>-Compare and contrast micro vs macro nutrients. (DOK 3)</p> <p>-Define and calculate calories and caloric deficit. (DOK 1)</p> <p>-Determine specific health problems caused by poor nutrition. (DOK 1)</p> <p>-Formulate nutrient rich meals using myplate. (DOK 3)</p>

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<p><b>Unit 2-B, 3-B, 4-B, 7-B:</b> (PE)- Team Sports</p>	<p>8 weeks 40 sessions (10 sessions per unit)</p>	<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>2.6.8.A.1</p>	<ol style="list-style-type: none"> <li>1. Students will apply concepts of throwing, trapping, catching, passing, shooting, and scoring techniques in a game setting.</li> <li>2. Students will apply concepts of gameplay, offensive and defensive strategies, sportsmanship, rules, and safety procedures in order to achieve team and individual goals.</li> <li>3. Students will apply previously learned fitness principles to personally improve the five physical fitness components.</li> <li>4. Students will compare and contrast effective methods of mindfulness practices to apply in everyday life and mindful strategies to enhance performance.</li> </ol>	<ul style="list-style-type: none"> <li>-Foster skills in order to promote life-long health and wellness through physical fitness. (DOK 3)</li> <li>-Identify the history of the sport. (DOK 1)</li> <li>-Identify basic terminology used and affiliated to the sport. (DOK1)</li> <li>-Comprehend all of the rules, regulations, and concepts of gameplay of the sport. (DOK 2)</li> <li>-Apply concepts of safety and sportsmanship during applied settings. (DOK 3)</li> <li>-Implement defensive and offensive mental strategies to achieve team goals. (DOK 3)</li> <li>-Design offensive and defensive plays in a game setting. (DOK 4)</li> <li>-Demonstrate proper running concepts with or without possession of the ball. (DOK 2)</li> <li>-Apply concepts of spatial awareness and moving in space in applied settings. (DOK 2)</li> <li>-Demonstrate proper throwing, trapping, catching, passing, shooting, scoring techniques in a game setting. (DOK 2)</li> <li>-Differentiate mindfulness practices in order to cultivate an open, receptive, and non-judgmental orientation to one's present experience. (DOK 3)</li> </ul>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.		
<b>Unit 2-C, 3-C, 4-C, 5-C, 6-C:</b> <i>(PE)- L.I.F.E. (Lifelong Individual Fitness &amp; Exercise)</i>	10 weeks 50 sessions (10 sessions per unit)	2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills. 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	1. Students will construct FITT principle based fitness goals by analyzing the function of the Circulatory, Respiratory, and Musculoskeletal Systems to improve VO2Max, muscular flexibility, muscular strength and muscular endurance. 2. Students will apply the concepts of weight transfer, power, speed, agility, and range of motion, and connect how it impacts performance. 3. Students will assess the FitnessGram healthy zone ranges in order to set short-term and long-term goals for each of the five physical fitness assessments. 4. Students will apply previously learned fitness principles to personally improve the five physical fitness components and compare and contrast effective methods of mindfulness practices to apply to everyday life.	-Distinguish the concepts of the five components of fitness. (DOK 2) -Demonstrate the skills of movement in aerobic activities for an extended period of time to improve cardiovascular endurance. (DOK 1) -Enhance muscular strength and endurance through multiple means of weight bearing exercises and activities. (DOK 1) -Demonstrate the skills of warming and stretching the muscles and tendons to improve flexibility. (DOK 1) -Enhance speed and agility through multiple means of exercises and activities. (DOK 1) -Assess personal fitness levels. (DOK 3) -Construct short-term and long-term fitness goals. (DOK 2) -Apply maximum effort during each fitness assessment.(DOK 1) -Demonstrate proper techniques during each fitness assessment. (DOK 1) -Understand and apply proper safety procedures at all times. (DOK 2) -Evaluate test ranges as it compares to personal performance. (DOK 2)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p><b>Unit 3-A:</b> Stress Management Planning</p>	<p>1 week (5 sessions)</p>	<p>2.1.8.A.1 Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p> <p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.</p>	<p>1. Students will assess and apply mindful strategies to create a plan to foster a sense of comfort, belonging, optimism and increase their desire to make thoughtful, ethical decisions both independently and with others.</p>	<ul style="list-style-type: none"> <li>-Review and define essential stress related vocabulary terms. (DOK 1)</li> <li>-Identify emerging science on the effects of mindful practices for mental and physical health. (DOK 1)</li> <li>-Define optimistic and pessimistic mind-sets used to think about, react to, and approach a problem. (DOK 1)</li> <li>-Recall a pleasurable experience as a way to build optimism. (DOK 1)</li> <li>-Understand what gratitude is and identify things they are grateful for. (DOK 1)</li> <li>-List different types of mental illness that affect physical, social, and emotional well-being. (DOK 1)</li> <li>-Explain the neural pathways associated with specific emotions. (DOK 2)</li> <li>-Demonstrate the practical skills of mindfulness meditation, including methods for deepening concentration and responding skillfully to physical pain, stress, and difficult emotions and thought patterns. (DOK 3)</li> <li>-Plan, create, and execute an act of kindness for the school and/or community utilizing a choice menu. (DOK 4)</li> </ul>
<p><b>Unit 4-A:</b> Family Life</p>	<p>1 week (5 sessions)</p>	<p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health</p>	<p>1. Students will analyze the structure and function of the male and female reproductive systems, o/m</p>	<ul style="list-style-type: none"> <li>-Review and define essential family life vocabulary terms. (DOK 1)</li> <li>-Label the parts of the male and female</li> </ul>

