

DELAWARE VALLEY SCHOOL DISTRICT
PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Healthcare Careers 1, 2, 3_

Grade Level:
10, 11, 12

Date of Board Approval: _____ 2019 _____

PLANNED INSTRUCTION

Title of Planned Instruction: Health Occupations 1, 2, 3

Subject Area: Career and Technical Education

Grade Level: 10, 11, 12

Course Description:

The Level One curriculums developed to offer an instruction and exploration of the current health care institutions, agencies, issues trends, costs, insurances, and classifications. 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 through the American Red Cross and American Heart Association. The certification included cardiopulmonary resuscitation, automatic heart defibrillation and First Aid. Student 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 also encouraged to join Health Occupations Student of America (HOSA), a state and national organization enrolled in health occupations education. 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. Emergency medical service training is continued with the re-certification of cardiopulmonary resuscitation and automatic defibrillation through the American Red Cross and American Heart Association. Student 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 also encouraged to join Health Occupations Student of America (HOSA), a national and state organization enrolled in health occupations education. Leadership skills, community service, and continued application of clinical skills are emphasized and can be demonstrated in local, state, and national competition. Clinical experience at the local long-term care facility and hospital is included. Student will apply their learned classroom patient care skill at the facility 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 graphic charting, intake and output, positioning, activity and exercising, use of specialized patient care equipment, and infection control. Units on anatomy physiology, medical math, and the introduction to medications and pharmacology are also included. Emergency medical service training is continued with the re-certification of cardiopulmonary resuscitation and automatic defibrillation through the American Red Cross and American Heart Association. Student 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 yearlong unit. Students are also encouraged to join HOSA. Clinical experience is included. The Level Three students are given an individualized clinical assignment based on their future health care career goals and choice of a health care facility. Students may choose from Obstetrics, Emergency, Same Day Surgery, Medical-Surgical Nursing, Laboratory, Radiology, Medical records, Long-Term Care Nursing, Physical, Occupations, Speech, and Respiratory Therapy, EKG Technician, Mental Health, Social Work, and Pharmacy. Students may also choose dental and medical offices, child care centers, veterinary clinics, and sports medicine clinics. Clinical experience is scheduled one to two days per week and the students are supervised by the Health Occupations Instructor, the Director of Volunteer Services, and/or Activities Director at the community hospital and local Long-Term Care facilities.

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
- 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
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

Unit Name: Level III Personal Attendant Certification

Number: 0

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

PA DOH online modules and exam for state certification.

Tasks:

- Vocabulary with Graphics
- *During Learning
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Checklist of facts
- Summary statements

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CCR.R.6-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Focus Anchor/Standard #2:

- Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Connecting Anchor/Standard:

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

Supporting Anchor/Standards:

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.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.E Justify the selection of a career.

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

Instructional Activities:

Handouts

Independent work on computers

Special Adaptations:

Per SDI

Safety:

All Classroom and District safety rules will be in effect and enforced

Assessment:

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Completed and Turned-in Make Up work
- Complete Module
- Class Oral Responses
- Class Oral Responses
- 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

Resources/Equipment:

PA DOH online resources.

Course: Health Professionals

Unit Name: Job Readiness Level III

Number: 1

Description/Objectives:

Level III- Students will create general resume, cover letter and participate in mock job interview with member of the Administration

Tasks:

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

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

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.

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.

PA1604 - Demonstrate and interpret proper use of medical language.

PA1603 - Differentiate medical specialties.

PA103 - Identify general course objectives.

PA103 - Identify general course objectives.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- R11.A Comprehension and Reading Skills

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.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.D Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings and taxes.

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.

13.4.11.A Analyze entrepreneurship as it relates to personal career goals and corporate opportunities

13.4.11.B Analyze entrepreneurship as it relates to personal character traits.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital.

Focus Anchor/Standard #2:

- 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.

