

Kingsway Regional School District



Committed to Excellence

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| Course Name: Health Professions – Seminar and Practicum | Grade Level(s): 12 |
| Department: Health/PE | Credits: 1 |
| BOE Adoption Date: October 2016 | Revision Date(s): October 2019 |

ABSTRACT

Health Professions Seminar and Practicum Course engages students in real-world experiences through a partnership with Rothman Institute. This course allows students to utilize acquired practical skills and knowledge from Introduction to Health Professions and Health Professions II. Content within this course will focus on preparing students for 21st century career skills and concepts. Students will be certified in First Aide and CPR prior to entering the practical experience to prepare them for emergencies within the workforce. Students will develop an understanding of the application of APA formatting for the Behavioral and Social Sciences. Students will gain knowledge in interpreting and utilizing research to recognize, analyze and solve problems. Students will expand upon their medical terminology base and master evaluations, charting, and observation skills that will be necessary for data collection, interpreting results and practicum hard skills. Topics for research will be in cooperation with the Rothman experience and current research or professional application that may be a part of the practicum experience. During the practicum, students will have an opportunity to rotate among clinical orthopedic specialists. Students will complete weekly journals during their practicum that describe the experience and what skills they observed or utilized. The journals will be utilized for discussion in the classroom with the teacher, focusing on professional practices and skills.

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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: Health Professions III –Seminar - Practicum

Prerequisite(s): Introduction to Health Professions, Health Professions II, Anatomy & Physiology (completed or enrolled), Biology

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
|--|------------------------------|--|--|---|
| <p>Unit 1: Introduction to APA Formatting</p> | <p>3 weeks September</p> | <p>Subject Area: <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.C.2 2.2.12.A.1 2.2.12.D.1 2.2.12.E.1 2.2.12.E.2 <u>NJSLS 21st Century Life & Careers</u> 9.2.12.C.9 CRP2 CRP4 CRP6 CRP7 CRP9 CRP12</p> <p>Interdisciplinary: <u>NJSLS ELA-Literacy: Science & Technical Subject</u> RST.11-12.3 RST.11-12.4 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 <u>NJSLS Technology</u> 8.1.12.A.5: <u>NJSLS Math Content</u></p> | <ol style="list-style-type: none"> 1. Students will be able to describe the importance of APA structured writing for the Behavioral and Social Sciences. 2. Students will be able to implement APA Manuscript Structure and Content in their writing. 3. Students will be able to apply APA concepts of Writing Clearly and Concisely to Journals and Case Study. 4. Students will be able to interpret and utilize resources for proper Mechanics of Style, Displaying Results and Crediting Sources. | <p>Students will be able to:</p> <p>Differentiate between the different types of Articles for scientific writing.</p> <p>Ensure their writing of Scientific knowledge is ethical and following the legal standards of presenting information.</p> <p>Distinguish when writing must protect the rights and welfare of research participants.</p> <p>Describe and organize the various parts of a manuscript and journal</p> <p>Interpret the specific guidelines on content to be included.</p> <p>Access and interpret guidelines on how each part should appear in text.</p> <p>Apply general principles of scientific journal writing and improve writing style through organization and reducing bias.</p> <p>Interpret rules or guidelines to</p> |

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
|--|----------------------------|---|---|---|
| | | HSS.IC.B.6 | | <p>ensure clear, consistent presentation of journal articles.</p> <p>Construct journal writing that utilizes APA style for punctuation, spelling, capitalization, italics, abbreviations and numbers.</p> <p>Construct necessary tables and figures for data displays utilizing APA guidelines.</p> <p>Credit sources properly utilizing APA guidelines to cite, quote and paraphrase.</p> |
| <p>Unit 2: Charting and Observation - The Injury Evaluation</p> | <p>5 weeks Oct/Nov</p> | <p>Subject Area: <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.C.1 2.1.12.D.1 2.6.12.A.2 <u>NJSLS 21st Century Life & Careers</u> 9.3.HL-DIA.2 9.3.HL.DIA.4 9.3.HL.DIA.5 CRP2 CRP4</p> <p>Interdisciplinary: <u>NJSLS 21st Century Life & Careers</u> CRP8 CRP12</p> | <ol style="list-style-type: none"> 1. Students will be able to construct an injury evaluation utilizing the necessary components in order to properly evaluate an injury. 2. Students will demonstrate understanding of imperative concepts gathered while assessing and evaluating an injury and utilize those concepts to diagnose and set up an entry level treatment program. | <p>Students will be able to:</p> <p>Differentiate between evaluation and diagnosis.</p> <p>Describe the various factors that influence the type and severity of athletic injuries.</p> <p>Prioritize the components within the primary and secondary injury survey. Describe the purpose of the primary injury survey and the importance of assessing ABC's and the steps Call, Blow, Pump.</p> <p>Describe the purpose of the secondary injury survey and the meaning of the acronym HOPS.</p> |

