

Kingsway Regional School District



Committed to Excellence

Course Name: Introduction to Allied Health	Grade Level(s): 10-12
Department: Health Education	Credits: 5
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

Introduction to Allied Health will include information for developing skills and knowledge that can be applied to any Allied Health Care profession. The students will be introduced to various professions and history associated with the fields of medicine through a collaborative and inquiry based environment. Students will obtain skills and knowledge necessary to treat and care for injuries utilizing critical thinking and problem solving skills. Students will demonstrate applied practical skills that can be utilized in real world situations. Content within this course will include knowledge of the history of medicine, technology in medicine and how it has evolved, and medical liability. Students will be able to demonstrate how to take vital signs such as pulse, respiration, temperature and blood pressure and interpret the results. Blood borne pathogens are introduced in order for students to be familiar with OSHA regulations and how to protect themselves and coworkers. Students gain knowledge in the use of emergency equipment, emergency and extrication procedures; and protocol involved with life threatening and non-life threatening medical conditions. Skills and knowledge are demonstrated by placing students in various scenarios where they analyze and apply appropriate stabilization and extrication techniques that would pertain to moving an injured or ill person.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
How to Read this Document	Page 4
Terms to Know	Page 4
Pacing Guide	Page 6
Curriculum Units	Page 13

Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Introduction to Sports Medicine (10-12)

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: History of Healthcare</p>	<p>6 weeks September – October</p>	<p>Subject Area: <u>NJSLS 9.3 Career & Technical Education-Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u> 9.3.HL.1 9.3.HL.2 9.3.HL.4 <u>NJSLS 9.2 Career Awareness, Exploration, and Preparation</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand C: Career Preparation</u> 9.2.12.C.1. 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.A.1 2.1.6.D.1 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3 Interdisciplinary: <u>NJSLS 8.1 Educational Technology</u> 8.1.12.A.1</p>	<ol style="list-style-type: none"> 1. Students will understand the evolution of Healthcare and the impact that society has on medicine. 2. Students will be able to describe those inventions and discoveries that impacted healthcare in the 21st century 3. Students will be able to define the Multidisciplinary Approach to Medicine 4. Students will be able to identify professions that are associated with the care of an athlete/patient. 5. Students will be able to differentiate between and describe the various medical professions roles and responsibilities. 6. Students will understand how and be able research any medical profession in order to assist with setting up career goals. 	<p>Students will be able to: Describe Hippocrates impact on Medicine.</p> <p>Chronologically discuss how Healthcare evolved from Ancient Times and the impact of each era.</p> <p>Define Key historical medical terms and discuss their impact on medicine: anatomy, physiology, observation, symptoms, epidemics, vaccines, dissection</p> <p>Discuss the impact of inventions on medicine.</p> <p>Describe the future of medicine - telemedicine</p> <p>Define Multidisciplinary Approach</p> <p>Interpret the job description, training, education, wages, job outlook, and professional setting of several healthcare professions.</p> <p>Evaluate the field of Allied Health based on the components of each</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		8.1.12.A.2 <u>NJSLS Math Content</u> HSS.IC.B.6 <u>NJSLS English Language Arts- Science & Technical Subjects</u> RH.11-12.8 NJSLSA.W6. NJSLSA.W7. <u>NJSLS 9.1 Personal Financial Literacy-Content Strand A: 21st Century Life and Careers Income & Careers</u> 9.1.12.A.3 9.1.12.A.4 <u>NJSLS Career Ready Practices</u> CRP10.		profession. Investigate and draw conclusions on healthcare professions utilizing career databases – Occupational Outlook Handbook and Fergusons.
Unit 2: Understanding a Health Care Professionals Legal Obligations	5 weeks October – November	<u>NJSLS 9.3 Career & Technical Education -Content Area: 21st Century Life and Careers Strand: Health Sciences (HL)</u> 9.3.HL.2 9.3.HL.3 9.3.HL.4 9.3.HL.5 9.3.HL.6 9.3.HL-HI.1 9.3.HL-HI.2 9.3.HL-HI.3 <u>NJSLS Comprehensive Health & Physical Education</u> 2.12.C.2 2.2.12.C.3 <u>NJSLS 9.1 Personal Financial Literacy-Content Area: 21st</u>	<ol style="list-style-type: none"> 1. Students will be able to Recognize and Interpret the Patients’ Bill of Rights in order to ensure optimal patient care. 2. Students will be able to define and explain HIPAA (Health Information Portability and Accountability Act) and its importance with medical confidentiality. 3. Students will be able to analyze malpractice scenarios and determine what violations have occurred and design a plan to avoid those violations. 	Students will be able to: Explain the purpose of the Patients’ Bill of Rights and HIPAA. List the patient’s responsibility with their own personal healthcare information. Define four important terms within the Patient’s Bill of Rights – Written Advanced Directives, Living Wil Durable Power of Attorney, and Continuity of Care. Distinguish between exempt and protected information with regards to HIPAA.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<u>Century Life and Careers</u> <u>Strand A: Income & Careers</u> 9.1.12.F.4 9.1.12.E.6 <u>NJSLS 9.2 Career Awareness, Exploration, and Preparation</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand C: Career Preparation</u> 9.2.12.C.7 9.2.12.C.8 <u>NJSLS 8.1 Educational Technology</u> 8.1.12.A.3 <u>NJSLS Math Content</u> HSS.IC.B. <u>NJSLS Mathematical Practices</u> MP.2 <u>NJSLS English Language Arts- Science & Technical Subjects</u> RH.11-12.4. RH.11-12.7. NJSLSA.W6.		<p>Describe confidentiality and those legal documents and employees who would be responsible in ensuring this obligation is carried out.</p> <p>Differentiate between the three types of Controls that regulate Health care professionals.</p> <p>Differentiate between the various types of Civil Law terms that are common in Health Care.</p> <p>Hypothesize steps and actions that could help a healthcare worker avoid litigation.</p> <p>Critique malpractice scenarios in order to prove how each case could have been prevented.</p>
Unit 3: Vital Signs	7 weeks Dec./January/Feb.	<u>NJLS Science</u> HS-LS1-3 <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.A.2 2.1.6.D.4 2.1.12.D <u>NJSLS 9.3 Career & Technical Education-Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u>	<ol style="list-style-type: none"> Students will be able to identify four vital signs that are important in measuring homeostasis. Students will be able to differentiate between abnormal and normal levels for each vital sign and the factors affecting them. 	<p>Students will be able to: Describe what temperature, pulse, respirations, and blood pressure are measuring within the body.</p> <p>Demonstrate how to take temperature, pulse, respirations and blood pressure including any variations of each method.</p> <p>Identify the various sites in which</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-DIA.5 9.3.HL-THR.3 <u>NJSLS 9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers-Strand C: Career Preparation</u> 9.2.12.C.3 <u>NJSLS 8.1 Educational Technology</u> 8.1.12.A.5 <u>NJSLS Math Content</u> HSS.IC.B.6 HSS.IC.B.5 <u>NJSLS English Language Arts-Science & Technical Subjects</u> RST.11-12.3 NJSLSA.W7	<ol style="list-style-type: none"> Students will be able to demonstrate how and where to take each vital sign and will understand the meaning/value of each reading. Students will be able to apply vital sign skills in order to gather information on the effects of exercise on homeostasis. 	<p>temperature, pulse, and blood pressure can be taken. Identify the various tools utilized to measure temperature, pulse, respirations, and blood pressure.</p> <p>Differentiate between an abnormal and normal reading.</p> <p>Recognize variations in the characteristics of pulse and respirations.</p> <p>Problem solve abnormal ranges to determine when treatment intervention should occur.</p> <p>Cite evidence of ways to prevent abnormal vital sign measurements.</p> <p>Differentiate between Systolic and Diastolic Blood Pressure and describe what each is measuring.</p> <p>Analyze the effects of exercise on vital signs as the body attempts to maintain homeostasis.</p>
Unit 4: Blood borne Pathogens	6 weeks March – April	<u>NJLS Science</u> HS-LS1-3 <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.A.1	<ol style="list-style-type: none"> Students will be able to define blood borne pathogens and explain how universal and standard precautions can help protect 	<p>Students will be able to: Define MRSA and explain how it is spread.</p> <p>Explain how to control MRSA and</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		2.1.12.C.1 2.1.12.C.2 2.12.C.2 2.3.12.B.5 <u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u> 9.3.HL-SUP.2 9.3.HL-SUP.3 9.3.HL-SUP.4 9.3.HL-SUP.5 <u>NJSLS 8.2 Educational Technology</u> 8.2.12.C.3 <u>NJSLS Math Content</u> HSS.IC.B.6 <u>NJSLS English Language Arts- Science & Technical Subjects</u> RST.11-12.4. WHST.11-12.8.	from exposure. 2. Students will be able to explain the purpose and set up of the exposure control plan and explain the steps necessary before, during and after an exposure. 3. Students will be able to demonstrate and apply skills necessary to help protect workers from exposure.	minimize exposure. Define blood borne pathogens and identify how transmission occurs. Explain Universal and Standard Precautions and their importance in preventing transmission of disease. Identify an Exposure Control Plan and the contents of the plan. Identify Personal Protective Equipment that is required for protection against Infections disease transmission. Explain decontaminating procedures necessary to prevent the transmission of blood borne pathogens. Explain employer requirements and the purpose of the Hepatitis B vaccination in protecting the employee against contracting Hepatitis. Demonstrate and explain what to do when and exposure to a blood borne pathogen occurs.
Unit 5: Central Athletic Training Room and Essential Emergency/Stabilization Equipment	10 weeks April/May/June	<u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand AC: Architecture & Construction Career Cluster</u>	1. Students will be able to identify, classify and label the components and specification of the Central Training Room.	Students will be able to: Identify the components and specifications that are necessary in a healthcare facility. Classify the location of each