Instructional Activities:

- *Pre-Learning
- *Pre-Learning
- Essential Question Posting
- Explore for Essential Question
- Vocabulary with Graphics

Safety:

Students will follow general district and classroom/lab safety procedures
Students will follow all instructor directions

Assessment:

- Class Oral Responses
- 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 evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- 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=
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Use of calculator
- Use of a scribe

Resources/Equipment:

Course: Health Professionals
Unit Name: Professionalism

Number: 000

Dates: Flex

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

"Soft Skills", Communication,

Tasks:

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

PA112 - Demonstrate effective interpersonal conflict management skills.

PA204 - Outline professional standards for health care professionals.

PA206 - Discuss ethics as related to the health care professional.

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.

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

PA702 - Identify and respect cultural diversity.

Focus Anchor/Standard #2:

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

Supporting Anchor/Standards:

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.6-12.1 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.6-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Connecting Anchor/Standard:

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

Supporting Anchor/Standards:

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

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Journal stimulation
- Novel or Book as Backdrop to Learning
- Vocabulary with Graphics
- Checking for Comparative Knowledge
- Demonstrate what was learned
- Essential Question Reflection
- Writing journals

Special Adaptations:

Per SDI

Safety:

Follow all classroom and district safety procedures
Follow all teacher directions

Assessment:

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Writing assignments

Resources/Equipment:

Smart Board
IPadsHyperlinks:

Course: Health Professionals

Unit Name: ORIENTATION AND SAFETY

Number: 100 **Hours:** 18.00

Dates: june, 2019

Last Edited By: Barbara Coyle (05-09-2019)

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 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:

- Find It
- Vocabulary illumination
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Essential Question Reflection

Special Adaptations:

Per SDI

Safety:

Fire/Emergency drill review.
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
- 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.
- 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) and workbook, Handouts, Lab equipment to demonstrate/discuss safety. Fire drill posts in classroom. Hyperlinks:

Documents for this Learning Guide

*[View Documents](#)

Course: Health Professionals

Unit Name: Qualities of a Healthcare Worker

Number: 100

Description/Objectives:

Students will identify characteristics and standards of professional behavior, leadership skills and stress management

Tasks:

PA307 - Practice effective conflict management skills.

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

PA301 - Practice effective communication.

PA105 - Follow professional dress code and the essence of good grooming.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

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

Supporting Anchor/Standards:

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.

13.1.11.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.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.

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

Focus Anchor/Standard #2:

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

Connecting Anchor/Standard:

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

Instructional Activities:

- Read the questions at the end of the chapter
- Vocabulary by accident
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Summary statements
- Test question list
- What are three things that you learned?

Special Adaptations:

Per SDI

Safety:

Students will adhere to class/clinic safety measures

Assessment:

- Traditional Tests – multiple choice, matching, true/false, short answer completion
- Notebook checks
- Completed and Turned-in Make Up work
- Textbook Computer Generated Tests
- Class Oral Responses
- 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 evaluating student class participation
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Account if students are wearing appropriate clothing when necessary

Resources/Equipment:

Smart Board

Laptop

Ipad

Text

Workbook

Online ActivitiesHyperlinks:

Course: Health Professionals

Unit Name: LEGAL AND ETHICAL ISSUES

Number: 200 **Hours:** 35.00

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

Demonstrate knowledge of basic legal concepts in the Healthcare setting

Tasks:

PA200 - LEGAL AND ETHICAL ISSUES

PA201 - Identify client's advanced directives.

PA202 - Maintain confidentiality of records and information as required by HIPAA.

PA203 - Promote the client's right to make personal choices to accommodate individual needs.

PA204 - Outline professional standards for health care professionals.

PA205 - Identify legal responsibilities of the health care professional.

PA206 - Discuss ethics as related to the health care professional.

