

DELAWARE VALLEY SCHOOL DISTRICT
PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Healthcare Careers 1, 2, 3

Grade Level:
10, 11, 12

Date of Board Approval: _____

PLANNED INSTRUCTION

Title of Planned Instruction: Healthcare Careers 1, 2, 3

Subject Area: Career and Technical Education

Grade Level: 10, 11, 12

Course Description:

The Level One curriculum has been developed to offer instruction in and exploration of current health care institutions, agencies, issues, trends, costs and insurances. The job descriptions and educational requirements for community careers are taught and include medical offices or clinics, chiropractic, prosthetics, sports medicine, emergency medical services, mental health, social work, veterinary, vision service, forensics and funeral home/mortuaries. Institution-based careers discussed include: physicians and specialists, administration, nursing, physical, occupational, speech, music, recreational and art therapists, radiology, laboratory, central services, medical technology, dialysis, general, and fiscal service. The student will then be given instruction in basic patient care, beginning with the legal, psychological and physical aspects. Basic skills taught include transfer and ambulation of the patient/resident, nutrition, safety for the patient /resident and health care worker, fire, emergency, and evaluation, procedures, and use of patient care equipment. Emergency medical services training and certification is provided in accordance with American Heart Association standards. The certifications for this course include CPR/AED, OSHA Healthcare 10-hour and Mandatory Reporter. Students will also be instructed in medical terminology beginning with the basic structure of prefixes, roots, combining forms and suffixes, abbreviations, and word meaning in a continuous year-long unit. Students are encouraged to join Health Occupations Student of America (HOSA- Future Health Professionals), an international organization dedicated to health occupations education at the secondary and post-secondary level. Leadership skills, community service, and continued application of clinical skills are emphasized and can be demonstrated in local, state, and national competition. The Level Two curriculum is developed to offer a continuation of Level One curriculum by actively preparing the student for health care careers. The students will continue instruction in basic patient/ resident/clinical care within the legal, psychological, and physical aspects. Basic skills taught include bed making, vital signs, graphic charting, exercise and activity in physical therapy, and preparing for the world of work. Students will also be instructed in medical terminology beginning with the basic structure of prefixes, roots, combining forms and suffixes, abbreviations, and word meaning in a continuous year-long unit. Leadership skills, community service, and continued application of clinical skills are emphasized and can be demonstrated in local, state, and national competition. Clinical experiences are provided through a variety of school and community venues including Pike County Area Agency on Aging, peer health instruction and community events. Students will apply their learned classroom patient care skills in the community under supervision of the classroom instructor. The Level Three curriculum is developed to offer a continuation of the level one and two curriculums by actively preparing the students for health care careers and/or further education in health care careers. The students will continue instruction in basic patient care with the legal, psychological, and physical aspects and incorporate the learned skills from

Level One and Two into more advanced patient, resident, and/or client care. The skills taught include resume writing and job application processes, medical office administration and practice, laboratory skills and advanced examination skills such as vision screening, patient history and documentation are covered. Level 3 students also fully participate in all clinical activities including weekly sessions with the Transition Program, leadership for the school's two-yearly blood drives, visits to Pike County senior citizens and post-secondary preparation conferences through NEPA Area Health Education Centers.

Time/Credit for the Course: Full year, 3 Periods per day, 3 Credits

Curriculum Writing Committee: Barbara Coyle

DELAWARE VALLEY SCHOOL DISTRICT
Curriculum Map

Level I- Overview with time range in days:
180 days

Level I- Goals:
Understanding of:

- HOSA- Future Health Professionals
- Healthcare Systems
- Careers in Health Care
- Personal Qualities of a Health Care Worker
- Lab Skills: Hand washing, Temperature, Pulse, Respirations
- Legal and Ethical Issues
- Infection Control
- Safety
- Cultural Sensitivity
- Body Mechanics, assisting patient transfer
- Medical Terminology
- Anatomy and Physiology
- Bed-making
- Medical Math- Roman Numerals and 24 Hour Clock
- Medical Terminology- Dean Vaughn

Level II- Overview with range in days:
180 days

Level II- Goals

- Gait Assistance- Walker, Crutches, Cane
- First Aid
- Measuring Intake and Output
- CPR/AED
- Diet and Nutrition
- Personal Care Skill Cluster
- Death and Dying
- Mental Health
- Mechanical Lift, Application of brief and Surgical stockings
- Medical Math- Metric System
- Sterile Gloves, Sterile Dressing Change
- Mandated Reporter Certification
- Observational Clinical Field Experiences
- Medical Terminology
- Medical Math

Level III- Overview with range in days-
180 days

Level III- Goals:
Understanding of:

Job Seeking Skills
Mock Interview
CPR/AED
Allied Health Skill Cluster
Observational Clinical Field Experiences
Communication in Healthcare: Documentation
Epidemiology
Mandated Reporter Certification
Feeding of Impaired Patients
Business and Accounting Skills
NOCTI Preparation
Medical Terminology
Medical Math- Dosage Calculation
Pharmacology
PA Personal Care Assistant Certification

DELAWARE VALLEY SCHOOL DISTRICT

CURRICULUM PLAN

Course: Healthcare Careers

Course: Health Professionals

Unit Name: ORIENTATION AND SAFETY

Number: 100 **Hours:** 18.00

Dates: 7 days

Description/Objectives:

Identify and demonstrate knowledge of General District/School rules, Course requirements and Safety in the Healthcare setting.

Tasks:

PA101 - Identify school rules, regulations and attendance requirements.

PA102 - Recognize school layout, resources and evacuation procedures.

PA103 - Identify general course objectives.

PA104 - Identify shop rules and regulations.