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
|--|-----------------------|--|--|--|
| | | <u>NJSLS ELA-Literacy: Science & Technical Subject</u> RST.11-12.3 WHST.11-12.4 <u>NJSLS Technology</u> 8.1.12.A.5: <u>NJSLS Math Content</u> HSS.IC.B.6 | | <p>Organize information gathered during and evaluation into the SOAP formula.</p> <p>Construct a list of essential questions that would be comprised in the History portion of an evaluation.</p> <p>Describe the proper way to Observe an injury during an evaluation</p> <p>Construct a list of essential tests that would be comprised in the Special Test portion of an evaluation.</p> <p>Differentiate through description, recognition and demonstration the different types of special tests.</p> <p>Utilize the results of the Subjective and Objective portions of an evaluation to Interpret the patients Functional Level and Return to Play Status.</p> <p>Analyze information gathered during an evaluation into the SOAP formula and utilize information to conclude entry level assessment and treatment plan.</p> |
| Unit 3: CPR & First Aid Certification | 2 weeks November | Subject Area: <u>NJSLS Comprehensive Health & Physical Education</u> | 1. Students will be able to identify the signals of a life threatening emergency and | Define breathing emergencies Differentiate between respiratory distress and respiratory arrest and |

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
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| Life-threatening Emergencies | | 2.1.12.D.6 Interdisciplinary: <u>NJSLS ELA-Literacy: Science & Technical Subject</u> RST.11-12.3 WHST.11-12.9 <u>NJSLS Technology</u> 8.1.12.A.3 <u>NJSLS Math Content</u> HSS.IC.B.6 <u>NJSLS 21st Century Life and Careers</u> 9.1.12.F.5 | apply the proper care and skills necessary for that emergency. 2. Students will be able to apply practical skills learned in CPR to obtain certification. 3. Students will be able to apply practical skills learned in First Aide to obtain certification. | the conditions which may cause a breathing emergency. Describe /demonstrate care for breathing emergencies and discuss common causes of choking and the care for this emergency Define cardiac arrest and the causes and signals of cardiac arrest recall the steps in the care for someone in cardiac arrest and the differences between adult, infant and child care Demonstrate the skill of CPR on the manikin and when to stop giving care Discuss how the use of an AED is crucial in the care of a victim of cardiac arrest if available for use Define bleeding emergencies: internal and external and discuss how to care for external bleeding emergencies and the symptoms of internal bleeding emergencies Define shock and identify the symptoms of shock discuss ways in which you can reduce the risk of shock and care for a victim in shock Describe /demonstrate care for various emergencies and discuss |