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.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.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.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 precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable statext 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.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.6-12.6 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
- Read the questions at the end of the chapter
- Read the summary information first
- Questioning while reading
- Small Group Oral Reading/Questioning
- Think aloud

Special Adaptations:

Per student's SDI

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 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.
- 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

Smart Board

Chromebooks Hyperlinks:

Course: Health Professionals

Unit Name: Careers in Healthcare

Number: 200

Dates: September 9-13

Last Edited By: Barbara Coyle (05-09-2019)

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
- Vocabulary illumination
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Oral reading
- Small Group Oral Reading/Questioning

Special Adaptations:

Per SDI

Safety:

Standard Clinic/Classroom safety measures

Assessment:

Oral Question/Answer

Workbook Completion

Unit Test

Resources/Equipment:

I Pads

Laptops

DHO Text/Workbook/Teacher Resources

Smart Board Hyperlinks:

Course: Health Professionals
Unit Name: COMMUNICATION

Number: 300

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

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

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.

at industry standards as outlined in industry certifications and/or NOCTI testing.

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
- Oral reading
- Question aloud
- Small Group Oral Reading/Questioning
- Create a tutorial
- Essential Question Reflection

Special Adaptations:

Per SDI

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
- 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 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, 6th ed, Delmer), Handouts
Smart Board
Chromebooks

Course: Health Professionals
Unit Name: INFECTION CONTROL

Number: 400

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

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:

- *Pre-Learning
- Find It
- Essential Question Posting
- Explore for Essential Question
- Journal stimulation
- Look for unknown words
- Picture questioning
- Read the questions at the end of the chapter
- Read the summary information first
- Vocabulary illumination
- Vocabulary with Graphics
- *During Learning
- 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
- Fill in the process steps
- 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

- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

DHO TEXT (Simmers, 6th ed, Delmer), Handouts
Smart Board
Lap Tops
I pads
Lab equipment

Unit Name: EMERGENCY CARE AND DISASTER PREPAREDNESS

Number: 600

Dates:

Last Edited By: Barbara Coyle (06-02-2019)

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 CareerSafe 5 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:

Per SDI

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

Course: Health Professionals

Unit Name: HUMAN NEEDS AND HUMAN DEVELOPMENT

Number: 700

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

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:

- Anticipation guide
- 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

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
- 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, Delmar), Handouts
 Smart Board
 Chromebooks

Course: Health Professionals

Unit Name: BODY MECHANICS, MOVING, LIFTING AND POSITIONING

Number: 800 **Hours:** 39.00

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Students will proficiently and safely assist patient gait and transfer with and without 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.

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:

- 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:

Per SDI

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
- 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
Lab equipment

Course: Health Professionals

Unit Name: BODY MECHANICS, MOVING, LIFTING AND POSITIONING

Number: 800

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Students will proficiently and safely assist patient gait and transfer with and without 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.

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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.
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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.

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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.

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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.

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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:

Per SDI

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
- 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
Lab equipment

Course: Health Professionals

Unit Name: PERSONAL CARE SKILLS

Number: 900

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

Students will proficiently provide ADL assistance.

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).

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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:

Per SDI

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, 6th ed, Delmer), Handouts
Smart Board
Chromebooks
Lab equipment

Course: Health Professionals

Unit Name: PERSONAL CARE SKILLS

Number: 900

Dates:

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

Students will proficiently provide ADL assistance.

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:

Per SDI

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, 6th ed, Delmer), Handouts
 Smart Board
 Chromebooks
 Lab equipment

Course: Health Professionals

Unit Name: URINARY ELIMINATION/BOWEL ELIMINATION

Number: 1000

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

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:

Per students' SDI

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, 8th ed, Delmar), Handouts
 HC 21
 Laptops, iPads

Course: Health Professionals

Unit Name: NUTRITION AND HYDRATION

Number: 1100 **Hours:** 64.00

Dates: September 9-13

Last Edited By: Barbara Coyle (05-31-2019)

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:

Per students' SDI

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

Course: Health Professionals

Unit Name: BASIC CLINICAL SKILLS

Number: 1200 **Hours:** 108.00

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

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.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
- 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:

Per Students' SDI

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

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 timeframe

Resources/Equipment:

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

Course: Health Professionals

Unit Name: MENTAL HEALTH AND MENTAL ILLNESS

Number: 1300

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

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.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.