PA105 - Identify class dress code and the essence of good grooming.

PA106 - Recognize the grading procedure.

PA107 - Differentiate between hospitals, long-term care agencies and home health agencies as to their purpose and what each expects of the health care professional.

PA108 - Identify clinical experience guidelines and procedures.

PA109 - Identify and describe OSHA standards and Centers for Disease Control (CDC) standard precautions.

PA110 - Explain 'Right to Know'.

PA111 - Recognize both physical and psychological indicators of stress in self and others and identify stress reduction techniques.

PA112 - Demonstrate effective interpersonal conflict management skills.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when

possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's

knowledge of the topic.

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Guest Speakers: Pike County Emergency Services: fire extinguisher use.
- Vocabulary Illumination- Scavenger hunt of classroom/lab. Correct medical/technical language will be used.
- Directed reading or learning questions- Review Course Contract
- Read, listen, share, and question in a small group- Team building exercise (snowball game)
- Essential Question Reflection- review classroom rules and guidelines (bathroom procedures, lab-specific policy).
- Certification OSHA 10-hour Safety with Healthcare concentration.

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments ("chunking")
- Frequent individual checks for understanding and progress

Safety:

Fire/Emergency drill review.
Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Unit Name: Careers in Healthcare

Number: 200 **Hours:** 10.00

Dates: 4 days

Description/Objectives:

- Investigate the Health Industry
- Investigate the rolls of the Home Health Aide, Medical Assistant, Nurse's Aide, Office Clerk, Pharmacy Tech, Phlebotomist, Physical Therapy Aide, and other Health Personnel of each Student's choosing.

Tasks:

PA204 - Outline professional standards for health care professionals.

PA306 - Identify the 'chain of command' in the organizational structure of the health care agency and scope of practice.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- 1.1.10.B Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.

Supporting Anchor/Standards:

R11.A Comprehension and Reading Skills

R11.A.1.1 Identify and apply the meaning of vocabulary.

R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.

R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text.

R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.

R11.A.2.4 Identify and explain main ideas and relevant details.

Instructional Activities:

- Read the questions at the end of the chapter
- Read the summary information first
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Oral reading
- Small Group Oral Reading/Questioning

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Standard Clinic/Classroom safety measures

Assessment:

Oral Question/Answer
Workbook Completion
Unit Test

Resources/Equipment:

DHO Text/Workbook
Smart Board
Chromebooks Hyperlinks:

Unit Name: INFECTION CONTROL**Number:** 400 **Hours:** 65.00**Dates:** 26 days**Description/Objectives:**

Students will demonstrate knowledge and importance of Universal Precautions proficiently perform skills to minimize potential contamination

Tasks:

PA400 - INFECTION CONTROL

PA401 - Identify diseases and their mode of transmission.

PA402 - Demonstrate proper hand washing technique.

PA403 - Apply principles of standard precautions and infection control.

PA404 - Discuss the following: blood-borne pathogens, sharps disposal, and biohazard.

PA405 - Demonstrate correct isolation and safety techniques in care of infectious clients, including using, proper personal protective equipment (PPE).

PA406 - Follow infection control measures to provide quality care.

PA407 - Performs basic cleaning, and disinfecting objects to prevent disease transmission..

PA408 - Demonstrates knowledge of how the immune system protects the body from infectious disease.

PA409 - Demonstrate proper donning and removal of non-sterile gloves.

PA410 - Identify and discuss proper sterilizing of contaminated objects.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and

analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Focus Anchor/Standard #2:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.E Justify the selection of a career.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

Instructional Activities:

- Look for unknown words
- Read the questions at the end of the chapter
- Vocabulary with Graphics
- Read, listen, share, and question in a small group
- Naming the symbols and numbers
- Oral reading
- Questioning while reading
- Question aloud
- Small Group Oral Reading/Questioning
- Checklist of facts
- Essential Question Reflection
- Process listing
- Step defining
- Writing journals

Safety:

Standard District and Classroom/Lab safety rules will be enforced.

Assessment:**THEORY EVALUATION**

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Notebook checks
- Completed and Turned-in Make Up work
- Class oral responses
- Business and Industry Credentialing Tests
- Exit Slips
- Student Hand Held Response Systems
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments ("chunking")

-Frequent individual checks for understanding and progress

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts
Smart Board, Chromebooks

Unit Name: BODY MECHANICS, MOVING, LIFTING AND POSITIONING

Number: 800 **Hours:** 39.00

Dates: 16 days

Description/Objectives:

Students will proficiently and safely assist patient ambulate and transfer with and without assistive equipment.

Tasks:

PA800 - MOVING, LIFTING AND POSITIONING

PA801 - Assist the client with dangling, standing and walking.

PA802 - Demonstrate proper technique of transferring client from bed to chair/wheelchair and from stretcher to bed.

PA803 - Demonstrate proper turning and/or positioning both in bed and in a chair.

PA804 - Demonstrate proper use of safety devices such as a gait belt.

PA805 - Discuss transfer and positioning of the bariatric client.

PA806 - Demonstrate proper technique of transporting via wheelchair.

PA807 - Describe the procedural steps in utilizing the mechanical lift.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word

choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Look for unknown words
- Quick look
- Scan the lines

- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Questioning while reading
- Fill in the process steps
- Checklist of facts
- Demonstrate what was learned

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Class oral responses
- Business and Industry Credentialing Tests
- Exit Slips
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts
Smart Board
Chromebooks

Unit Name: MEDICAL TERMINOLOGY

Number: 1600 **Hours:** 68.00

Dates: 27 days

Description/Objectives:

Students will demonstrate the ability to understand and use correct medical modes of communication.