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		9.3.12.AC.1 9.3.12.AC.3 9.3.12.AC.6 <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.6.D.1 2.1.6.D.4 2.1.12.D.6 <u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u> 9.3.LW-EFM.10 9.3.HL-DIA.3 Career Ready Practices: CRP2. <u>NJSLS 8.2 Educational Technology</u> 8.2.12.B.1 8.2.12.C.3 <u>NJSLS Mathematical Practices</u> MP.4 <u>NJSLS English Language Arts- Science & Technical Subjects</u> RST.11-12.4. NJSLSA.W4.	<ol style="list-style-type: none"> 2. Students will be able to formulate a functional schematic plan utilizing predetermined components and specifications. 3. Students will be able to identify, describe and demonstrate the proper use of essential healthcare equipment. 4. Students will be able to define and demonstrate extrication techniques after proper assessment and preparation of the situation. 5. Students will be able to problem solve and determine which boarding technique is most appropriate and then demonstrate that technique. 6. Students will be able to design a team through collaboration that will apply skills necessary to Spine board an athlete 	<p>specification and explain the importance of each to the function of the facility.</p> <p>Assess the proper layout of each component based on the needs of the Health Care facility to ensure optimal care.</p> <p>Identify essential equipment within a Healthcare facility that would be necessary to ensure optimal care.</p> <p>Describe the function of each piece of emergency equipment and the medical condition in which it would be utilized.</p> <p>Demonstrate proper use of each piece of essential medical equipment.</p> <p>Define extrication and explain the three mandatory steps prior to extrication.</p> <p>Demonstrate proper removal of helmet and shoulder pads prior to extrication and/or treatment.</p> <p>Demonstrate three types of ambulatory movement and analyze which technique would be most appropriate when extricating.</p> <p>Cite incident in which a Spine Board</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>would be chosen for extrication.</p> <p>Demonstrate how to stabilize the cervical spine.</p> <p>Demonstrate how to spine board a patient through collaboration with a team.</p> <p>Differentiate between the Traditional and Lift and Slide technique of boarding.</p> <p>Determine which boarding technique is appropriate in a medical emergency and demonstrate this technique with a team.</p>

Unit: 1 History of Healthcare	Recommended Duration: 6 weeks – September/October
<p>Unit Description: This unit is designed to assist students in identifying and researching professions associated with the multidisciplinary approach to the field of allied health. It seeks to guide students in understanding how each profession plays an integral part in the prevention and treatment of injuries and illnesses in order to maintain their health and well-being. Students will research the components of various healthcare professions in order to make an informed decision on potential career interests and set up career goals. Students will collaborate with fellow classmates in order to get expose to a plethora of healthcare professions through a Power Point Gallery.</p>	

Essential Questions:	Enduring Understandings:
<p>How did healthcare evolve and what was the impact on medicine of today?</p> <p>How do I find out more about the health care professions?</p> <p>If I am interested in pursuing a career in medicine, how do I know if it is a fit for me?</p>	<p>Medicine-healthcare dates back to the Egyptians, Ancient Chinese & Greeks and its impact as evolved over time to the medicine of the 21st century.</p> <p>Inventions, discoveries, and medical terminology are still being utilized today.</p> <p>Each healthcare profession has its own duties, responsibilities, training, education, wages, job outlook, and professional setting that should only be researched through reliable, updated databases and websites.</p> <p>Research a profession first and see if you meet the qualities that are typically described within that profession.</p> <p>The education and training of a profession can discourage or encourage a student from a profession. It is better to know before committing what this may entail.</p> <p>Salary always seems to play a big role in a student’s decision to pursue a career but the job outlook should be of great importance also. Make sure your job is marketable so you have multiple job opportunities following your schooling and training.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u></p>	<p>1. Students will understand the evolution of Healthcare and the impact that society has on medicine.</p>	<p>Students will be able to:</p> <p>1. Describe Hippocrates impact on Medicine.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p><u>NJSLS 9.2 Career Awareness, Exploration, and Preparation</u></p> <p><u>Content Area: 21st Century Life and Careers</u></p> <p><u>Strand C: Career Preparation</u></p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p><u>NJSLS Comprehensive Health & Physical Education</u></p> <p>2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in</p>	<ol style="list-style-type: none"> 2. Students will be able to describe those inventions and discoveries that impacted healthcare in the 21st century 3. Students will be able to define the Multidisciplinary Approach to Medicine 4. Students will be able to describe the Multidisciplinary Approach to Healthcare 5. Students will understand the evolution of Allied Health and the impact that society has on medicine. 6. Students will be able to identify professions that are associated with the care of a patient. 7. Students will be able to differentiate between and describe the various medical professions roles and responsibilities. 8. Students will understand how and be able research any medical profession in order to assist with setting up career goals. 	<ol style="list-style-type: none"> 2. Chronologically discuss how Healthcare evolved from Ancient Times and the impact of each era. 3. Define Key historical medical terms and discuss their impact on medicine: anatomy, physiology, observation, symptoms, epidemics, vaccines, dissection 4. Discuss the impact of inventions on medicine. 5. Describe the future of medicine - telemedicine 6. Define Multidisciplinary Approach to caring for a patient. 7. Interpret the job description, training, education, wages, job outlook, and professional setting of several healthcare professions. 8. Investigate and draw conclusions on healthcare professions utilizing career databases – Occupational Outlook Handbook and Fergusons.

Relevant Standards:	Learning Goals:	Learning Objectives:
adolescents and related prevention strategies. 2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. 2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. 2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Unit Scale Writing Task – Thoughts to Share Prove It – Review Sheet (Hx of Healthcare, key terms, MDA) Current Event Discussion -	Hx of Healthcare Quiz MDA Quiz History of Healthcare Test	Title IX and PIAA discussion Medical Professions Research Paper Medical Professions Power Point	Hx of Healthcare and MDA Quiz Hx of Healthcare Test Medical Professions Research Paper and Power Point

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
Study Guide Hx of healthcare Unit Test Scaffolding and Simplifying directions: <ul style="list-style-type: none"> Understanding Check and timeline with Professions 	Study Guide Hx of healthcare Unit Test with pictures Scaffolding and Simplifying directions and questions: <ul style="list-style-type: none"> Directions should be single-step for all assessments 	Study Guide Pre-made for Unit Test Scaffolding directions and Simplifying directions and questions: <ul style="list-style-type: none"> Understanding Check with Professions Research and Power Point Project 	Increased quantity of choices Varied question format (Open Ended instead of Multiple Choice) <ul style="list-style-type: none"> Hx of healthcare & MDA Quiz Hx of healthcare Unit Test Creating a Career Web-link or portfolio for Professions Project.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Research and Power Point Project</p> <ul style="list-style-type: none"> Thoughts to Share Writing Task <p>Limited multiple choice options/shortened/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews MDA and Hx of healthcare Quiz Current Event Article Review Hx of healthcare Unit Test <p>Profession Project</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide starting prompts Additional directions with visuals for how to use Google Sheet and Slides Provide supplemental directions for research database resources Provide template <p>Extended time</p> <ul style="list-style-type: none"> MDA and Hx of healthcare Quiz Hx of healthcare Unit Test Professions Research and 	<ul style="list-style-type: none"> Visuals provided Thoughts to Share writing Prompt <p>Limited multiple choice questions & options/shortened with visuals:</p> <ul style="list-style-type: none"> Prove-It Reviews MDA and Hx of healthcare Quiz Current Event Article Review Hx of healthcare Unit Test <p>Professions Project</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide prompts with each task Additional directions with visuals for how to use Google sheets and Slides Provide supplemental directions for research database resources Modified template provided <p>Extended time</p> <ul style="list-style-type: none"> MDA and Hx of healthcare Quiz Hx of healthcare Unit Test Professions Research and 	<p>Limited multiple choice options/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews MDA and Hx of healthcare Quiz Current Event Article Review Hx of healthcare Test <p>Professions Project</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide starting prompts Additional directions with visuals for how to use Google Sheets and Slides Provide supplemental directions for researching databases Provide template <p>Extended time</p> <ul style="list-style-type: none"> MDA and Hx of healthcare Quiz Hx of healthcare Unit Test 	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
Project Allow for retakes/redos: <ul style="list-style-type: none"> • MDA and Hx of healthcare Quiz • Hx of healthcare Unit Test 	Project Allow for retakes/redos: <ul style="list-style-type: none"> • MDA and Hx of healthcare Quiz • Hx of healthcare Unit Test 		

Instructional Strategies: *(List and describe.)*

Routine Events <ul style="list-style-type: none"> • Providing clear learning goals and scales (rubrics) • Establishing classroom rules and procedures Addressing Content - Scaffolding DQ2 <ul style="list-style-type: none"> • Identifying Critical Information • Chunking Content into “Digestible Bites” DQ3 <ul style="list-style-type: none"> • Examining Similarities and Differences • Revising Knowledge DQ4 <ul style="list-style-type: none"> • Organizing Students for Cognitively Complex Tasks Enacted on the Spot <ul style="list-style-type: none"> • Noticing When Students are Not Engaged • Using Physical Movement • Presenting Unusual or Intriguing Information Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
Preferential seating: <ul style="list-style-type: none"> • Easy access to all resources that will reinforce 	Preferential seating: <ul style="list-style-type: none"> • Easy access to all resources that will reinforce 	Preferential seating: <ul style="list-style-type: none"> • Avoid distractions Guided Notes:	Guided Notes: <ul style="list-style-type: none"> • Hx of healthcare with limited prompts