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:

- Explore for Essential Question
- Essential Question Posting
- Look for unknown words
- Vocabulary by accident
- 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
- Checklist of facts
- 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, Delmar),
 Handouts
 Chromebooks
 Smartboard

Course: Health Professionals

Unit Name: REHABILITATION AND RESTORATIVE CARE

Number: 1400

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

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

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
- Picture walk
- Vocabulary by accident
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Read then predict
- Small Group Oral Reading/Questioning
- Checklist of facts
- Demonstrate what was learned
- Essential Question Reflection
- Question Still Unanswered

Special Adaptations:

Per students' SDI

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 Reading assignments
- Notebook checks
- 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.
- 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, Delmar),
Handouts
Chromebooks
Smartboard
Lab skill equipment

Course: Health Professionals
Unit Name: DEATH AND DYING

Number: 1500

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Students will demonstrate knowledge of personal attitude/belief regarding death/dying and satisfactorily perform clinical skills in the care of pre/post mortem 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 postmortem 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
- K-W-L
- Novel or Book as Backdrop to Learning
- 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:

Per students' SDI

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
- 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, Delmar), Handouts
Web/Intranet resources
Smart Board
Chromebooks

Course: Health Professionals

Unit Name: MEDICAL TERMINOLOGY

Number: 1600 **Hours:** 68.00

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Students will demonstrate 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.

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:

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

Special Adaptations:

Per SDI

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
- Notebook checks
- Completed and Turned-in Make Up work
- Class oral responses
- Student Hand Held Response Systems

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 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, Delmar), Handouts
Medical Terminology 350 (Dean Vaughn)

Course: Health Professionals

Unit Name: ALLIED HEALTH SKILLS

Number: 1700

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Students will demonstrate proficiency in basic pre-exam skills, lab specimen processing and front office procedures.

Tasks:

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.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:

- Essential Question Posting
- Go Find
- Look for unknown words
- Vocabulary by accident
- Checking for Comparative Knowledge

- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Naming the symbols and numbers
- Process finding
- Questioning while reading
- Small Group Oral Reading/Questioning
- Checklist of facts
- Essential Question Reflection
- Question Still Unanswered
- Summary statements
- What are three things that you learned?

Special Adaptations:

Per students' SDI

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
- 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, Delmar),
 Handouts
 Chromebooks
 Smartboard
 Lab skills equipment

Course: Health Professionals

Unit Name: ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

Number: 1800 **Hours:** 253.00

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

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
- Vocabulary by accident
- 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
- Read then predict
- Checklist of facts
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- What are three things that you learned?

Special Adaptations:

Per students' SDI

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
- Student Hand Held Response Systems
- 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, 8th ed, Delmar),

Handouts

Chromebooks

Smartboard

Course: Health Professionals

Unit Name: MATHEMATICS IN ALLIED HEALTH

Number: 1900 **Hours:** 19.00

Dates:

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Student 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.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:

Health Center 21 for assessment of previous knowledge

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

Special Adaptations:

Per students' SDI

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 Math practice 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

- 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, Delmar),
 Handouts
 Chromebooks
 Smartboard

Course: Health Professionals

Unit Name: 21ST CENTURY INTERPERSONAL SKILLS

Number: 2000

Dates:

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

Focus Anchor/Standard #2:

- CEW

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
- Scan the lines
- Vocabulary by accident
- Small Group Oral Reading/Questioning
- Think aloud
- Checklist of facts
- Summary statements

Special Adaptations:

Per Students' SDI

Safety:

Students will follow all Lab Safety Rules
Students will follow all school/district Safety Rules
Students will follow Teacher's instructions at all times.