Tasks:

PA1600 - MEDICAL TERMINOLOGY

PA1601 - Differentiate roots/prefixes/suffixes.

PA1602 - Identify abbreviations.

PA1603 - Differentiate medical specialties.

PA1604 - Demonstrate and interpret proper use of medical language.

PA1605 - Identify anatomical medical terms when discussing health and illness of the body.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms..

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Supporting Anchor/Standards:

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select

postsecondary opportunities based upon personal career interests.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Look for unknown words
- Picture questioning
- Vocabulary with Graphics

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion

- Notebook checks
- Completed and Turned-in Make Up work
- Class oral responses

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate if students work without hindering other students' progress.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts, Medical Terminology 350 (Dean Vaughn)

Unit Name: COMMUNICATION

Number: 300 **Hours:** 42.00

Dates: 17 days

Description/Objectives:

Demonstrate knowledge of effective communication and confidentiality in the Healthcare setting.
Engage technical communication using proper vocabulary, abbreviations and terminology.

Tasks:

Given direct instruction, demonstration(s), guided practice, and self-assessment rubrics/checklists, the student will be able to achieve the following within industry certifications and NOCTI Testing.

PA301 - Demonstrate effective, abuse-free verbal and non-verbal communication in keeping with the health care provider's role when communicating with the client and their families including social networking.

PA302 - Observe by using the senses of sight, hearing, touch and smell to report client/client behavior to the licensed health care provider.

PA303 - Document observations using appropriate terms.

PA304 - Recognize the importance of maintaining the client record.

PA305 - Communicate in a respectful, adult manner, according to the client's stage of development and cultural background.

PA306 - Identify the 'chain of command' in the organizational structure of the health care agency and scope of practice.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.5.11-12.J By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability,

health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Go Find
- Checking for Comparative Knowledge regarding cultural differences in non-verbal communication.
- Oral reading
- Question aloud
- Small Group Oral Reading/Questioning
- Create a tutorial
- Essential Question Reflection

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Graded Homework
- Class oral responses

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student’s ability to work within a team when teamwork is necessary.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students’ progress.
- Account if students are prepared for class each day.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer)
Smart Board
Chromebooks

Unit Name: EMERGENCY CARE AND DISASTER PREPAREDNESS

Number: 600 **Hours:** 23.00

Dates: 10 days

Description/Objectives:

Students will demonstrate BLS proficiency and basic physical plant safety. Upper-level students will complete CPR/AED certification and OSHA safety Certification. Seniors will attain PA DOH Personal Care Assistant Certification

Tasks:

PA600 - EMERGENCY CARE AND DISASTER PREPAREDNESS

PA601 - Recognize signs of choking or obstructed airway.

PA602 - Demonstrate knowledge of Basic Life Support with AED and Basic First Aid.

PA603 - Follow Emergency Response/Crisis Plan Procedures in the facility.

PA604 - Identify potential fire hazards and safety procedures, including PASS and RACE.

DV1 - Complete Personal Care Attendant training through PA DOH (Senior Completers)

DV2 - Complete CPR/AED Training (Levels 2 and 3)

DV3 - Students will complete Career Safe 10 hour OSHA Certification with Healthcare extension (Levels 2 and 3)

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction,

postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Anticipation guide
- Essential Question Posting
- Scan the lines
- Checking for Comparative Knowledge
- Read, listen, share, and question in a small group
- Oral reading
- What are three things that you learned?

- Exit slips of learning

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:**THEORY EVALUATION**

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Class oral responses
- Business and Industry Credentialing Tests
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation

- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit. - Business and Industry Credentialing Tests

Resources/Equipment:

DHO TEXT (Simmers, 6th ed, Delmer), Handouts
Smart Board
Chromebooks

Unit Name: ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

Number: 1800 **Hours:** 253.00

Dates: 101 days

Description/Objectives:

Students will demonstrate knowledge of system A/P and alterations (pathology)

Tasks:

PA1800 - ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

PA1801 - Identify the basic structure of the human body.

PA1802 - Label body plains, directions and cavities.

PA1803 - Identify organs of respiratory system.

PA1804 - Describe function of each organ - respiratory system.

PA1805 - Identify disease processes - respiratory system.

PA1806 - Identify organs of the circulatory system.

PA1807 - Describe functions of the circulatory system.

PA1808 - Identify disease processes of the circulatory system.

PA1809 - Identify organs of the integumentary system.

PA1810 - Describe the function of organs of the Integumentary system.

PA1811 - Identify disease processes of the integumentary system.

PA1810 - Describe the function of organs of the Integumentary system.

PA1811 - Identify disease processes of the integumentary system.

PA1812 - Identify organs of the musculoskeletal system.

PA1813 - Describe the function of organs of the musculoskeletal system.

PA1814 - Identify disease processes of the musculoskeletal system.

PA1815 - Identify organs of the nervous system.

PA1816 - Describe the function of nervous system.

PA1817 - Identify disease processes of the nervous system.

PA1818 - Identify organs of the digestive system.

PA1819 - Describe functions of the digestive system.

PA1820 - Identify disease processes of the digestive system.

PA1821 - Identify organs of the urinary system.

PA1822 - Describe function of the urinary system.

PA1823 - Identify disease processes of the urinary system.

PA1824 - Identify organs of the reproductive system.

PA1825 - Describe functions of the reproductive system.

PA1826 - Identify the disease processes of the reproductive system.

PA1827 - Identify the organs of the lymphatic system.

PA1828 - Describe the function of the lymphatic system.

PA1829 - Identify disease processes of the lymphatic system.

PA1830 - Identify the organs of the endocrine system.

PA1831 - Describe the function of the endocrine system.