<p>instructions and content.</p> <p>Guided Notes:</p> <ul style="list-style-type: none"> Hx of healthcare provided complete so students can highlight key concepts <p>Cueing and Prompting: Class Room Discussions with Key concepts provided prior to discussion</p> <ul style="list-style-type: none"> Hx of healthcare, MDA, Purpose and Focus of ACSM, Sports Medicine Changes, Medical Professions and job descriptions, Title IX <p>Modified Writing Tasks:</p> <ul style="list-style-type: none"> Thoughts to Share – Bullet Points with Key Concepts Underlined <p>Vocabulary</p> <ul style="list-style-type: none"> Card Sort for Professions and Circle of Care <p>Leveled Reading:</p> <ul style="list-style-type: none"> Recovered and Ready Article or Current Event with Highlighted paragraphs 	<p>instructions and content.</p> <p>Guided Notes:</p> <ul style="list-style-type: none"> Hx of healthcare provided complete so students can highlight key concepts. <p>Cueing and Prompting: Class Room Discussions with Key concepts/visuals provided prior to discussion</p> <ul style="list-style-type: none"> Hx of healthcare, MDA, Purpose and Focus of ACSM, Allied Health Changes, Medical Professions and job descriptions, Title IX <p>Modified Writing Tasks:</p> <ul style="list-style-type: none"> Thoughts to Share – Bullet Points with Key Concepts Underlined and pictures <p>Vocabulary</p> <ul style="list-style-type: none"> Card Sort for Professions and Circle of Care with Visual Prompts <p>Leveled Reading: Recovered and Ready Article or Current Event with Highlighted paragraphs</p>	<ul style="list-style-type: none"> Hx of healthcare with prior access to Power Point on Google Classroom <p>Cueing and Prompting: Class Room Discussions with Key concepts</p> <ul style="list-style-type: none"> Hx of healthcare, MDA, Purpose and Focus of ACSM, Allied Health Changes, Medical Professions and job descriptions, Title IX <p>Modified Writing Task</p> <ul style="list-style-type: none"> Thoughts to Share – Choice Menu <p>Vocabulary</p> <ul style="list-style-type: none"> Card Sort for Professions <p>Leveled Reading:</p> <ul style="list-style-type: none"> Recovered and Ready Article or Current Event Article with Prompts and Cues 	<p>Modified Writing Task:</p> <ul style="list-style-type: none"> Thoughts to share – include extra prompt on predictions <p>Leveled Reading:</p> <ul style="list-style-type: none"> Recovered and Ready or Current Event – Full text <p>Vocabulary</p> <ul style="list-style-type: none"> Utilize guided notes instead of Card Sort <p>Provide Enrichment Questions:</p> <ul style="list-style-type: none"> PIAA and Title IX
--	--	---	---

<p>Unit Vocabulary:</p>
<p>Essential: Hx of healthcare, Multidisciplinary Approach, anatomy, physiology, observation, symptoms, epidemics, vaccines, dissection, Health Care Providers, Physician Assistant, Physical Therapist, Chiropractor, Massage Therapist, CSCS/Personal Trainer, Athletic Trainer, Massage Therapist, Sports Nutritionist, Sports Psychologist, Title IX, Allied Health Profession, Job Outlook</p>
<p>Non-Essential: Recovery, Muscle Soreness, Equal Rights, NATA, discrimination, accredited</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: <u>NJSLS English Language Arts-Science & Technical Subjects</u> RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation</p> <p>Mathematics: <u>NJSLS Math Content</u> HSS.IC.B.6 Evaluate reports based on data. Technology: <u>NJSLS 8.1 Educational Technology</u> 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it</p>	<p>S: Use of Google classroom for class assignments and instructions</p> <p>A: Students utilize Google Sheets, google slides to record research and store on google classroom</p> <p>A: Use of educational databases (Fergusons) and Web Site (Occupational Outlook Handbook) to research professions, all data collection is done on chrome books.</p> <p>M: Students create google slides that will be used for collaboration with classmates - Power Point Gallery</p>	<p><u> X </u> Financial, Economic, Business, & Entrepreneurial Literacy Students will be reviewing, discussing salaries, pay scales, hourly rates for various healthcare professions.</p> <p><u> X </u> Health Literacy Students will be introduced to the Multidisciplinary Approach to Healthcare</p>	<p><u> X </u> Creativity & Innovation Students will be researching healthcare professions and collaborating with classmates by way of a power point gallery</p> <p><u> X </u> Critical Thinking & Problem Solving Students will be evaluating and analyzing each profession within the Gallery and formulating an opinion on each profession.</p> <p><u> X </u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) Students will be required to research and interpret each professions job skills, personal qualities of the profession, work setting, risks, and job demands.</p> <p><u> X </u> Information & Communication Technologies Literacy Students will be utilizing Fergusons database and Occupational Outlook Handbook to Research profession on Chromebooks. Students will be creating and submitting work on Google Sheets and Google Slides to share and collaborate with classmates.</p> <p><u> X </u> Communication & Collaboration Professions Project requires each student to collaborate with classmates verbally and nonverbally through class discussion</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>to peers and/or professionals in that related area for review.</p> <p>Career Ready Practices: <u>NJSLS 9.1 Personal Financial Literacy Content</u> <u>Strand A: Area: 21st Century Life and Careers Income & Careers</u> 9.1.12.A.3 Analyze the relationship between various careers and personal learning goals. 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt <u>NJSLS Career Ready Practices</u> CRP10. Plan education and career paths aligned to personal goals.</p>			<p>roundtable and power point gallery with regards to each medical profession.</p> <p>Students will be collaborating on Title IX and PIAA regulations through our Writing task and small group discussions.</p>

Resources:
<p>Texts/Materials: Fergusons Database; Occupational Outlook Handbook; Guided Notes; Textbook – <u>Introduction to Sports Medicine and Athletic Training</u> by Robert C. France, Google Classroom; Power Point on History of Healthcare and the Multidisciplinary Approach. Levelled Reading: Recovered and Ready Article or Current Event</p>

Unit: 2 Understanding a Health Care Professionals Legal Responsibilities	Recommended Duration: 5 Weeks – October/November
<p>Unit Description: This unit is designed to bring student awareness of a health care professional’s legal responsibility. Understanding this responsibility will help protect them, the patient, their co-worker, and the facility where they would be employed. This unit will break down the Patient’s Bill of Rights and HIPPA in order to understand patients’ rights, privacy and confidentiality and how it applies to patient care. Common legal terms will be discussed that deal with medical malpractice and liability and how they can be avoided.</p>	

Essential Questions:	Enduring Understandings:
<p>Does every health care professional have to be concerned with legal issues or just physicians?</p> <p>I am currently not a medical professional so how can this information be helpful?</p> <p>How does a medical professional avoid legal liability?</p>	<p>Every healthcare professional who has contact with a patient is responsible for understand the legal limitations and expectation in order to protect themselves, their co-workers, the patient and the facility that they are employed.</p> <p>Medical professional must abide by the Patients’ Bill of Rights and HIPPA in order to ensure that the Patients’ Rights are not being violated.</p> <p>All patients should be aware of their rights and each medical facility is required to inform them of their rights before, during and after treatment.</p> <p>Patients should utilize all resources to ensure that they are not being legal violated, mistreated and are receiving the best medical care possible.</p> <p>Medical professionals who follow facility and state policies usually can avoid most legal issues. Understanding the policies and procedures is the responsibility of the medical professional.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u> 9.3.HL.2 Explain the healthcare workers’ role</p>	<ol style="list-style-type: none"> 1. Students will be able to Recognize and Interpret the Patients’ Bill of Rights in order to ensure optimal patient care. 2. Students will be able to define and 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the purpose of the Patients’ Bill of Rights and HIPAA.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>within their department, their organization and the overall healthcare system.</p> <p>9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.</p> <p>9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</p> <p>9.3.HL-HI.1: Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>9.3.HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.</p>	<p>explain HIPAA (Health Information Portability and Accountability Act) and its importance with medical confidentiality.</p> <p>3. Students will be able to analyze malpractice scenarios and determine what violations have occurred and design a plan to avoid those violations.</p>	<ol style="list-style-type: none"> 2. List the patient’s responsibility with their own personal healthcare information. 3. Define four important terms within the Patient’s Bill of Rights – Written Advanced Directives, Living Wil Durable Power of Attorney, and Continuity of Care. 4. Distinguish between exempt and protected information with regards to HIPAA. 5. Describe confidentiality and those legal documents and employees who would be responsible in ensuring this obligation is carried out. 6. Differentiate between the three types of Controls that regulate Health care professionals. 7. Differentiate between the various types of Civil Law terms that are common in Health Care. 8. Hypothesize steps and actions that could help a healthcare worker avoid litigation. 9. Critique malpractice scenarios in order to prove how each case could have been prevented.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Unit Scale on Legal Responsibilities</p> <p>Prove-It Review Sheet – Bill of Rights</p> <p>Prove-It Review Sheet – Legal</p>	<p>Stations Activity - Assessment</p> <p>Health Care Legal Obligations</p> <p>Unit test.</p>	<p>Patients’ Bill of Rights Revision Jigsaw</p> <p>Malpractice Scenarios</p>	<p>Patients’ Bill of Rights Revision Jigsaw</p> <p>Health Care Legal Obligations Unit Test</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Responsibilities Card Sort on Legal Terms Wipe Board Review			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Study Guide Health Care Legal Obligations Unit Test</p> <p>Flexible Grouping for Stations Activity</p> <p>Scaffolding and Simplifying directions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Patients' Bill of Rights Revisions Jigsaw and Malpractice Scenarios <p>Limited multiple choice options/shortened/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews Health Care Legal Obligations Unit Test Malpractice Scenarios <p>Pts' Bill of Rights Revisions Jigsaw</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide starting prompts Additional directions with visuals for how to use Google Share 	<p>Study Guide Health Care Legal Obligations Unit Test with pictures</p> <p>Flexible Grouping for Stations Activity</p> <p>Scaffolding and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Directions should be single-step for all assessments Visuals provided Understanding Check and timeline with Patients' Bill of Rights Revisions Jigsaw and Malpractice Scenarios <p>Limited multiple choice questions & options/shortened with visuals:</p> <ul style="list-style-type: none"> Prove-It Reviews Health Care Legal Obligations Unit Test Malpractice Scenarios <p>Pts' Bill of Rights Revisions Jigsaw</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide prompts with each task 	<p>Study Guide Pre-made for Unit Test</p> <p>Scaffolding directions and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Patients' Bill of Rights Revisions Jigsaw and Malpractice Scenarios <p>Limited multiple choice options/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews Health Care Legal Obligations Unit Test <p>Professions Project</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide starting prompts Additional directions with visuals for how to use Google Share Provide supplemental directions for submitting revisions on Google Provide template 	<p>Increased quantity of choices</p> <p>Varied question format (Open Ended instead of Multiple Choice)</p> <ul style="list-style-type: none"> Health Care Legal Obligations Unit Test <p>Create Brochure from Jigsaw Revisions of Patients' Bill of Rights that can be utilized in Health Office and Athletic Training Room</p>