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
Chromebooks
Smartboard

Course: Health Professionals

Unit Name: INVESTIGATING POS ARTICULATION AGREEMENTS

Number: 2001

Dates: August, 2017

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

Given direct instruction, handouts and internet access, the student will:

- examine web-based information related to articulated college credit,
- review the requirements to obtain advanced college credit,
- will investigate SOAR concepts, and other PDE resources related to exercising an articulation agreement.

Following these experiences the student will:

- be able to utilize CollegeTransfer.net in order to follow a sequence of steps that demonstrate the ability to access, as well as search for, articulated college programs associated with the student's CTE Program of Study.

The student will complete the above experience to a minimum of 83% accuracy on the checklist criteria found on a rubric attached to this Learning Guide.

Tasks:

1. Locate PA BCTE SOAR Programs
2. Student Selected the appropriate course title or CIP code
3. The student Correctly entered their year of graduation
4. Student clicked "Search" button
5. Student will be able to identify the post-secondary institution(s) that provide articulated credit for their POS
6. The student was able to identify the number of articulated credits that are available for that/each institution.
7. The student was able to click on the institution(s) and retrieve and print each fact sheet available.
8. Click on the Course Title to see information about the course.
9. Click on the View Detail button to see the complete articulation.
10. Student will able to identify the business hours for support from Academy One.
11. Student will be able to identify the E-MAIL address for support from Academy One.
support@academyone.com
12. Student will be able to identify the phone number for support from Academy One
TELEPHONE (484) 318-7100

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CAREER, EDUCATION, WORK

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.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.

Focus Anchor/Standard #2:

- 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.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.

Instructional Activities:

The teacher will direct students to use the Internet to access collegetransfer.net.

The teacher will direct and guide students through a process to identify post-secondary institutions that have articulation credits available for a respective Program of Study.

Special Adaptations:

Utilize all adaptations as directed in student IEP's.

Safety:

Utilize all classroom management techniques and monitor classroom safety expectations.

Assessment:

Utilize the 11th Grade Articulation Rubric/Checklist to assess student activity. The rubric is attached to this Learning Guide.

Resources/Equipment:

11th Grade Articulation Rubric

Internet

<https://patrac.org/>

Hyperlinks:

[COLLEGES ACCEPTING SOAR CREDITS](#)

Course: Health Professionals

Unit Name: COMPLETING THE ARTICULATION AGREEMENT COVER SHEET

Number: 2002 **Hours:** 2.50

Dates: August, 2017

Last Edited By: Barbara Coyle (05-09-2019)

Description/Objectives:

Given direct instruction, handouts and internet access, students will

- examine web-based information related to articulated college credit,
- review the requirements to obtain advanced college credit,
- investigate SOAR concepts and other PDE resources related to exercising an articulation agreement

Following the above experience, the student will be able to complete the required student sections of the POS Perkins Statewide Articulation Documentation Coversheet with 100% accuracy.

Tasks:

1. Correctly identify the full school name on the form.
- 2, Correctly list the school address on the form
3. Successfully complete each task in the CTE Program of Study
4. Correctly identify the Program CIP Code.
5. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (9th)
6. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (10th).
7. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (11th).
8. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (12th).
9. Correctly list the GPA out of a 4.0 scale.

10. Make arrangements to obtain a copy of your personal transcript by meeting with your CWCTC guidance counselor.
11. Make arrangements to secure a copy of your high school diploma.
12. Obtain a copy of your NOCTI scores and through US Mail from CWCTC, secure the appropriate Pennsylvania Skills Certificate or Pennsylvania Certificate of Competency that is based on your NOCTI scores.
13. Obtain an official copy of your completed task list signed by your teacher.
14. Obtain a copy of any and all industry certifications that you have obtained.
15. Complete the process of obtaining a guidance counselor signature on the coversheet.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CAREER, EDUCATION, WORK

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.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.