PA1832 - Identify the disease processes of the endocrine system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and

audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Focus Anchor/Standard #2:

- BIOLOGY

Supporting Anchor/Standards:

S11.A.2.2 Evaluate appropriate technologies for a specific purpose, or describe the information the instrument can provide.

S11.A.3.1.2 Analyze and predict the effect of making a change in one part of a system on the system as a whole.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting

- Look for unknown words

- Read the summary information first
- Scan the lines
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Naming the symbols and numbers
- Questioning while reading
- Checklist of facts
- Demonstrate what was learned
- What are three things that you learned?

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow all Classroom/Lab Rules
Follow Instructor direction at all times.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Completed and Turned-in Make Up work
- Class oral responses
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 6th ed, Delmer), Handouts Chromebooks Smartboard

Unit Name: MATHEMATICS IN ALLIED HEALTH

Number: 1900 **Hours:** 19.00

Dates: 8 days

Description/Objectives:

Students will demonstrate proficiency in mathematics in the medical setting.

Tasks:

PA1900 - MATHEMATICS IN ALLIED HEALTH

PA1901 - Student utilizes mathematic applications in healthcare.

PA1902 - Identify systems of measurements used in a clinical setting.

PA1903 - Identify and convert between measurement systems including metric system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- MATH

Supporting Anchor/Standards:

M11.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

M11.A.1.2 Apply number theory concepts to show relationships between real numbers in problem solving settings. Reference: 2.1.8.E.

M11.A.2.1 Apply ratio and/or proportion in problem-solving situations. Reference: 2.2.11. A, 2.8.11.P.

M11.A.2.1.1 Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).

M11.A.2.1.2 Solve problems using direct and inverse proportions.

M11.A.2.1.3 Identify and/or use proportional relationships in problem solving settings.

M11.A.3 Compute accurately and fluently and make reasonable estimates.

M11.A.3.2.1 Use estimation to solve problems.

M11.B.2 Apply appropriate techniques, tools and formulas to determine measurements.

M11.D.1.1 Analyze and/or use patterns of relations. Reference: 2.8.11.Q, 2.8.11.A.

M11.D.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

M11.D.1.1.2 Determine if a relation is a function given a set of points or a graph.

M11.D.2.1.3 Write, solve and/or apply a linear equation (including problem situations).

M11.D.2.2.3 Simplify algebraic fractions.

M11.E.2 Select and/or use appropriate statistical methods to analyze data.

M11.E.3 Understand and/or apply basic concepts of probability or outcomes.

M11.E.3.1.1 Find probabilities for independent, dependent or compound events and represent as a fraction, decimal or percent).

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Scan the lines
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Small Group Oral Reading/Questioning
- Checklist of facts
- Demonstrate what was learned
- Question Still Unanswered
- Summary statements

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Completed and Turned-in Make Up work
- Class oral responses

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts, Chromebooks Smartboard

Unit Name: HUMAN NEEDS AND HUMAN DEVELOPMENT

Number: 700 **Hours:** 16.00

Dates: 7 days

Description/Objectives:

Students will demonstrate knowledge of the human developmental continuum and the effects of culture and religion on it.

Tasks:

PA700 - HUMAN NEEDS AND HUMAN DEVELOPMENT

PA701 - Demonstrate knowledge of human growth and development through the lifespan.

PA702 - Identify and respect cultural diversity.

PA703 - Recognize how age, illness and disability affect psychosocial changes in the client.

PA704 - Provides assistance for the clients/clients to express their personal faith and religious beliefs.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,

and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Look for unknown words
- Quick look
- Read the questions at the end of the chapter
- Vocabulary illumination
- Reciprocal Teaching
- Small Group Oral Reading/Questioning
- Checklist of facts
- Demonstrate what was learned
- Developmental Stages Outline

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Class oral responses
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer)
Smartboard
Chromebooks

Unit Name: PERSONAL CARE SKILLS

Number: 900 **Hours:** 46.00

Dates: 19 days

Description/Objectives:

Students will proficiently provide client assistance with activities of daily living.

Tasks:

PA900 - PERSONAL CARE SKILLS

PA901 - Provide for the clients privacy when providing personal care.

PA902 - Assist the client to dress and undress.

PA903 - Assist the client with bathing and personal grooming to include the principles of hand and foot care.

PA904 - Observe and report condition of the skin to include skin discoloration, such as redness, black and blue areas, rash, itching, etc. (skin conditions)

PA905 - Administer special oral hygiene for the conscious/ unconscious client.

PA906 - Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction,

postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Go Find
- Look for unknown words
- Read the questions at the end of the chapter
- Read the summary information first
- Scan the lines
- Oral reading
- Naming the symbols and numbers

- Directed reading or learning questions
- Questioning while reading
- Demonstrate what was learned

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Notebook checks
- Completed and Turned-in Make Up work
- Class oral responses
- Business and Industry Credentialing Tests
- Exit Slips
- Student Hand Held Response Systems
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts
Smart Board
Chromebooks

Unit Name: DEATH AND DYING

Number: 1500 **Hours:** 35.00

Dates: 14 days

Description/Objectives:

Students will demonstrate knowledge of personal attitude/belief regarding death/dying and satisfactorily perform clinical skills in the care of pre/postmortem patients.

Tasks:

PA1500 - DEATH AND DYING

PA1501 - Discuss own feelings and attitude about death (verbal and/or written).

PA1502 - Explain how culture and religion influence a person's attitude toward death and the bereavement process.

PA1503 - Discuss the goals of hospice care.

PA1504 - Discuss the stages of dying.

PA1505 - Recognize and report the common signs of approaching death.

PA1506 - Explain the post mortem care of a client while maintaining the clients right to dignity and respect.