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
|--|------------------------------|--|--|---|
| | | | | <p>common causes for this emergency Define each cause and signs and symptoms of each and recall the steps in the care for someone in with each emergency.</p> |
| <p>Unit 4: Interpreting Health Care Terminology and Scientific Research Articles.</p> | <p>4 weeks Dec/Jan</p> | <p>Subject Area: <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.C.2 2.2.12.D.1 <u>NJSLS 21st Century Life & Careers</u> 9.3.HL-DIA.1 9.3.HL.HI.1 9.3.HL.HI.2 9.3.HL.THR.1 CRP2;CRP4;CRP6; CRP7;CRP8</p> <p>Interdisciplinary: <u>NJSLS ELA-Literacy: Science & Technical Subject</u> RST.11-12.3 WHST.11-12.4 <u>NJSLS Technology</u> 8.1.12.A.5: <u>NJSLS Math Content</u> HSS.IC.B.6 <u>NJSLS 21st Century Life and Careers</u> 9.1.12.F.5</p> | <ol style="list-style-type: none"> 1. Students will be able to utilize medical terminology to allow them to communicate effectively and quickly. 2. Students will be able to interpret research and clinical data in order to recognize problems and create solutions. | <p>Students will be able to:</p> <p>Define the root, prefix, and suffixes of common medical terms utilized in practical settings.</p> <p>Match common key medical terms with their correct meaning.</p> <p>Apply medical terminology to record, read and interpret medical terminology.</p> <p>Read scientific research articles by breaking down the Abstract, Discussion, Introduction, Results.</p> <p>Describe the purpose and utilization of the Abstract, Discussion, Introduction and Results.</p> <p>Critique research articles to determine there relevance to solving problems or real world application.</p> |
| <p>Unit 5: Case Study</p> | <p>12 weeks Jan-June</p> | <p>Subject Area: <u>NJSLS Comprehensive Health</u></p> | <ol style="list-style-type: none"> 1. Students will be able to identify actual problems or | <p>Students will be able to:</p> |

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
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| | | <p><u>& Physical Education</u> 2.1.12.C.2 2.2.12.D.1 2.2.12.E.1 <u>NJSLS 21st Century Life & Careers</u> CRP2; CRP4; CRP5 ;CRP6; CRP7; CRP8; CRP9</p> <p>Interdisciplinary: <u>NJSLS ELA-Literacy: Science & Technical Subject</u> RST.11-12.3 RST.11-12.4 RST.11-12.9 RST.11-12.8 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.9 <u>NJSLS Technology</u> 8.1.12.A.5: <u>NJSLS Math Content</u> HSS.IC.B.6</p> | <p>issues within the field and relate those to real world situations, practical application and theory and analyze using evidence based practice.</p> <p>2. Students will be able to demonstrate skills and knowledge acquired by participating in a cumulating experience of the course through a case study and final presentation.</p> | <p>Identify the different methods of Case Studies. Interviews, Protocol Analysis, Field Study, Participant-Observation.</p> <p>Identify a problem or issue that has significant relevance to the field of study.</p> <p>Students will be able to design a case study utilizing the basic components for research.</p> <p>Students will be able to determine the type of data collection appropriate for the problem or issue.</p> <p>Construct Case Study in appropriate APA format utilizing the components of a research article.</p> <p>Present case study and practicum experience to demonstrate skills and knowledge acquired in a real world experience.</p> |

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| Unit: 1 Introduction to APA Formatting | Recommended Duration: 5 weeks – Sept/Oct |
| <p>Unit Description: This unit will focus on APA style formatting that is utilized in published scientific journals and research. Students will understand the standards that have been created for scientific communicate. Students will be aware of the guidelines that need to be followed when structuring their own journals. This will also enable the students to interpret scientific journals when researching. Students will demonstrate APA formatting in all journals and research applicable to the skills required for the course.</p> | |

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| Essential Questions: | Enduring Understandings: |
| <p>Why is APA format important to the field of medical science?</p> <p>How will I utilize this format to create my own scientific journals?</p> | <ul style="list-style-type: none"> • Uniform style helps us to read articles quickly to find key points and finding. • Rules of style in scientific writing encourage full disclosure of essential information. • APA removes the distraction of puzzling over what format, punctuation, and numbers to utilize. • APA format allows us to focus on the substance of the research by following guidelines that allow clear communication of the material. • Following the resources for APA organize the various parts of manuscripts and journals once we determine the type of article being utilized. • APA will guide the writer in ensuring they are following ethical and legal standards. • Sources cited, data collected research and results presented will be properly documented and organized in a logical sequence to ensure understanding for the scientific community. |