Focus Anchor/Standard #2:

- LITERACY

Supporting Anchor/Standards:

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.

Instructional Activities:

Through guided practice, the teacher will facilitate a process so that students go through each step of this 12th grade activity.

Special Adaptations:

Utilize all adaptations as directed in student IEP's.

Safety:

Utilize all classroom management techniques and monitor classroom safety expectations.

Assessment:

The teacher will determine if students have completed each step of the process found on the 12th Grade POS Perkins Statewide Articulation Agreement Documentation Coversheet as defined in the rubric/checklist attached to this Learning Guide.

Resources/Equipment:

12th Grade POS Perkins Statewide Articulation Agreement Documentation Coversheet

12th Grade POS Perkins Statewide Articulation Rubric

Course: Health Professionals

Unit Name: STATEWIDE ARTICULATION TRAINING

Number: 2003 **Hours:** 2.50

Dates: July 2017

Last Edited By: Barbara Coyle (05-31-2019)

Description/Objectives:

Given direct instruction, handouts, and internet access, the student:

- will examine web-based information related to articulated college credit,
- will review the requirements to obtain advanced college credit,
- and will investigate SOAR concepts and other PDE resources related to exercising an articulation agreement.

Following the above experiences, the student will complete a written assessment to identify:

- the four specific qualifications necessary to obtain advanced college standing;
- define what the SOAR acronym stands for;
- define what the purpose of SOAR is;
- identify what the SOAR mission is;
- identify what the five benefits of SOAR are;
- identify what Bureau within PDE where SOAR exists;
- identify where to locate articulated credit information for SOAR programs.

The student will complete the written assessment with a minimum of 85% accuracy.

Tasks:

1. Identify what the Students Occupationally and Academically Ready (SOAR) program is.
2. Explain the purpose of the SOAR program.
3. Explain advanced credit transfer to post-secondary institutions.
4. Explain the purpose of the SOAR mission.
5. Identify the benefits of SOAR.
6. Discuss college transfer.net
7. Navigate to the SOAR website. (www.education.state.pa.us)

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CAREER, EDUCATION, AND WORK

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.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.

Focus Anchor/Standard #2:

- LITERACY

Supporting Anchor/Standards:

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.

Instructional Activities:

The teacher will follow Document 1: SOAR handout. This document is attached to this Learning Guide.

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

Special Adaptations:

Utilize all adaptations as directed in student IEP's.

Safety:

Utilize all classroom management techniques and monitor classroom safety expectations.

Assessment:

Quiz attached to this Learning Guide. 10th Grade SOAR Quiz
Review all uploaded material attached to this Learning Guide.

Resources/Equipment:

- DOCUMENT 1 SOAR (DOCUMENT 1).pdf
- DOCUMENT 2 Articulation Agreement Coversheet 041216.pdf
- DOCUMENT 3 Frequently Asked Questions about SOAR Programs.docx
- DOCUMENT 4 Perkins Statewide Articulation Agreement 041216.pdf
- DOCUMENT 5 Secondary Competency Task List Coversheet 041216.pdf
- DOCUMENT 6 SOAR Search Guide 041216.pdf
- 10th Grade SOAR quiz.

Hyperlinks:

[Find Schools That Articulate With the POS](#)

**Health Professions and Related Clinical Sciences, Other
CIP 51.9999
Task Grid**

Secondary Competency Task List

ORIENTATION AND SAFETY

RESERVED

RESERVED

Identify general course objectives.

Follow clinical skill area rules and regulations.

Follow professional dress code and the essence of good grooming.

Provide details of grading policies in this class.

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

Follow clinical experience guidelines and procedures.

Follow OSHA standards and Centers for Disease Control (CDC) standard precautions.

Follow "Right to Know Law" and the importance of maintaining Safety Data Sheets (SDS) for all chemicals.