<ul style="list-style-type: none"> • Provide supplemental directions for submitting revisions on Google • Provide template <p>Extended time</p> <ul style="list-style-type: none"> • Patients' Bill of Rights Revision Jigsaw • Health Care Legal Obligations Unit Test <p>Allow for retakes/redos:</p> <ul style="list-style-type: none"> • Health Care Legal Obligations Unit Test 	<ul style="list-style-type: none"> • Additional directions with visuals for how to use Google Share • Provide supplemental directions for submitting revisions on Google • Modified template provided <p>Extended time</p> <ul style="list-style-type: none"> • Patients' Bill of Rights Revision Jigsaw • Health Care Legal Obligations Unit Test <p>Allow for retakes/redos:</p> <ul style="list-style-type: none"> • Health Care Legal Obligations Unit Test 	<p>Extended time</p> <ul style="list-style-type: none"> • Health Care Legal Obligations Unit Test 	
---	---	--	--

<p>Instructional Strategies: <i>(List and describe.)</i></p>
<p>Routine Events</p> <ul style="list-style-type: none"> • Providing clear learning goals and scales (rubrics) <p>Addressing Content - Scaffolding</p> <p>DQ2</p> <ul style="list-style-type: none"> • Identifying Critical Information • Elaborating on New Information • Recording and Representing Knowledge <p>DQ3</p> <ul style="list-style-type: none"> • Organizing Students to Practice and Deepen Knowledge • Practicing Skills, Strategies, and Processes • Revising Knowledge <p>DQ4</p> <ul style="list-style-type: none"> • Organizing Students for Cognitively Complex Tasks • Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing <p>Enacted on the Spot</p> <ul style="list-style-type: none"> • Noticing When Students are Not Engaged

- Using Physical Movement
- Demonstrating Intensity and Enthusiasm
- Displaying Objectivity and Control

Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Preferential seating:</p> <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. <p>Guided Notes:</p> <ul style="list-style-type: none"> • Health Care Legal Obligations provided complete so students can highlight key concepts <p>Cueing and Prompting: Class Room Discussions with Key concepts provided prior to discussion</p> <ul style="list-style-type: none"> • PBR, HIPAA, Confidentiality, Professional Controls, Civil Law Terms <p>Modified Writing Tasks:</p> <ul style="list-style-type: none"> • Patients’ Bill of Rights & Malpractice Scenarios – Key Concepts Underlined <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Civil Law Terms and Healthcare Controls <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Malpractice Scenarios & Patients’ Bill of Rights 	<p>Preferential seating:</p> <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. <p>Guided Notes:</p> <ul style="list-style-type: none"> • Health Care Legal Obligations provided complete so students can highlight key concepts. <p>Cueing and Prompting: Class Room Discussions with Key concepts/visuals provided prior to discussion</p> <ul style="list-style-type: none"> • PBR, HIPAA, Confidentiality, Professional Controls, Civil Law Terms <p>Modified Writing Tasks:</p> <ul style="list-style-type: none"> • Patients’ Bill of Rights & Malpractice Scenarios – Bullet Points with Key Concepts Underlined and pictures <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Civil Law Terms and Healthcare Controls <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Malpractice Scenarios with Highlighted paragraphs & 	<p>Preferential seating:</p> <ul style="list-style-type: none"> • Avoid distractions <p>Guided Notes:</p> <ul style="list-style-type: none"> • Health Care Legal Obligations with prior access to Power Point on Google Classroom <p>Cueing and Prompting: Class Room Discussions with Key concepts</p> <ul style="list-style-type: none"> • PBR, HIPAA, Confidentiality, Professional Controls, Civil Law Terms <p>Modified Writing Task</p> <ul style="list-style-type: none"> • Malpractice Scenarios – Choice Menu <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Professions <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Malpractice Scenarios and Patients’ Bill of Rights 	<p>Guided Notes:</p> <ul style="list-style-type: none"> • Health Care Legal Obligations with limited prompts <p>Modified Writing Task:</p> <ul style="list-style-type: none"> • Thoughts to share – include extra prompt on predictions <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Malpractice Scenarios – Extra Case Law <p>Vocabulary</p> <ul style="list-style-type: none"> • Utilize guided notes instead of Card Sort <p>Provide Enrichment Questions:</p> <ul style="list-style-type: none"> • Malpractice Scenarios

	Patients' Bill of Rights Vocabulary Assistance		
--	---	--	--

Unit Vocabulary:
Essential: Patients' Bill of Rights, Health Information Portability and Accountability Act, Written advanced Directives, Living Will, Durable Power of Attorney, and Continuity of Care, Violations, Exempt, Confidentiality, Written Consent, Ombudsman, Licensure, Certification, Registration, Scope of Practice, Medical Liability, Malpractice, Tort, Negligence, Gross Negligence, Assumption of Risk, Informed Consent, Proximate Cause,
Non-Essential: optimal, incapacitating, authorization, assurance, regulation, controls, civil law, ignorance, criminal intent, repercussion, contract, documentation, hazards, integrity, competence

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: <u>NJSLS English Language Arts-Science & Technical Subjects</u> RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Mathematics: <u>NJSLS Math Content</u></p>	<p>S: Use of Google classroom for class assignments, instructions, templates.</p> <p>A: Students utilize Google Share to create collaborated Patients' Bill of Rights Revision document</p> <p>A: Use of educational databases () and Web Site to access current events for malpractice scenarios - all data collection is done on Chromebook.</p> <p>M: Students create collaborated Patients' Bill of Rights Revision document.</p> <p>M: Creation of Pamphlet by the Advanced Learner for Health Office and Athletic Training Room</p>	<p><input checked="" type="checkbox"/> Global Awareness Creation of PBR Pamphlet for interpretation for ELL and Special Education</p> <p><input type="checkbox"/> Health Literacy Understanding the Rights of Patients' when receiving Health Care</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation Creation of Revised PBR by way of collaboration and Google share</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving Analyzing and Evaluating Malpractice Scenarios in order to design ways to avoid</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) Understanding the importance of Legal Liability for Health Care Professionals</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy Use of technology for PBR revisions and collaboration</p> <p><input type="checkbox"/> Communication & Collaboration PRB revision is a Collaborate creation by each class.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>HSS.IC.B.6 Evaluate reports based on data.</p> <p><u>NJSLS Mathematical Practices</u> MP.2 Reason abstractly and quantitatively</p> <p>Health/PE: <u>NJSLS Comprehensive Health & Physical Education</u> 2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community. 2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.</p> <p>Technology: <u>NJSLS 8.1 Educational Technology</u> 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>Career Ready Practices: <u>NJSLS 9.1 Personal Financial Literacy</u> <u>Content Area: 21st Century Life and Careers-Strand A: Income & Careers</u> 9.1.12.F.4 Summarize the purpose and importance of a will. 9.1.12.E.6 Evaluate written and verbal</p>			<p><u> X </u> Information Literacy Critical evaluation of Malpractice Scenarios and PBR</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>contracts for essential components and for obligations of the lender and borrower.</p> <p><u>NJSLS 9.2 Career Awareness, Exploration, and Preparation-Content Area: 21st Century Life and Careers-Strand C: Career Preparation</u></p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p>			

Resources:
<p>Texts/Materials: Patients’ Bill of Right – American Hospital Association; Database and Web links for Malpractice Scenarios; Guided Notes – Understanding a Health Care Professionals Legal Obligation; Google Classroom; Power Point on Understanding a Health Care Professionals Legal</p> <p>Leveled Reading: Patients’ Bill of Rights and Malpractice Scenarios</p>

Unit: 3 Vital Signs	Recommended Duration: 7 weeks –January/February
<p>Unit Description: Vital Signs are a part of our daily lives and all of us have had our vital signs taken at some point in time. This unit will guide students in understanding what each vital sign is measuring and the meaning of those measurements. Students will develop skills in taking each vital sign and the equipment utilized to measure them. Students will then utilize skills to analyze the effects of exercise on homeostasis utilizing manual equipment and Vernier Pulse Probes. Students will critique results utilizing Vernier Technology.</p>	