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| Relevant Standards: | Learning Goals: | Learning Objectives: |
| <p>Primary: <u>NJSLS ELA-Literacy: Science & Technical Subject</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.11-12.4: Produce clear and coherent</p> | <ol style="list-style-type: none"> 1. Students will be able to describe the importance of APA structured writing for the Behavioral and Social Sciences. 2. Students will be able to implement APA Manuscript Structure and Content in their writing. | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between the different types of Articles for scientific writing. 2. Ensure their writing of Scientific knowledge is ethical and following the legal standards of presenting information. |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
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| <p>writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><u>NJSLS Comprehensive Health & Physical Education</u></p> <p>2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p><u>NJSLS 21st Century Life & Careers.</u></p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>Supportive:</p> <p><u>NJSLS Comprehensive Health & Physical Education</u></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>2.2.12.D.1: Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.</p> <p>2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation</p> <p>2.2.12.E.2: Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p> | <ol style="list-style-type: none"> 3. Students will be able to apply APA concepts of Writing Clearly and Concisely to Journals and Case Study. 4. Students will be able to interpret and utilize resources for proper Mechanics of Style, Displaying Results and Crediting Sources. | <ol style="list-style-type: none"> 3. Distinguish when writing must protect the rights and welfare of research participants. 4. Describe and organize the various parts of a manuscript and journal 5. Interpret the specific guidelines on content to be included. 6. Access and interpret guidelines on how each part should appear in text. 7. Apply general principles of scientific journal writing and improve writing style through organization and reducing bias. 8. Interpret rules or guidelines to ensure clear, consistent presentation of journal articles. 9. Construct journal writing that utilizes APA style for punctuation, spelling, capitalization, italics, abbreviations and numbers. 10. Construct necessary tables and figures for data displays utilizing APA guidelines. 11. Credit sources properly utilizing APA guidelines to cite, quote and paraphrase. |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
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| <u>NJSLS 21st Century Life & Careers</u> CRP2. Apply appropriate academic and technical skills CRP6. Demonstrate creativity and innovation. | | |

| Formative Assessments | Summative Assessments: | Performance Assessments | Major Activities/ Assignments (required): |
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| Unit Scale, Teacher Observation; Questioning; Prove-Its (vocabulary & functions) ; Exit/Entrance Questions; Debriefing; Think-Write-Pair-Share | Pre Assessment APA format Unit Test | Organization Chart Citation Activity | Unit Scale with Prove Its Organization Chart Citation Activity APA Format Unit Test |

| Possible Assessment Modifications /Accommodations/ Differentiation: |
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| Extended Time on Assessments; Modified assessments – formative and summative; Preferential Seating |

| Instructional Strategies (<i>Robert Marzano's 41 Elements</i>): |
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| 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” • Elaborating on New Information • Recording and Representing Knowledge • Reflecting on Learning DQ3 <ul style="list-style-type: none"> • Reviewing Content • Organizing Students to Practice and Deepen Knowledge • Examining Similarities and Differences |

Instructional Strategies (Robert Marzano's 41 Elements):

- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

DQ4

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
- Using Physical Movement
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information
- Demonstrating "Withitness"
- Displaying Objectivity and Control
- Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Modifications /Accommodations/Differentiation:

Preferential Seating; Guided Notes; Cueing & Refocusing Strategies; Pairing & Grouping Activities; Extra Tutoring during SMART Lunch; In-class folders to assist with organization of materials.

Unit Vocabulary:

Essential: Case Studies, Manuscript

Non-Essential: Empirical Studies, Literature Reviews, Theoretical Articles, Methodological Articles,

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21st Century Themes: | 21st Century Skills: |
|--|--|--|--|
| E/LA: RST.11-12.3 | Technology: Interactive Promethean Board: | __X__ Health Literacy | __X__ Creativity & Innovation |

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21 st Century Themes: | 21 st Century Skills: |
|--|---|----------------------------------|--|
| RST.11-12.4 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 Mathematics: HSS.IC.B.6 Technology: 8.1.12.A.5 | allows for student interaction with the content Resource Websites: Utilized to enhance understanding and differentiate instruction Power Point Presentation to assist with addressing content. Discuss whether the integration is S, A, M or R (Substitution, Augmentation, Modification, or Redefinition) | | <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration |

| Resources: |
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| Texts/Materials: American Psychology Association (2010). Publication Manual of the American Psychological Association. Washington DC, APA; Leveled Reading- |