RESERVED

RESERVED
Identify and follow the "chain of command" in organizational structures.
Follow safety and emergency procedures and report accurately and immediately.
Report nonfunctioning equipment.
LEGAL AND ETHICAL ISSUES
Identify client's advanced directives.
Uphold confidentiality of records and information as required by HIPAA.
Promote the client's right to make personal choices to accommodate individual needs.
Outline and practice professional standards for health care professionals.
Identify and apply legal responsibilities of the health care professional.
Discuss ethical dilemmas as related to the health care.
COMMUNICATION
Practice effective communication.
RESERVED
Document both objective and subjective observations using appropriate terms.
RESERVED
Communicate in a professional manner, according to the client's stage of development and cultural background.
RESERVED
Practice effective conflict management skills.
INFECTION CONTROL
Identify diseases, their mode of transmission, and use of transmission-based precautions.
Demonstrate and practice proper hand hygiene techniques.
Apply principles of standard precautions and infection control in the health care facility.
Discuss the following: blood-borne pathogens, sharps disposal, and biohazards.

Demonstrate and practice correct isolation and safety techniques in care of infectious clients, including use of, proper use of, and removal of, personal protective equipment (PPE).
RESERVED
Perform basic cleaning and disinfecting of objects to prevent disease transmission.
Explain how the immune system protects the body from infectious diseases.
Demonstrate proper donning and doffing of non-sterile gloves.
Discuss proper sterilizing of contaminated objects.
RESERVED
RESERVED
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RESERVED
RESERVED
RESERVED
RESERVED
EMERGENCY CARE AND DISASTER PREPAREDNESS
Identify signs of an obstructed airway (choking) and demonstrate abdominal thrust.
Describe Basic Life Support with AED and Basic First Aid.
Follow Emergency Response/Crisis Plan Procedures in the facility.
Identify potential fire hazards and safety procedures, including PASS and RACE.
HUMAN NEEDS AND HUMAN DEVELOPMENT
Discuss human growth and development through the lifespan.
Identify and respect cultural diversity, along with accepting a client seeking holistic health practitioners for wellness.
Provide examples of how age, illness and disability affect psychosocial changes in the client.

Provide assistance for the clients to express their personal faith and religious beliefs.
Provide care for sensory deprived clients such as blind or deaf clients.
BODY MECHANICS, MOVING, LIFTING AND POSITIONING
Assist the client with dangling, standing and walking.
Transfer client from bed to chair/wheelchair and from stretcher to bed.
Turn and/or position a client both in bed and in a chair.
Discuss safety hazards, including slips, trips, and the risks of falls.
Discuss and practice transferring, positioning, and transporting of a client with special needs, including bariatric clients.
RESERVED
Discuss the operation of the mechanical lift.
Demonstrate proper use of restraints and alternative measures of restraints.
Utilize proper body mechanics.
Demonstrate proper use of a gait belt.
PERSONAL CARE SKILLS
Provide privacy when providing personal care.
Assist the client to dress and undress.
Assist the client with bathing and personal grooming to include the principles of hand and foot care.
Observe and report condition of the skin.
Administer oral hygiene for the conscious/ unconscious client.
Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client.
URINARY ELIMINATION/BOWEL ELIMINATION
Assist the client in toileting and bladder training.
Provide catheter care.
Demonstrate perineal care on client.
Demonstrate application of briefs.

Demonstrate the use of standard bedpan and fracture pan.
Document urinary output.
NUTRITION AND HYDRATION
List general principles of the basic nutrition.
Recognize and discuss therapeutic diets.
Assist a client with eating meals, including thickened liquids.
Feed a neurological or sensory deprived client feeding.
Measure and record intake and output.
BASIC CLINICAL SKILLS
RESERVED
RESERVED
Measure and record a client's temperature (oral, axillary, rectal, electronic).
Measure and record a client's radial and apical pulse.
Measure and record a client's respirations.
Measure and record a client's blood pressure.
Measure and record a client's pulse oximetry.
Apply elastic stockings.
Make an unoccupied bed.
Make an occupied bed.
Measure and record height and weight.
Discuss proper handling of soiled linen.
Provide for the client's safe, clean and comfortable environment.
MENTAL HEALTH AND MENTAL ILLNESS
Discuss the various types of mental health disorders.
Use reality orientation techniques with the confused client.