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		<p>initiative.</p> <p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p> <p>2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p> <p>2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>2.4.8.C.2</p>	<p>cycle, stages of pregnancy and childbirth and all means of contraceptives, and their uses, including abstinence.</p>	<p>reproductive system. (DOK 1)</p> <p>-Illustrate the path of sperm through the male reproductive system. (DOK 1)</p> <p>-Summarize the typical menstrual cycle. (DOK 2)</p> <p>-Describe different problems of each of the male and female reproductive systems and ways to prevent them. (DOK 3)</p> <p>-Determine the signs and symptoms of pregnancy. (DOK 2)</p> <p>-List the methods available to confirm pregnancy. (DOK 1)</p> <p>-Examine the physical, emotional, and social changes of the mother's body during and after pregnancy. (DOK 4)</p> <p>-Summarize human development before birth. (DOK 2)</p> <p>-Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. (DOK 1)</p> <p>-Evaluate means of contraception, including abstinence. (DOK 2)</p> <p>-Compare and contrast the benefits of abstinence vs. being sexually active. (DOK 3)</p> <p>-Develop strategies to combat pressures to become sexually active. (DOK 3)</p> <p>-Identify the legalities and social implications to sexting with a minor. (DOK 1)</p> <p>-Differentiate acceptable vs unacceptable criteria for all dating situations. (DOK 3)</p>

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		Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.		-Construct a plan to assist people in need in the community. (DOK 3)
<b>Unit 5-A:</b> Sexually Transmitted Infections	1 week (5 sessions)	2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness. 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.	1. Students will analyze and evaluate different situations and behaviors that increase or decrease the risk of getting an infectious disease.	-Review and define essential disease vocabulary terms. (DOK 1) -Determine why abstinence is the only sure way to avoid sexually transmitted diseases. (DOK 2) -Discuss and evaluate forms of contraception. (DOK 2) -Evaluate the six common sexually transmitted diseases. (DOK 2) -Explain the difference between HIV and AIDS. (DOK 1) -Analyze the different ways that HIV can be spread. (DOK 4) -Identify situations and behaviors that increase or decrease the risk of catching an infectious disease. (DOK 1) -Describe how reproductive cancer and STI's are related. (DOK 2)
<b>Unit 5-B, 6-B, 7-B:</b> (PE)- Individual & Dual Sports  <i>badminton, pickleball, Skatepass, bowling, Dance,</i>	6 weeks 30 sessions (10 sessions per unit)	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2	1. Students will apply concepts of throwing, rolling, striking, scoring, and balance techniques and apply them in a game setting. 2. Students will apply concepts of gameplay,	-Exercise communication, teamwork, and problem solving during skill and game settings. -Foster skills in order to promote life-long health and wellness through physical fitness. (DOK 3) -Identify the history of the sport/activity.