Essential Questions:	Enduring Understandings:
<p>When vital signs taken what do they actually mean?</p> <p>What do Health Care providers do with the data collected from vital sign measurements?</p> <p>If I chose to pursue a career in the Health Care field will I need to have skills in measuring vital signs?</p>	<p>Vital Sign measurements can offer a plethora of knowledge for a Health Care provider and allows them to understand how a patients systems are functioning.</p> <p>Each vital sign measurement has various ranges that can indicate the status of each system of the body.</p> <p>Health Care providers utilize these ranges to determine the treatment and care of the patient.</p> <p>It is very important for every Health Care profession to be knowledgeable and trained in taking vital signs, even if they will not be utilizing it daily in their job duties and responsibilities.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJLS Science</u> HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p><u>NJSLS Comprehensive Health & Physical Education</u> 2.1.6.D.4 Assess when to use basic first-aid procedures. 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and</p>	<ol style="list-style-type: none"> 1. Students will be able to identify four vital signs that are important in measuring homeostasis. 2. Students will be able to differentiate between abnormal and normal levels for each vital sign and the factors affecting them. 3. Students will be able to demonstrate how and where to take each vital sign and will understand the meaning/value of each 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe what temperature, pulse, respirations, and blood pressure are measuring within the body. 2. Demonstrate how to take temperature, pulse, respirations and blood pressure including any variations of each method. 3. Identify the various sites in which temperature, pulse, and blood pressure can be taken. 4. Identify the various tools utilized to measure

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>heat injuries, and responding to medical emergencies.</p> <p>NJSLS 9.3 Career & Technical Education Content Area: 21st Century Life and Careers Strand: Health Sciences (HL)</p> <p>9.3.HL-DIA.2 Assess and report patient’s/client’s health status in order to monitor and document patient progress.</p> <p>9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures.</p> <p>9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.</p>	<p>reading.</p> <p>4. Students will be able to apply vital sign skills in order to gather information on the effects of exercise on homeostasis.</p>	<p>temperature, pulse, respirations, and blood pressure.</p> <p>5. Differentiate between an abnormal and normal reading.</p> <p>6. Recognize variations in the characteristics of pulse and respirations.</p> <p>7. Problem solve abnormal ranges to determine when treatment intervention should occur.</p> <p>8. Cite evidence of ways to prevent abnormal vital sign measurements.</p> <p>9. Differentiate between Systolic and Diastolic Blood Pressure and describe what each is measuring.</p> <p>10. Analyze the effects of exercise on vital signs as the body attempts to maintain homeostasis.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Vital Signs Unit Scale</p> <p>Prove – It Review:</p> <p>Crossword; Thermometers;</p> <p>Temp, Pulse, Respirations; Blood Pressure</p> <p>Stations: Pulse & Respirations</p>	<p>Temp., Pulse & Respirations Test</p> <p>Blood Pressure Test</p>	<p>Temperature Practical</p> <p>Pulse Practical</p> <p>Vernier Pulse Analysis Exercise Lab</p> <p>Blood Pressure Practical</p>	<p>Vernier Pulse Analysis Exercise Lab</p> <p>Temp, Pulse & Respirations Test</p> <p>Blood Pressure Test</p> <p>Blood Pressure Practical</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Study Guide TPR and BP Unit Test</p> <p>Scaffolding and Simplifying directions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Vernier Pulse Analysis Exercise Lab Blood Pressure Practical <p>Limited multiple choice options/shortened/highlight key phrases:</p> <ul style="list-style-type: none"> Temp, Pulse & Respirations Test Blood Pressure Test <p>Vernier Pulse Analysis Exercise Lab</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide starting prompts Additional directions with visuals for how to use Vernier Probes and Technology Provide supplemental directions for analyzing data Provide template <p>Extended time and Retakes:</p> <ul style="list-style-type: none"> Temp, Pulse & Respirations Test Blood Pressure Test 	<p>Study Guide TPR and BP Unit Test with pictures</p> <p>Scaffolding and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Directions should be single-step for all assessments Understanding Check and timeline with Vernier Pulse Analysis Exercise Lab Blood Pressure Practical Visuals provided <p>Limited multiple choice questions & options/shortened with visuals:</p> <ul style="list-style-type: none"> Temp, Pulse & Respirations Test Blood Pressure Test <p>Vernier Pulse Analysis Exercise Lab</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide prompts with each task Additional directions with visuals for how to use Vernier Probes and Technology Provide supplemental directions for analyzing data Provide template 	<p>Study Guide for TPR & BP Unit Test</p> <p>Scaffolding directions and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Vernier Pulse Analysis Exercise Lab Blood Pressure Practical <p>Limited multiple choice options/highlight key phrases:</p> <ul style="list-style-type: none"> Temp, Pulse & Respirations Test Blood Pressure Test <p>Vernier Pulse Analysis Exercise Lab</p> <ul style="list-style-type: none"> Pacing Guide Mandatory Check-ins during SMART Provide starting prompts Additional directions with visuals for how to use Provide supplemental directions for Vernier Probes Provide template <p>Extended time</p> <ul style="list-style-type: none"> Temp, Pulse & Respirations Test Blood Pressure Test 	<p>Increased quantity of choices</p> <p>Varied question format (Open Ended instead of Multiple Choice)</p> <ul style="list-style-type: none"> TPR Unit Test Blood Pressure Unit Test <p>Vernier Pulse Analysis:</p> <p>Students will take random sample of Exercise Bouts and analyze data to determine consistency or inconsistency with outcomes.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
	Extended time and Retakes: <ul style="list-style-type: none"> • Temp, Pulse & Respirations Test • Blood Pressure Test 		

Instructional Strategies: *(List and describe.)*

- Routine Events
 - Providing clear learning goals and scales (rubrics)
 - Establishing classroom rules and procedures
- Addressing Content - Scaffolding
- DQ2
 - Chunking Content into “Digestible Bites”
 - Reflecting on Learning
- DQ3
 - Organizing Students to Practice and Deepen Knowledge
 - Practicing Skills, Strategies, and Processes
- DQ4
 - Organizing Students for Cognitively Complex Tasks
 - Providing Resources and Guidance
- Enacted on the Spot
 - Noticing When Students are Not Engaged
 - Using Physical Movement
 - Presenting Unusual or Intriguing Information
- Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Preferential seating:</p> <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. <p>Guided Notes:</p> <ul style="list-style-type: none"> • Vital Signs & Blood Pressure provided complete so students can highlight key concepts <p>Cueing and Prompting: Class Room Discussions with Key concepts provided prior to discussion</p> <ul style="list-style-type: none"> • Temperature, Pulse, Respirations and Blood Pressure <p>Modified Writing Tasks:</p> <ul style="list-style-type: none"> • Pulse Analysis – Bullet Points with Key Concepts Underlined <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Vital Signs Descriptors <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Temperature, Pulse, and Respiration Packet with Highlighted paragraphs 	<p>Preferential seating:</p> <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. <p>Guided Notes:</p> <ul style="list-style-type: none"> • Vital Signs & Blood Pressure provided complete so students can highlight key concepts. <p>Cueing and Prompting: Class Room Discussions with Key concepts/visuals provided prior to discussion</p> <ul style="list-style-type: none"> • Temperature, Pulse, Respirations and Blood Pressure <p>Modified Writing Tasks:</p> <ul style="list-style-type: none"> • Pulse Analysis – Bullet Points with Key Concepts Underlined and pictures <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Professions and Circle of Care with Visual Prompts <p>Leveled Reading: Temperature, Pulse, and Respiration Packet with Highlighted paragraphs</p>	<p>Preferential seating:</p> <ul style="list-style-type: none"> • Avoid distractions <p>Guided Notes:</p> <ul style="list-style-type: none"> • Vital Signs & Blood Pressure with prior access to Power Point on Google Classroom <p>Cueing and Prompting: Class Room Discussions with Key concepts</p> <ul style="list-style-type: none"> • Temperature, Pulse, Respirations and Blood Pressure <p>Modified Writing Task</p> <ul style="list-style-type: none"> • Pulse Analysis – Choice Menu <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Vital Signs <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Temperature, Pulse, and Respiration Packet with Prompts and Cues 	<p>Guided Notes:</p> <ul style="list-style-type: none"> • Vital Signs & Blood Pressure with limited prompts <p>Modified Writing Task:</p> <ul style="list-style-type: none"> • Pulse Analysis – include extra prompt on predictions <p>Leveled Reading:</p> <ul style="list-style-type: none"> • Temperature, Pulse, and Respiration Packet – Full text <p>Vocabulary</p> <ul style="list-style-type: none"> • Utilize guided notes instead of Card Sort <p>Provide Enrichment Questions:</p> <ul style="list-style-type: none"> • Pulse Analysis Lab

Unit Vocabulary:

Essential: Temperature, Pulse, Respirations, Homeostasis, Afebrile, Febrile, Hypothermia, Pyrexia, Fever, Aural, Oral, Temporal, Axillary, Carotid, Brachial, Apical, Radial, Popliteal, Posterior Tibial, Femoral, Hemorrhage, Tachycardia, Bradycardia, Dyspnea, Tachypnea, Apnea, Cheyne-Stokes, Rales, Rhonchi, Stridor,