Standards / Assessment Anchors*Focus Anchor/Standard #1:*

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies,

demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Small Group Oral Reading/Questioning
- Question Still Unanswered
- Essential Question Reflection

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:**THEORY EVALUATION**

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Class oral responses
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts Web/Internet resources Smart Board Chromebooks.

Unit Name: URINARY ELIMINATION/BOWEL ELIMINATION

Number: 1000 **Hours:** 39.00

Dates: 16 days

Description/Objectives:

Students will proficiently perform clinical skills as they relate to assisting patients with urinary/bowel function and hygiene.

Tasks:

PA1000 - URINARY ELIMINATION/BOWEL ELIMINATION

PA1001 - Assist the client in toileting and bladder training.

PA1002 - Provide catheter care.

PA1003 - Demonstrates perineal care on client.

PA1004 - Demonstrate application of brief.

PA1005 - Demonstrate proper use of standard bedpan and fracture pan.

PA1006 - Document urinary output of fluids for a client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Jigsaw reading
- Read, listen, share, and question in a small group
- Naming the symbols and numbers
- Checklist of facts
- Demonstrate what was learned
- What are three things that you learned?

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments ("chunking")

-Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.

Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

Evaluate Make Up work

- Class oral responses
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 6th ed, Delmer)

Smart Board, Chromebooks

Unit Name: NUTRITION AND HYDRATION

Number: 1100 **Hours:** 64.00

Dates: 26 days

Description/Objectives:

Students will demonstrate knowledge of patient nutrition and hydration status and perform clinical skills pertaining to measurement and patient assisting.

Tasks:

PA1100 - NUTRITION AND HYDRATION

PA1101 - List general principles of basic nutrition/food pyramid.

PA1102 - Identify and plan therapeutic diets.

PA1103 - Feed client oral table foods in appropriate manner.

PA1104 - Identify care of neurological and sensory deprived client feeding.

PA1105 - Accurately measure and record intake and output to include meal percentages.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Focus Anchor/Standard #2:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Look for unknown words
- Vocabulary by accident
- Small Group Oral Reading/Questioning
- Checklist of facts
- Essential Question Reflection
- Question Still Unanswered
- What are three things that you learned?

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:**THEORY EVALUATION**

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Class oral responses
- Student Hand Held Response Systems
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 6th ed, Delmer), Handouts
 Nutrition and Diet Therapy (10th ed, Roth, Delmar)
 Chromebooks
 Smart Board

Unit Name: BASIC CLINICAL SKILLS

Number: 1200 **Hours:** 108.00

Dates: 43 days

Description/Objectives:

Students will proficiently demonstrate skills regarding VS measurement, dressing changes and bed making.

Tasks:

PA1200 - BASIC CLINICAL SKILLS

PA1201 - Apply a non-sterile dressing.

PA1202 - Apply a sterile dressing.

PA1203 - Accurately measure and record temperature (oral, axillary, rectal, electronic).

PA1204 - Accurately measure and record radial and apical pulse.

PA1205 - Accurately measure and record respirations.

PA1206 - Accurately measures blood pressure

PA1207 - Accurately measures and records pulse oximetry.

PA1208 - Apply elastic stockings.

PA1209 - Demonstrate unoccupied bed making.

PA1210 - Demonstrate occupied bed making.

PA1211 - Measure and record height and weight

PA1212 - Prepare soiled linen for laundry.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and

media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including

visually, quantitatively, and orally.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Look for unknown words
- Read the summary information first
- Read, listen, share, and question in a small group
- Naming the symbols and numbers
- Oral reading
- Small Group Oral Reading/Questioning
- Demonstrate what was learned
- Question Still Unanswered
- Fill in the process steps

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.

Listen to/Follow Instructor directions.

Assessment:**THEORY EVALUATION**

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Class oral responses

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual student

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time frame

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts Skill check sheets Chromebooks Smartboard

Unit Name: MENTAL HEALTH AND MENTAL ILLNESS

Number: 1300 **Hours:** 24.00

Dates: 9.5 days

Description/Objectives:

Students will demonstrate knowledge of basic psychopathology and ability to communicate/comfort patients experiencing psychiatric illness.

Tasks:

PA1300 - MENTAL HEALTH AND MENTAL ILLNESS

PA1301 - Identify and discuss the various types of mental health disorders.

PA1302 - Demonstrate reality orientation techniques with the confused client.

PA1303 - Demonstrate appropriate communication skills/techniques with easily agitated or frightened clients.

PA1304 - Demonstrate appropriate skills/techniques with clients exhibiting repetitive behavior.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies,

demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the

specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based

enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Explore for Essential Question
- Essential Question Posting
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Reciprocal Teaching

- Small Group Oral Reading/Questioning
- Demonstrate what was learned
- Question Still Unanswered

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:

THEORY EVALUATION

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Class oral responses

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.

- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts Chromebooks Smartboard

Unit Name: REHABILITATION AND RESTORATIVE CARE

Number: 1400 **Hours:** 41.00

Dates: 16.5 days

Description/Objectives:

Students will demonstrate knowledge of and proficiently demonstrate skills regarding the physical rehabilitation process.

Tasks:

PA1400 - REHABILITATION AND RESTORATIVE CARE

PA1401 - Assist the client with ambulatory and transfer devices (e.g. cane, quad cane, walker, crutches and wheelchair).

PA1402 - Perform range of motion exercises as instructed by the therapist or the professional nurse.

PA1403 - Demonstrate the proper use of assistive devices when assisting the client/client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level

topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Vocabulary by accident
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Small Group Oral Reading/Questioning
- Checklist of facts
- Demonstrate what was learned

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.
Listen to/Follow Instructor directions.