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<i>frisbee</i>		<p>Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3</p> <p>Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.8.C.1</p> <p>Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2</p> <p>Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities</p>	<p>offensive and defensive strategies, sportsmanship, rules, and safety procedures in order to achieve individual and partner goals.</p> <p>3. Students will compare and contrast effective methods of mindfulness practices to apply in everyday life and mindful strategies to enhance performance.</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> <li>-Identify basic terminology used and affiliated to the sport/activity. (DOK1)</li> <li>-Comprehend all of the rules, regulations, and concepts of gameplay of the sport/activity. (DOK 2)</li> <li>-Apply concepts of safety and sportsmanship during applied settings. (DOK 3)</li> <li>-Implement defensive and offensive mental strategies to achieve individual and partner goals. (DOK 3)</li> <li>-Design offensive and defensive plays/strategies in a game setting. (DOK 4)</li> <li>-Apply concepts of spatial awareness and moving in space in applied settings. (DOK 2)</li> <li>-Demonstrate proper concepts of throwing, rolling, striking, scoring, and balance skills in a game setting. (DOK 2)</li> <li>-Differentiate mindfulness practices in order to cultivate an open, receptive, and non-judgmental orientation to one's present experience. (DOK 3)</li> </ul>
<p><b>Unit 6-A:</b> Substance Abuse</p>	<p>1 week (5 sessions)</p>	<p>2.2.8.A.1</p> <p>Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.A.2</p> <p>Demonstrate the use of refusal,</p>	<p>1. Students will implement a volunteer drug outreach project to defend a position on a specific teenage drug epidemic through multiple avenues: peers at school, the community, and social media.</p> <p>2. Students will apply</p>	<ul style="list-style-type: none"> <li>-Review and define essential drug vocabulary terms. (DOK 1)</li> <li>-Explain how to use refusal skills and positive peer pressure to help resist using tobacco. (DOK 1)</li> <li>-Describe how peers, family, role models, and media influence tobacco, drug, and alcohol use. (DOK 2)</li> </ul>

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		<p>negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> <p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.</p> <p>2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p>	<p>strategies for refusal, negotiation, and assertiveness skills, resisting pressures from peers, and decision making to withstand using illegal drugs and alcohol.</p>	<ul style="list-style-type: none"> <li>-Explain reasons for remaining drug free. (DOK 1)</li> <li>-List six strategies for refusing drugs. (DOK 1)</li> <li>-Compare physical and psychological dependence. (DOK 3)</li> <li>-Understand drug addiction, tolerance, and withdrawal. (DOK 2)</li> <li>-Demonstrate refusal skills when responding to peer pressure. (DOK 2)</li> <li>-Explain the stages of addiction and dependency and how they impact the individual, the family and society. (DOK 2)</li> <li>-Implement a choice menu project in the community to assist others to make good decisions. (DOK 4)</li> <li>-Compare and contrast assertiveness skills and negotiation skills when faced with peer pressure on drugs and/or alcohol. (DOK 3)</li> <li>-Apply refusal and negotiation skills to scenarios related to pressure from peers with drugs and alcohol. (DOK 2)</li> <li>-Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs. (DOK 3)</li> <li>-Analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals. (DOK 4)</li> </ul>
<b>Unit 7-A:</b>	1 weeks	<p>2.1.8.D.1 Assess the degree of risk in a</p>	1. Students will demonstrate first-aid and emergency	-Review and define essential first aid and safety vocabulary terms. (DOK 1)

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First Aid & Safety	(5 sessions)	<p>variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p>	procedures to recognize threats to the environment and implement appropriate strategies to minimize them.	<p>-Identify an emergency situation. (DOK 1)</p> <p>-Distinguish ways to prevent accidents. (DOK 2)</p> <p>-Interpret the proper first-aid treatment for a choking victim. (DOK 2)</p> <p>-List symptoms of major heart problems such as heart attack and stroke and understand the proper reporting procedures. (DOK 1)</p> <p>-Explain the symptoms of basic first-aid procedures for treating such as unconsciousness, shock, and fractures. (DOK 1)</p> <p>-Recognize the steps to apply first aid in an emergency to injuries such as visible bleeding, wounds, head, chest, and abdominal injuries, broken bones and sprains, and burns. (DOK 1)</p> <p>-Exhibit proper techniques on assessing situations such as the care of head trauma, bleeding and wounds, burns, shock, fractures and poisoning. (DOK 2)</p>