<p>Unit Vocabulary:</p> <p>Pulse Oximetry, Hypertension, Blood Pressure, Systolic, Diastolic, Aneroid</p> <p>Non-Essential: Homeostatic mechanism, Cardinal Vital Signs, Oxidation, Respiration, Perspiration, Excretion, Infection, Bacteria, Fahrenheit, Celsius, Cardiac, Interval, bounding, thready, Irregularity, Obesity, Heredity, Aneurysm</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS English Language Arts-Science & Technical Subjects RST.11-12.3. 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. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation</p> <p>Mathematics: NJSLS Math Content HSS.IC.B.6 Evaluate reports based on data HSS.IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>Science: NJLS Science</p>	<p>S: Use of Google classroom for class assignments and instructions</p> <p>A: Students utilize Logger Pro for Pulse Analysis.</p> <p>A: All data collection is done on chrome books.</p> <p>M: Students create lab report utilizing google documents.</p> <p>M: Use of digital thermometer, pulse probe, and blood pressure cuff</p> <p>R: Students will be utilizing Vernier Probes and Logger Pro to complete Pulse Analysis Lab.</p>	<p><u> X </u> Health Literacy Students are learning how to interpret the effects of exercise on vital signs.</p>	<p><u> X </u> Creativity & Innovation Students will be analyzing the effects of exercise on vital signs.</p> <p><u> X </u> Critical Thinking & Problem Solving Students will be measuring all vital signs and utilizing data to analyze the effects of exercise.</p> <p><u> X </u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) Students will be utilizing equipment to show skills utilized to measure vital signs.</p> <p><u> </u> Information & Communication Technologies Literacy Technology will be utilized for pulse probe lab.</p> <p><u> X </u> Communication & Collaboration Students will communicate and collaborate information with regards to their analysis and evaluation through a written lab report.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>HS-LS1-3. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms</p> <p>Health/PE: <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>Technology: <u>NJSLS 8.1 Educational Technology</u> 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>Career Ready Practices: <u>NJSLS 9.2 Career Awareness, Exploration, and Preparation</u> <u>Content Area: 21st Century Life and Careers-Strand C: Career Preparation</u> 9.2.12.C.3 Identify transferable career skills and design alternate career plans</p>			

Resources:

Texts/Materials: Guided Notes Vital Signs and Blood Pressure , Leveled Reading: Vital Signs Packet – Allied Health Professions, Textbook – Introduction to Sports Medicine and Athletic Training by Robert C. France, Google Classroom; Power Point on Vital Signs and Blood Pressure, You Tube Videos to assist with demonstrations (2 to 3 min each); Breath Sounds by Cara; CME4Life Emergency EME: Lung Sounds Made Super Easy; Cheyne-Stokes Respiration, Breath Sound

by Cruz; The different types of Heart arrhythmia; Respiratory Examination (small segments)

Unit: 4 Blood borne Pathogens	Recommended Duration: 5 weeks – March/April
--------------------------------------	--

Unit Description: Healthcare Professionals are at the greatest risk for contracting a Blood Borne Pathogen Disease but everyone should take precautions when handling any type of blood or bodily fluids. Blood Borne pathogens are not our only risk. Precautions should be taken for all microorganisms. In this unit students will be educated on Blood Borne pathogen and their risk. Students will be guided through the precautions that are set by OSHA and the CDC. Students will learn cleanliness procedures and techniques to prevent the spread of BBP. Student will finish this unit with a solid understanding of the Universal Precautions Training that is required by all Health Care Professions before working in any medical facility.

Essential Questions:	Enduring Understandings:
-----------------------------	---------------------------------

<p>Do I only need to worry about Blood borne pathogens if I am a healthcare provider?</p> <p>How do I prevent myself from contracting a blood borne pathogen or a disease from other micro-organisms?</p> <p>What steps can I take to help prevent the spread of blood borne pathogens and diseases from other microorganisms?</p>	<p>Healthcare workers have an increased chance of contracting blood borne pathogens but anyone who is exposed to blood or bodily fluids can contract them.</p> <p>To prevent contracting a blood borne pathogen one should not only utilize Personal Protective Equipment, but also Engineering and Work Practice Controls.</p> <p>Blood Borne Pathogens are not the only concern, the Center for Disease Control (CDC) Expanded upon the Occupational Safety and Health Administration (OSHA) guidelines to protect everyone for contracting a disease and/or virus.</p> <p>Prevention and protection play a big role in keeping everyone safe. Occupational Safety and Health Administration along with the CDC have established guidelines and standard for everyone to follow that will help prevent the spread of BBP, disease and viruses.</p>
--	--

Relevant Standards:	Learning Goals:	Learning Objectives:
----------------------------	------------------------	-----------------------------

<p>NJLS Science HS-LS1-3. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms</p>	<p>Students will be able to define blood borne pathogens and explain how universal and standard precautions can help protect from exposure.</p> <p>Students will be able to explain the purpose and</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define MRSA and explain how it is spread. 2. Explain how to control MRSA and minimize exposure.
--	---	--

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS Comprehensive Health & Physical Education</u></p> <p>2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.</p> <p>2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p><u>NJSLS 9.3 Career & Technical Education</u></p> <p><u>Content Area: 21st Century Life and Careers</u></p> <p><u>Strand: Health Sciences (HL)</u></p> <p>9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</p> <p>9.3.HL-SUP.3 Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.</p> <p>9.3.HL-SUP.4 Maximize available resources for proper care and use of healthcare equipment and materials.</p> <p>9.3.HL-SUP.5 Implement healthcare facility standards in order to maintain high-quality healthcare facilities.</p>	<p>set up of the exposure control plan and explain the steps necessary before, during and after an exposure.</p> <p>Students will be able to demonstrate and apply skills necessary to help protect workers from exposure.</p>	<ol style="list-style-type: none"> 3. Define blood borne pathogens and identify how transmission occurs. 4. Explain Universal and Standard Precautions and their importance in preventing transmission of disease. 5. Identify an Exposure Control Plan and the contents of the plan. 6. Identify Personal Protective Equipment that is required for protection against Infections disease transmission. 7. Explain decontaminating procedures necessary to prevent the transmission of blood borne pathogens. 8. Explain employer requirements and the purpose of the Hepatitis B vaccination in protecting the employee against contracting Hepatitis. 9. Demonstrate and explain what to do when and exposure to a blood borne pathogen occurs.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Blood borne Pathogens Unit Scale Card Sort for Controls.</p> <p>Prove-It Blood borne pathogens</p> <p>Schematic Web Diagram – Controls</p> <p>Stations Activity – Blood borne pathogens.</p> <p>Leveled Reading Activity- OSHA Standards and the Athletic Training Facility.</p> <p>Leveled Reading MRSA</p>	<p>MRSA Quiz Blood borne pathogens Test</p>	<p>Blood borne Pathogens Lab</p>	<p>MRSA Quiz Blood borne pathogens Test Blood borne Pathogens Lab</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Study Guide Blood borne Pathogens Unit Test</p> <p>Flexible Grouping for Stations Activity</p> <p>Scaffolding and Simplifying directions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Blood borne Pathogens Lab 	<p>Study Guide Health Care Legal Obligations Unit Test with pictures</p> <p>Flexible Grouping for Stations Activity</p> <p>Scaffolding and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Directions should be single-step for all assessments Visuals provided Understanding Check and timeline with Blood borne Pathogens Lab 	<p>Study Guide Pre-made for Unit Test</p> <p>Scaffolding directions and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Blood borne Pathogens Lab <p>Limited multiple choice options/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews Blood borne Pathogens Unit Test 	<p>Increased quantity of choices</p> <p>Varied question format (Open Ended instead of Multiple Choice)</p> <ul style="list-style-type: none"> Blood borne Pathogen Unit Test <p>Blood borne pathogens Lab: Students will set up BBP Training Program for Athletic Trainer Student Aids.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Limited multiple choice options/shortened/highlight key phrases:</p> <ul style="list-style-type: none"> • Prove-It Reviews • Blood borne Pathogens Unit Test • MRSA Questions • OSHA Standards and the ATC facility Questions <p>Extended time & Allow for Retakes/Redos:</p> <ul style="list-style-type: none"> • Blood borne Pathogens Unit Test <p>Leveled Reading – MRSA Packet</p>	<p>Limited multiple choice questions & options/shortened with visuals:</p> <ul style="list-style-type: none"> • Prove-It Reviews • Blood borne Pathogens Unit Test • MRSA Questions • OSHA Standards and the ATC facility Questions <p>Extended time & Allow for Retakes/Redos:</p> <ul style="list-style-type: none"> • Blood borne Pathogens Unit Test • Leveled Reading 	<ul style="list-style-type: none"> • MRSA Questions • OSHA Standards and the ATC facility Questions <p>Extended time</p> <ul style="list-style-type: none"> • Blood borne Pathogens Unit Test Obligations Unit Test 	

Instructional Strategies: *(List and describe.)*

- Routine Events
- Providing clear learning goals and scales (rubrics)
 - Establishing classroom rules and procedures
- Addressing Content - Scaffolding
- DQ2
- Identifying Critical Information
 - Chunking Content into “Digestible Bites”
- DQ3
- Examining Similarities and Differences
 - Revising Knowledge
- DQ4
- Organizing Students for Cognitively Complex Tasks