Assessment:**THEORY EVALUATION**

- Graded Reading assignments
- Completed and Turned-in Make Up work
- Class oral responses
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with job expectations.
- Account if students are prepared for class each day.
- Account if students make up missed assignments within the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer), Handouts Chromebooks Smartboard

Unit Name: ALLIED HEALTH SKILLS

Number: 1700 **Hours:** 32.00

Dates: 12 days

Description/Objectives:

Students will demonstrate proficiency in basic pre-exam skills, lab specimen collection and processing, and front office procedures.

Tasks:

Following direct instruction, guided practice and evaluation students will be able to demonstrate the following to industry credentialing exam and NOCTI standards:

PA1700 - ALLIED HEALTH SKILLS

PA1701 - Prepare a medical file for a new client.

PA1702 - Maintain client records accurately.

PA1703 - Complete filing skills.

PA1704 - Position client for specific examinations as indicated by physician.

PA1705 - Perform visual acuity test.

PA1706 - Demonstrate methods of collection, special handling and labeling of specimens.

PA1707 - Discuss the principles of an EKG.

PA1708 - Perform a blood glucose measurement using a glucometer, proper strips and manufacturer glucose controls.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C 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.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.3.6.11-12.A Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 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.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.3.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject

under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.6-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

- CEW

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and

goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship and school-based enterprise.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem-solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Instructional Activities:

- Essential Question Posting
- Look for unknown words
- Checking for Comparative Knowledge
- Read, listen, share, and question in a small group
- Process finding
- Questioning while reading
- Small Group Oral Reading/Questioning
- Checklist of facts- skill check-lists verified by peer and instructor
- Summary statements
- What are three things that you learned?

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Follow Classroom/Lab safety procedures.

Listen to/Follow Instructor directions.

Assessment:**THEORY EVALUATION**

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Class oral responses
- Textbook Computer Generated Tests

SKILL EVALUATION

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual student
- Student self-assessment

WORK ETHIC

- Determine if students follow the daily plan as laid out at the start of class.
- Evaluate the student's ability to work within a team when teamwork is necessary.
- Evaluate the student's responsibility to complete work logs as expected.
- Determine and evaluate if students adhere to all safety procedures.
- Evaluate if students work without hindering other students' progress.
- Evaluate if students stay on task in accordance with the job expectation.
- Account if students are prepared for class each day.
- Account if students are wearing appropriate clothing when necessary.
- Account if students make up missed assignments in the established time limit.

Resources/Equipment:

DHO TEXT (Simmers, 8th ed, Delmer),
Chromebooks
Smartboard

Unit Name: 21ST CENTURY INTERPERSONAL SKILLS

Number: 2000 **Hours:** 75.00

Dates: 30 days

Description/Objectives:

Students will exhibit mature, professional and skillful behaviors in preparation for the workplace and patient interaction.

Tasks:

PA2000 - 21st CENTURY INTERPERSONAL SKILLS

PA2001 - Employ productive relationships with a range of stakeholders (clients, co-workers, external counterparts) who may represent a wide variety of cultural diversities.

PA2002 - Demonstrates and practice active listening skills to obtain and clarify information.

PA2003 - Identifies and demonstrates ethical characteristics and behaviors.

PA2004 - Differentiates between productive and questionable ethical practices which might arise

PA2005 - Describes and recognizes discrimination and harassment.(Bullying)

PA2006 - Exercises positive leadership by encouraging, persuading, or otherwise motivating individual co-workers or groups.

PA2007 - Display affective communication skills including eye contact, handshake, professional attire and positive professional body language.

PA2008 - List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- LITERACY

Supporting Anchor/Standards:

CRITICAL THINKING AND PROBLEM SOLVING

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs

Analyze and evaluate major alternative points of view

Reflect critically on learning experiences and processes

Solve Problems

CREATIVITY AND INNOVATION

Think Creatively

Elaborate, refine, analyze, and evaluate ideas in order to improve and maximize creative efforts

View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

COMMUNICATION AND COLLABORATION

Communicate Clearly

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as

assess their impact

Collaborate with Others

Demonstrate ability to work effectively and respectfully with diverse teams

Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

VISUAL LITERACY

Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made²

CROSS-DISCIPLINARY THINKING

Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

Connecting Anchor/Standard:

- 15.2.2.Q Ask and answer questions related to interests and careers.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Look for unknown words
- Vocabulary by accident
- Small Group Oral Reading/Questioning
- Think aloud
- Checklist of facts
- Summary statements

Special Adaptations:

- Extended time on tests and assignments
- Reading aloud instructions and material
- Dividing longer assignments into smaller increments (“chunking”)
- Frequent individual checks for understanding and progress

Safety:

Students will follow all Lab Safety Rules
Students will follow all school/district Safety Rules
Students will always follow Teacher’s instructions.

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Complete Module
- Textbook Computer Generated Tests
- Class Oral Responses
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation

- Peer evaluation of individual students
- Student self-assessment
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit

Resources/Equipment:

DHO Textbook (Simmers 8th ed)

Chromebooks

Smartboard

Hyperlinks: icev.com

Competency Task List – Secondary Component

Health Professions and Related Clinical Sciences, Other CIP 51.9999

High School Graduation Years 2025, 2026, 2027

100 Orientation and Safety

Item	Task	(X) Indicates Proficiency ¹	Sec
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	RESERVED (101-102)		
103	Identify course objectives.		
104	Follow clinical skill area rules and regulations.		
105	Follow dress code.		
	RESERVED (106)		
107	Differentiate between hospitals, long-term care agencies, and home health agencies as to their history, purpose, and their expectations of the health care professional.		
108	Follow clinical experience guidelines and procedures.		
109	Follow OSHA standards and Centers for Disease Control (CDC) standard precautions.		
110	Follow the Right to Know law and the importance of maintaining Safety Data Sheets (SDS) for all chemicals.		
	RESERVED (111-112)		
113	Identify and follow the chain of command in an organizational structure.		
114	Follow safety and emergency procedures in the educational setting.		
115	Report nonfunctioning equipment.		