Use communication skills/techniques with easily agitated or frightened clients.
Use skills/techniques with clients exhibiting repetitive behaviors.
REHABILITATION AND RESTORATIVE CARE
Assist the client with ambulatory and transfer devices (e.g., cane, quad cane, walker, crutches and wheelchair).
Perform range of motion exercises.
Recognize various assistive devices when assisting the client.
DEATH AND DYING
Discuss own feelings and attitude about death.
Explain how culture and religion influence a person's attitude toward death and the bereavement process.
Discuss the goals of hospice care.
Discuss the stages of dying.
Report the common signs of a client's approaching death.
Discuss the postmortem care of a client while maintaining the client's right to dignity and respect.
MEDICAL TERMINOLOGY
Differentiate roots/prefixes/suffixes in medical terms.
Define abbreviations used in medical documents.
Differentiate medical specialties.
Use of medical language.
Use anatomical medical terms when discussing health and illness of the body.
ALLIED HEALTH SKILLS
RESERVED
Maintain client records.
Complete manual filing skills and discuss use of electronic medical records (EMR).
Position client for specific examinations as indicated by physician.

Perform visual acuity test.
Discuss methods of collection, special handling and labeling of specimens.
Discuss the principles of an EKG.
Discuss blood glucose measurement using a glucometer, proper strips and manufacturer glucose controls or standards.
Explain the importance of maintaining the client record.
Discuss the principles of admitting, discharging, and transferring of a client.
ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY
Identify the basic structure of the human body.
Label body plains, directions and cavities.
Identify the organs, and explain the function of the respiratory system.
RESERVED
Identify disease processes - respiratory system.
Identify the organs, and explain the function of the circulatory system.
RESERVED
Identify disease processes of the circulatory system.
Identify the organs, and explain the function of the integumentary system.
RESERVED
Identify disease processes of the integumentary system.
Identify the organs, and explain the function of the Muscular system.
RESERVED
Identify disease processes of the Muscular system.
Identify the organs and explain the function of the nervous system.
RESERVED
Identify disease processes of the nervous system.
Identify the organs, and explain the function of the digestive system.
RESERVED
Identify disease processes of the digestive system.

Identify the organs, and explain the function of the urinary system.
RESERVED
Identify disease processes of the urinary system.
Identify the organs, and explain the function of the reproductive system.
RESERVED
Identify the disease processes of the reproductive system.
Identify the organs, and explain the function of the lymphatic system.
RESERVED
Identify disease processes of the lymphatic system.
Identify the organs, and explain the function of the endocrine system.
RESERVED
Identify the disease processes of the endocrine system.
Identify the organs and explain the function of the Special Senses.
Identify the disease processes of the Special Senses.
Identify the organs, and explain the function of the Skeletal System.
Identify the disease processes of the Skeletal System.
MATHEMATICS IN ALLIED HEALTH
Use mathematics applications in healthcare.
Identify systems of measurements used in a clinical setting.
Identify and convert between measurement systems including metric system.
21st CENTURY INTERPERSONAL SKILLS
Employ productive relationships with a range of stakeholders (clients, co-workers, external counterparts) who may represent a variety of cultural diversities.
Demonstrates and practice active listening skills to obtain and clarify information.
Identifies and demonstrates ethical characteristics and behaviors.
Differentiates between productive and questionable ethical practices which might arise

Describes and recognizes discrimination and harassment.(Bullying)

Exercises positive leadership by encouraging, persuading, or otherwise motivating individual co-workers or groups.

Display affective communication skills including eye contact, handshake, professional attire and positive professional bo

List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.

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.