Instructional Strategies: <i>(List and describe.)</i>			
Enacted on the Spot <ul style="list-style-type: none"> • Noticing When Students are Not Engaged • Using Physical Movement • Presenting Unusual or Intriguing Information Demonstrating Value and Respect for Low Expectancy Students			
Possible Instructional Adjustments (Modifications /Accommodations/Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
Preferential seating: <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. Guided Notes: <ul style="list-style-type: none"> • Blood Borne Pathogens provided complete so students can highlight key concepts Cueing and Prompting: Class Room Discussions with Key concepts provided prior to discussion <ul style="list-style-type: none"> • Controls; Standards; Hepatitis, Guidelines Modified Writing Tasks: <ul style="list-style-type: none"> • OSHA Standards and the Athletic Training Facility – Bullet Points with Key Concepts Underlined Vocabulary <ul style="list-style-type: none"> • Card Sort for Controls Leveled Reading: MRSA Article OSHA Standards and The Athletic Training Facility	Preferential seating: <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. Guided Notes: <ul style="list-style-type: none"> • Blood Borne Pathogens provided complete so students can highlight key concepts. Cueing and Prompting: Class Room Discussions with Key concepts/visuals provided prior to discussion <ul style="list-style-type: none"> • Controls, Standards, Hepatitis, Guidelines Modified Writing Tasks: <ul style="list-style-type: none"> • OSHA Standards and the Athletic Training Facility – Bullet Points with Key Concepts Underlined Vocabulary <ul style="list-style-type: none"> • Card Sort for Controls • Leveled Reading: OSHA Standards and The Athletic Training Facility & MRSA Article	Preferential seating: <ul style="list-style-type: none"> • Avoid distractions Guided Notes: <ul style="list-style-type: none"> • Blood Borne Pathogens with prior access to Power Point on Google Classroom Cueing and Prompting: Class Room Discussions with Key concepts <ul style="list-style-type: none"> • Controls, Standards, Hepatitis, Guidelines Modified Writing Task <ul style="list-style-type: none"> • OSHA Standards and the Athletic Training Facility Vocabulary <ul style="list-style-type: none"> • Card Sort for Controls Leveled Reading: OSHA Standards and The Athletic Training Facility & MRSA Article	Guided Notes: <ul style="list-style-type: none"> • Blood borne pathogens with limited prompts Modified Writing Task: <ul style="list-style-type: none"> • OSHA Standards and the Athletic Training Facility Leveled Reading: <ul style="list-style-type: none"> • OSHA Standards and The Athletic Training Facility & MRSA Article Vocabulary • Utilize guided notes instead of Card Sort Provide Enrichment Questions: Blood borne Pathogens Stations Activity

Unit Vocabulary:
Essential: Blood borne Pathogens, Methicillin Resistant Staphylococcus Aureus; Staph; HIV, Hepatitis, OSHA, CDC, Precautions; infectious, transmission; contaminated; engineering control, work practice control, Exposure Control Plan, Needleless Systems; sharps with engineered Sharps Injury Protections, Housekeeping, Regulated Waste, Biohazard
Non-Essential: immune, antibiotics, pneumonia, necrotizing fasciitis; Etiquette; Vaccination

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: <u>NJSLS English Language Arts-Science & Technical Subjects</u> RST.11-12.4. 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 <i>grades 11-12 texts and topics</i>. WHST.11-12.8. 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</p> <p>Mathematics:</p>	<p>S: Use of Google classroom for class assignments and instructions</p> <p>A: All data collection is done on chrome books.</p>	<p><input checked="" type="checkbox"/> Global Awareness Students are exposed to a global issue with infection and disease transmission</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p>Students are educated on OSHA and CDC and their importance with maintaining the safety of the public</p> <p><input type="checkbox"/> Health Literacy Students are educated on Health care concerns with blood borne pathogens, infection, and disease control</p>	<p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving Students must collaborate with classmates to solve mock infection exposures and transmissions prevention.</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) Students are taught life and career skills for the safety with infection and disease transmission</p> <p><input checked="" type="checkbox"/> Communication & Collaboration Students collaborate during stations activity and lab to problem solve issue with infections and disease.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p><u>NJSLS Math Content</u> HSS.IC.B.6 Evaluate reports based on data.</p> <p>Health/PE: <u>NJSLS Comprehensive Health & Physical Education</u> 2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>Technology: <u>NJSLS 8.2 Educational Technology</u> 8.2.12.C.3 Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).</p>			

Resources:
<p>Texts/Materials: Guided Notes Blood borne Pathogens, Leveled Reading: OSHA standards and ATC facility & MRSA article; Textbook – <u>Introduction to Sports Medicine and Athletic Training</u> by Robert C. France, Google Classroom; Power Point on Blood borne pathogens, You Tube Videos to assist with demonstrations (2 to 3 min each); Comfort-in (Needle Free Injection System)-Safety Needle; Models and Equipment: sharps box, epi-pen, Personal Protective Equipment; disinfecting tools and equipment.</p>

Unit: 5 Essential Equipment, Central Training Room & Extrication	Recommended Duration: 10 weeks – April/May/June
<p>Unit Description: Healthcare providers can not treat and care for patients without the proper facilities and equipment. In this unit students will be educated on how the design of a facility can affect the care of the patient. Students will be guided through the import components and specifications required within a facility to ensure the safety of everyone within the facility. Each facility is equipped with essential supplies and equipment to treat the patient. Students will gain knowledge on the different types of equipment and their function. Students will be given the opportunity to apply and utilize equipment involved with patient care. Finally, students will be guided in the process of creating/labeling a facility based on the important components and specifications that were discussed within this unit.</p>	
Essential Questions:	Enduring Understandings:
<p>How does the Central Athletic Training Room relate to all Healthcare Facilities?</p> <p>What factors or elements determine the type of facility and what equipment should be within a facility?</p> <p>How does a Health Care worker determine what Equipment is essential?</p>	<p>All Health Care Facilities are required to have regulated specification and components. The variation depend on the type of patients being treated.</p> <p>In addition to funding, the size of the facility and the number of patients being treated will determine the type of facility.</p> <p>Equipment and Supplies are determined by the level of care and the projected outcome of each treatment. Equipment should be chosen based on the knowledge level of the Health Care workers with the facility. Each professional should be trained on all equipment before it is put in to practice to treat patients.</p> <p>Those employed to work with that facility are responsible for ensuring equipment is up to date and functional prior to each use.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand AC: Architecture & Construction Career Cluster</u> 9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction. 9.3.12.AC.3 Comply with regulations and</p>	<ol style="list-style-type: none"> 1. Students will be able to identify, classify and label the components and specification of the Central Training Room. 2. Students will be able to formulate a functional schematic plan utilizing predetermined components and 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the components and specifications that are necessary in a healthcare facility. 2. Classify the location of each specification and explain the importance of each to the function of the facility.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>applicable codes to establish and manage a legal and safe workplace. 9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project.</p> <p><u>NJSLS Comprehensive Health & Physical Education</u> 2.1.6.D.4 Assess when to use basic first-aid procedures. 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p><u>NJSLS 9.3 Career & Technical Education</u> <u>Content Area: 21st Century Life and Careers</u> <u>Strand: Health Sciences (HL)</u> 9.3.LW-EFM.10 Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services. 9.3.HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</p>	<p>specifications.</p> <ol style="list-style-type: none"> 3. Students will be able to identify, describe and demonstrate the proper use of essential healthcare equipment. 4. Students will be able to define and demonstrate extrication techniques after proper assessment and preparation of the situation. 5. Students will be able to problem solve and determine which boarding technique is most appropriate and then demonstrate that technique. 6. Students will be able to design a team through collaboration that will apply skills necessary to Spine board an athlete 	<ol style="list-style-type: none"> 3. Assess the proper layout of each component based on the needs of the Health Care facility to ensure optimal care. 4. Identify essential equipment within a Healthcare facility that would be necessary to ensure optimal care. 5. Describe the function of each piece of emergency equipment and the medical condition in which it would be utilized. 6. Demonstrate proper use of each piece of essential medical equipment. 7. Create a plan to ensure proper care and maintenance of all essential medical equipment and specification of the Central Training Room 8. Define extrication and explain the three mandatory steps prior to extrication. 9. Demonstrate proper removal of helmet and shoulder pads prior to extrication and/or treatment. 10. Demonstrate three types of ambulatory movement and analyze which technique would be most appropriate when extricating. 11. Cite incident in which a Spine Board would be chosen for extrication.