200 Legal and Ethical Issues

Item	Task	(X) Indicates Proficiency ¹	Se
201	Differentiate and explain advanced directives.		
202	Uphold confidentiality of records and information as required by HIPAA and state privacy laws.		
203	Promote the client's right to make personal choices to accommodate individual needs.		
204	Identify and practice professional standards for health care professionals.		
205	Identify and apply legal responsibilities of the health care professional.		
206	Identify and discuss ethical issues as related to the health care professional.		

300 Communication

Item	Task	(X) Indicates Proficiency ¹	Se
301	Practice effective communication in all forms (written, verbal, nonverbal).		
	RESERVED (302)		
303	Document objective and subjective observations using approved medical language.		
	RESERVED (304-305)		
306	RESERVED		
307	Demonstrate effective conflict management skills.		
308	Construct and demonstrate Situation Background Assess and Recommendations (SBAR)		

400 Infection Control

Item	Task	(X) Indicates Proficiency ¹	Sec
401	Recognize and apply the concepts of the chain of infection.		
402	Follow hand hygiene protocols.		
403	Follow standard and transmission-based precautions in all health settings.		
404	Explain blood borne pathogens, sharps disposal, and biohazards.		
405	Follow correct isolation and safety techniques in care of infectious clients, including use of proper personal protective equipment (PPE).		
406	RESERVED		
407	Differentiate between medical versus surgical asepsis in performing cleaning, disinfecting, and sterilizing techniques to prevent disease transmission.		
	RESERVE (408)		
409	Don and doff non-sterile gloves.		
	RESERVED (410)		

500 Reserved

600 Emergency Care and Disaster Preparedness

Item	Task	(X) Indicates Proficiency ¹	Sec
601	Perform cardiopulmonary resuscitation (CPR) and first aid.		
	RESERVED (602)		
603	Follow emergency response/crisis plan procedures in the healthcare facility.		
604	Identify potential fire hazards and safety procedures, including rescue, alarm, contain, and extinguish (RACE) and pull, aim, squeeze, and sweep (PASS).		

700 Human Needs and Human Development

Item	Task	(X) Indicates Proficiency ¹	Sec
701	Discuss human growth and development through the lifespan.		
702	Discuss cultural diversity.		
703	Identify psychosocial changes in the client.		
704	Practice open-mindedness in assisting clients in expressing their personal faith, religious beliefs, and cultural diversity.		
705	Provide accommodations for sensory impaired (blind or deaf) clients.		

800 Body Mechanics, Moving, Lifting, and Positioning

Item	Task	(X) Indicates Proficiency ¹	Sec
801	Assist the client with dangling, standing, and walking.		
802	Transfer client from bed to chair and wheelchair and from stretcher to bed.		
803	Turn and position a client both in bed and in a chair.		
804	Identify and discuss safety hazards, including slips, trips, and the risks of falls.		
805	Demonstrate transferring, positioning, and transporting of a client with special needs, including bariatric clients.		
	RESERVED (806)		
807	Operate a mechanical lift under supervision in a laboratory setting.		
808	Discuss use of restraints and alternative measures of restraints.		
809	Identify and practice proper body mechanics.		
810	Demonstrate proper use of a gait belt.		

900 Personal Care Skills

Item	Task	(X) Indicates Proficiency ¹	Sec
901	Provide privacy when delivering personal care.		
902	Assist the client to dress and undress.		
903	Assist the client with bathing and personal grooming, including the principles of hand and foot care.		
904	Observe and report condition of the skin.		
905	Administer oral hygiene for both the conscious and unconscious client.		
906	Identify stages of decubitus ulcers (bed sores) and discuss prevention and treatment options.		

1000 Urinary Elimination/Bowel Elimination

Item	Task	(X) Indicates Proficiency ¹	Sec
1001	Assist the client in toileting and bladder training.		
1002	Provide catheter care.		
1003	Provide perineal care.		
1004	Apply briefs.		
1005	Provide standard bedpan and fracture pan assistance.		
1006	Document patients fecal and urinary output.		

1100 Nutrition and Hydration

Item	Task	(X) Indicates Proficiency ¹	Sec
1101	List principles of nutrition.		
1102	Confirm appropriate therapeutic diet for a client based on the client's medical needs.		
1103	Assist a client with eating meals.		
1104	Feed a neurological or sensory deprived client.		
1105	Measure and record intake and output.		
1106	Identify and describe levels of the International Dysphagia Diet Standardization Initiative (IDDSI) framework		

1200 Basic Clinical Skills

Item	Task	(X) Indicates Proficiency ¹	Sec
	RESERVED (1201-1202)		
1203	Measure and record a client's oral, axillary, rectal, and electronic temperature.		
1204	Measure and record a client's radial and apical pulse.		
1205	Measure and record a client's respirations.		
1206	Measure and record a client's blood pressure.		
1207	Measure and record a client's pulse oximetry.		
1208	Apply compression stockings.		
1209	Make an unoccupied bed.		
1210	Make an occupied bed.		
1211	Measure and record height and weight.		
1212	Handle soiled linen.		
1213	Provide for the client's safe, clean, and comfortable environment.		

1300 Mental Health and Mental Illness

Item	Task	(X) Indicates Proficiency ¹	Sec
1301	Identify and discuss the various types of mental health disorders.		
1302	Use reality orientation and de-escalation techniques with agitated and/or confused client.		
1303	Use communication skills and techniques with easily agitated or frightened clients.		
1304	Identify and utilize skills/techniques with clients exhibiting repetitive behaviors.		

1400 Rehabilitation and Restorative Care

Item	Task	(X) Indicates Proficiency ¹	Sec
1401	Assist the client with ambulatory and transfer devices, e.g., cane, quad cane, walker, crutches, wheelchair.		
1402	Perform range of motion exercises (passive and active).		
1403	Recognize various assistive devices when assisting the client.		

1500 Death and Dying

Item	Task	(X) Indicates Proficiency ¹	Sec
1501	Discuss personal feelings and attitude about death.		
1502	Explain how culture and religion influence a person's attitude toward death and the bereavement process.		
1503	Discuss the goals of hospice care.		
1504	Discuss the stages of dying.		
1505	Report the common signs of a client's approaching death.		
1506	Discuss the postmortem care of a client with respect to their cultural background and beliefs while maintaining the client's right to dignity and respect.		

1600 Medical Terminology

Item	Task	(X) Indicates Proficiency ¹	Sec
1601	Differentiate between roots, prefixes, and suffixes in medical terms.		
1602	Identify and define abbreviations used in medical documents.		
1603	Differentiate between medical specialties and their specific terminology.		
1604	Use medical language within the educational setting.		
1605	Use anatomical medical terms when discussing health and illness of the body.		

1700 Allied Health Skills

Item	Task	(X) Indicates Proficiency ¹	Sec
	RESERVED (1701)		
1702	Maintain client records.		
1703	Complete manual filing skills.		
1704	Position client for specific examinations as indicated by physician.		
1705	Perform visual acuity test.		
1706	Demonstrate methods of collection, special handling and labeling of specimens.		
1707	Identify the principles and process in performing an electrocardiogram (EKG).		
1708	Measure blood glucose using a glucometer, proper strips, and manufacturer glucose controls or standards.		
1709	Identify the importance of maintaining the client record.		
1710	Demonstrate the principles of admitting, discharging, and transferring a client.		
1711	Discuss use of electronic medical records (EMR).		

1800 Anatomy, Physiology, and Pathophysiology

Item	Task	(X) Indicates Proficiency ¹	Sec
1801	Identify the basic structure of the human body.		
1802	Label body planes, directions, and cavities.		
1803	Identify the organs and explain the function of the respiratory system.		
	RESERVED (1804)		
1805	Identify disease processes of the respiratory system.		
1806	Identify the organs and explain the function of the circulatory system.		
	RESERVED (1807)		
1808	Identify disease processes of the circulatory system.		
1809	Identify the organs and explain the function of the integumentary system.		
	RESERVED (1810)		
1811	Identify disease processes of the integumentary system.		
1812	Identify the organs and explain the function of the muscular system.		
	RESERVED (1813)		
1814	Identify disease processes of the muscular system.		
1815	Identify the organs and explain the function of the nervous system.		
	RESERVED (1816)		
1817	Identify disease processes of the nervous system.		
1818	Identify the organs and explain the function of the digestive system.		
	RESERVED (1819)		
1820	Identify disease processes of the digestive system.		
1821	Identify the organs and explain the function of the urinary system.		
	RESERVED (1822)		
1823	Identify disease processes of the urinary system.		
1824	Identify the organs and explain the function of the reproductive system.		
	RESERVED (1825)		
1826	Identify the disease processes of the reproductive system.		
1827	Identify the organs and explain the function of the lymphatic and immune systems.		
	RESERVED (1828)		
1829	Identify disease processes of the lymphatic and immune systems.		
1830	Identify the organs and explain the function of the endocrine system.		
	RESERVED (1831)		
1832	Identify the disease processes of the endocrine system.		
1833	Identify the organs and explain the function of the special senses.		
1834	Identify the disease processes of the special senses.		
1835	Identify the organs and explain the function of the skeletal system.		
1836	Identify the disease processes of the skeletal system.		

1900 Mathematics in Allied Health

Item	Task	(X) Indicates Proficiency ¹	Sec
1901	Apply mathematical principles in healthcare.		
1902	Identify systems of measurements used in a clinical setting.		
1903	Identify and convert between measurement systems, including the metric system.		

2000 21st Century Interpersonal Skills

Item	Task	(X) Indicates Proficiency ¹	Sec
2001	Develop relationships with a range of clients, co-workers, and community partners who may represent a wide variety of cultural diversities.		
2002	Practice active listening skills to obtain and clarify information.		
2003	Identify and exhibit ethical behaviors.		
2004	Differentiate between productive and questionable ethical practices.		
2005	Describe and recognize discrimination and harassment/bullying behaviors.		
2006	Describe and recognize positive leadership qualities.		
2007	Display effective communication skills, including eye contact, handshake, professional attire, and positive professional body language.		
2008	Investigate stress management and stress reduction techniques.		
2009	Investigate telehealth medicine.		

¹ Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature _____

Date _____

Student Signature _____

Date _____

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Simmers DHO (Diversified Health Occupations) 8th Edition

Textbook ISBN #: 13-978-1-33-69361-1

Textbook Publisher & Year of Publication: Cengage, Stamford CT, 2016

Curriculum Textbook is utilized in (title of course): Healthcare Careers (CTE) Levels 1, 2, 3

Supplemental Texts:

Simmers, L., Simmers-Nartker, K., Simmers-Kobelak, S., & Simmers, L. (2013). *Practical problems in mathematics for health science careers*. Clifton Park, NY: Delmar, Cengage Learning.

Medical Assisting Administrative and Clinical Competencies. (2011). Delmar Pub.