Relevant Standards:	Learning Goals:	Learning Objectives:
		<p>12. Demonstrate how to stabilize the cervical spine.</p> <p>13. Demonstrate how to spine board a patient through collaboration with a team.</p> <p>14. Differentiate between the Traditional and Lift and Slide technique of boarding.</p> <p>15. Determine which boarding technique is appropriate in a medical emergency and demonstrate this technique with a team.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Unit Scale on Central Training Room & Essential Equipment</p> <p>Schematic Labeling Worksheet - Tour</p> <p>Prove-It Review Sheet:</p> <ul style="list-style-type: none"> • Central Training Room • Extrication & Care of Spine Injured Athlete <p>Writing Task – Essential Equipment</p> <p>Stations Activity – Emergency Equipment</p> <p>Essential Equipment Placement</p> <p>Demonstration of Ambulatory Skills</p> <p>Concept Map –Spine Boarding Techniques</p>	<p>Lab Practical Essential Equipment</p> <p>Unit Test Central Training Room & Essential Equipment</p> <p>Unit Test Extrication & Care of the Spine-Injured Athlete</p>	<p>Central Training Room Schematic Lab</p> <p>Stations Activity – Emergency Equipment</p> <p>Lab Practical’s Spine Boarding</p> <ul style="list-style-type: none"> • Traditional • Lift and Slide 	<p>Central Training Room Schematic Lab</p> <p>Lab Practical Essential Equipment</p> <p>Unit Test Central Training Room & Essential Equipment</p> <p>Lab Practical’s Spine Boarding</p> <p>Unit Test Extrication & Care of the Spine-Injured Athlete</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Study Guide:</p> <ul style="list-style-type: none"> Central Training Room Unit Test Essential Equipment Lab Practical Extrication Care of Spine-Injured Athlete Unit Test <p>Flexible Grouping:</p> <ul style="list-style-type: none"> Stations Activity Spine Boarding Practical's <p>Scaffolding and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Understanding Check and timeline with Central Training Room Lab Lab Practical's Essential Equipment & Boarding <p>Limited multiple choice options/shortened/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews Central Training Room Unit Test Extrication & Care of Spine Injured Athlete <p>Lab Practical Essential Equipment and Boarding</p> <ul style="list-style-type: none"> Pacing Guide for each Equipment Phase Mandatory Check-ins during 	<p>Study Guide:</p> <ul style="list-style-type: none"> Central Training Room Unit Test with pictures Essential Equipment Lab Practical with pictures Extrication Care of Spine-Injured Athlete Unit Test with pictures <p>Flexible Grouping:</p> <ul style="list-style-type: none"> Stations Activity Spine Boarding Practical's <p>Scaffolding and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Directions should be single-step for all assessments Visuals provided Understanding Check and timeline with Central Training Room Lab Lab Practical Essential Equipment & Boarding <p>Limited multiple choice questions & options/shortened with visuals:</p> <ul style="list-style-type: none"> Prove-It Reviews Central Training Room Unit Test Extrication & Care of Spine Injured Athlete <p>Lab Practical Essential Equipment and Boarding</p>	<p>Study Guide:</p> <ul style="list-style-type: none"> Central Training Room Unit Test Essential Equipment Lab Practical Extrication Care of Spine-Injured Athlete Unit Test <p>Scaffolding and Simplifying directions and questions:</p> <ul style="list-style-type: none"> Central Training Room Schematic Lab <p>Limited multiple choice options/highlight key phrases:</p> <ul style="list-style-type: none"> Prove-It Reviews Central Training Room Unit Test <p>Lab Practical Essential Equipment and Boarding</p> <ul style="list-style-type: none"> Mandatory Check-ins during SMART <p>Extended time</p> <ul style="list-style-type: none"> Central Training Room & Essential Equipment Unit Test Lab Practical Essential Equipment Extrication & Care of Spine Injured Athlete Unit Test 	<p>Increased quantity of choices</p> <p>Varied question format (Open Ended instead of Multiple Choice)</p> <ul style="list-style-type: none"> Central Training Room Unit Test Essential Equipment Lab Practical Extrication Care of Spine-Injured Athlete Unit Test <p>Develop a protocol sheet for Extrication Guidelines that can be utilized within the District to assist with training of athletic training student aides</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>SMART</p> <ul style="list-style-type: none"> • Provide practice practical's <p>Extended time</p> <ul style="list-style-type: none"> • Central Training Room & Essential Equipment Unit Test • Lab Practical Essential Equipment • Extrication & Care of Spine Injured Athlete <p>Allow for retakes/redos:</p> <ul style="list-style-type: none"> • Central Training Room & Essential Equipment Unit Test • Extrication & Care of Spine Injured Athlete Unit Test 	<ul style="list-style-type: none"> • Pacing Guide for each Equipment Phase with pictures attached to each descriptor • Mandatory Check-ins during SMART • Provide practice practical's <p>Extended time</p> <ul style="list-style-type: none"> • Central Training Room & Essential Equipment Unit Test • Lab Practical Essential Equipment • Extrication & Care of Spine Injured Athlete <p>Allow for retakes/redos:</p> <ul style="list-style-type: none"> • Central Training Room & Essential Equipment Unit Test • Extrication & Care of Spine Injured Athlete Unit Test 		

Instructional Strategies: *(List and describe.)*

- Routine Events
- Providing clear learning goals and scales (rubrics)
- Addressing Content - Scaffolding
- DQ2
- Recording and Representing Knowledge
 - Reflecting on Learning
- DQ3
- Practicing Skills, Strategies, and Processes

Instructional Strategies: *(List and describe.)*

- Revising Knowledge

DQ4

- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
- Using Physical Movement
- Demonstrating Intensity and Enthusiasm

Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	Struggling Learners	Advanced Learners
<p>Preferential seating:</p> <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. <p>Guided Notes:</p> <ul style="list-style-type: none"> • Central Training Room provided complete so students can highlight key concepts • Essential Equipment List complete descriptions • Extrication & Care of Spine Injured Athlete – highlight key concepts <p>Cueing and Prompting: Class Room Discussions with Key concepts provided prior to discussion</p> <ul style="list-style-type: none"> • Central Training Room, Specifications (all 6); Components (all 6); Emergency Cardiac and Respiratory Equipment; Splinting and Bracing; 	<p>Preferential seating:</p> <ul style="list-style-type: none"> • Easy access to all resources that will reinforce instructions and content. <p>Guided Notes:</p> <ul style="list-style-type: none"> • Central Training Room provided complete so students can highlight key concepts • Essential Equipment List complete descriptions and pictures • Extrication & Care of Spine Injured Athlete • Extrication & Care of Spine Injured Athlete – highlight key concepts <p>Cueing and Prompting: Class Room Discussions with Key concepts/visuals provided prior to discussion</p> <ul style="list-style-type: none"> • Central Training Room, Specifications (all 6); 	<p>Preferential seating:</p> <ul style="list-style-type: none"> • Avoid distractions <p>Guided Notes:</p> <ul style="list-style-type: none"> • Central Training Room with prior access to Power Point on Google Classroom <p>Cueing and Prompting: Class Room Discussions with Key concepts</p> <ul style="list-style-type: none"> • Central Training Room, Specifications (all 6); Components (all 6); Emergency Cardiac and Respiratory Equipment; Splinting and Bracing; Wrapping <p>Vocabulary</p> <ul style="list-style-type: none"> • Card Sort for Emergency Equipment with Descriptors 	<p>Guided Notes:</p> <ul style="list-style-type: none"> • Central Training Room and Essential Equipment with limited prompts <p>Vocabulary</p> <ul style="list-style-type: none"> • Utilize guided notes instead of Card Sort <p>Provide Enrichment Questions:</p> <ul style="list-style-type: none"> • Independent Study on an Essential Piece of Equipment or Creating a Yearly Budget/Order for supplies and equipment

Instructional Strategies: <i>(List and describe.)</i>			
Wrapping	Components (all 6); Emergency Cardiac and Respiratory Equipment; Splinting and Bracing; Wrapping		
Vocabulary	Vocabulary		
<ul style="list-style-type: none"> Card Sort for Emergency Equipment with pictures and descriptors 	<ul style="list-style-type: none"> Card Sort for Emergency Equipment with pictures and descriptors 		

Unit Vocabulary:
<p>Essential: Central Training Room, Specifications, Components, Rehabilitation, Ground Fault Interrupters, Hydrocluator, Whirlpool, Cardiovascular, Pulse oximeter, Triangular Bandage, Vacuum Splints, Air Cast, Spine Board, Stethoscope, Glucagon, Epi-Pen, Automated External Defibrillator, Nasal Cannula, Sphygmomanometers, Recue Inhaler, Blood Pressure cuff, Nebulizer, Extrication, Lift and Slide, Traditional, Ambulatory</p> <p>Non-Essential: Multipurpose, Satellite, Ventilation, circuits, humidity, consultations, accommodate</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA:</p> <p><u>NJSLS English Language Arts-Science & Technical Subjects</u></p> <p>RST.11-12.4. 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 <i>grades 11-12 texts and topics</i>.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p><u> X </u> Financial, Economic, Business, & Entrepreneurial Literacy Students will be analyzing what equipment, specification, and supplies are needed for a central training room.</p> <p><u> X </u> Health Literacy Students will be exposed to essential medical equipment necessary to treat patients.</p>	<p><u> X </u> Creativity & Innovation Students will be evaluating then refining the schematic layout of the Central Training Room</p> <p><u> X </u> Critical Thinking & Problem Solving Students will be Analyzing how the components and schematics of a Healthcare Facility can affect the outcome of patient care.</p> <p><u> X </u> Information & Communication Technologies Literacy Technology is utilized to reiterate skills</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Mathematics: <u>NJSLS Mathematical Practices</u> MP.4 Model with mathematics</p> <p>Technology: <u>NJSLS 8.2 Educational Technology</u> 8.2.12.B.1 Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. 8.2.12.C.3 Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).</p> <p>Health/PE: 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>Career Ready Practices: CRP2. Apply Appropriate academic and Technical Skills</p>			<p>needed to apply emergency medical equipment. Goggle classroom is utilized to for Lab Practical Assessment.</p> <p><u> X </u> Communication & Collaboration Students will be Collaborating for Spine boarding practical's in order to properly care for spine injured athlete.</p>

Resources:
Texts/Materials: Guided Notes – Central Training Room; Guided Notes - Essential Equipment; Guided Notes Extrication & Care of the Spine-Injured Athlete;

Resources:

Google Classroom; Power Point on Central Training Room; Displays of all Essential Equipment for Modeling and Demonstrations; You Tube supplemental resources: How to Use a Pulse Oximeter (3 min) <https://www.youtube.com/watch?v=irVEYvElb6o&list=WL&index=14> ; Symptoms of Hyper and Hypoglycemia (3 min) - https://www.youtube.com/watch?v=lt_dRuNHV4&list=WL&index=16 ; Athletic Training Room Tour Video (6 min); Believe Eric LaGrande Story (10 min); How to Spine Board an Athlete (2 parts) (13 min) – broken into segments during practical demonstrations.