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| Unit: 2 Assessment and Evaluation of Sports Injuries | Recommended Duration: 5 weeks – October/November |
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Unit Description: The assessment and evaluation of sports injuries are important proficiencies that everyone on the Health care team must possess. An assessment and evaluation of an injury consists of what is thought to be wrong, based on professional knowledge and knowledge of the events that occurred. The information gathered in an evaluation is utilized to arrive at a diagnosis of the injury. Students will learn the proper steps utilized in an evaluation to ensure that the subjective and objective information is collected in an orderly fashion. Ensuring that the steps are followed will allow for a thorough collection of all data necessary to come to an accurate diagnosis. Students will be exposed to the necessary components involved with the evaluation so that they may apply concepts to demonstrate an injury evaluation. Following completion of the evaluation students will be expected to set up an entry level treatment plan based on their findings.

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| Essential Questions: | Enduring Understandings: |
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When an injury occurs how will I know what to do to help someone?

Why is there a systematic approach to evaluating an injury and how will that help ensure a positive outcome during an evaluation?

What are the criteria for an athlete to return to activity following an injury?

- An evaluation is in an orderly collection of objective and subjective data on a patient’s health status.
- A diagnosis is using information gathered from an evaluation to establish the cause and nature of the athlete’s injury.
- There are five significant factors influencing the type and severity of an injury: Anthropomorphic data, Mechanism of Injury, Speed, Protective Equipment, and Skill Level.
- Recognizing an injury is a process by which the cause and mechanism of injury is determined based on direct observation or a second hand account.
- When evaluating emergencies you must first do a primary survey then a secondary.
- During the primary survey make sure to follow the ABC’s and CALL, BLOW, PUMP
- The secondary injury survey is a thorough evaluation of an athlete’s overall health and should be done after the primary survey.
- The secondary injury survey consists of the acronym HOPS which stands for History, Observation, Palpations, and Special Tests and is the Subjective and Objective portion of an Evaluation.
- Injury Evaluations are organized into the SOAP format to ensure that the assessment is thorough and methodical.
- SOAP stands for Subjective, Objective, Assessment, and Plan
- There are 9 essential questions that can be asked in order to ensure a

| Essential Questions: | Enduring Understandings: |
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| | <p>complete history.</p> <ul style="list-style-type: none"> • During the observation portion of an evaluation the injured and non-injured portions must be compared, while you are looking for deformity, swelling, bleeding and skin color changes. • Palpating an injury should be firm enough to reproduce pain. • Both active and passive range of motion should be performed on the athlete • Besides range of motion other special tests that are performed should be manual muscle and ligamentous testing. • Ligamentous testing is broken down into three grades: Grade one, pain with no laxity; Grade two, pain and laxity, and Grade three no pain and severe laxity. • The Assessment portion of the exam includes the professional judgment and impressions as to the nature of the injury and determining the athlete’s function and ability to return to play. • Determining the functional level must include the pain level, range on motion limitations, joint laxity, and strength grade. • In order for an athlete to return to play they must be able to perform sports specific activities, have full strength, unlimited range of motion, no joint laxity, and must be emotionally ready. |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
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| <p>Power: <u>NJCCCS Comprehensive Health & Physical Education</u> 2.1.12.C.1: Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies. 2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose</p> | <ol style="list-style-type: none"> 1. Students will be able to construct an injury evaluation utilizing the necessary components in order to properly evaluate an injury. 2. Students will demonstrate understanding of imperative concepts gathered while assessing and evaluating an injury and utilize those concepts to diagnose and set up an entry level treatment program. | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between evaluation, and diagnosis. 2. Describe the various factors that influence the type and severity of athletic injuries. 3. Prioritize the components within the primary and secondary injury survey. |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---|-----------------|--|
| <p>prevention strategies.</p> <p>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>2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p><u>NJCCCS 21st Century Life & Careers</u></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>CRP2. Apply appropriate academic and technical skills.</p> <p>Supportive:</p> <p><u>NJCCCS Comprehensive Health & Physical Education</u></p> <p>2.6.12.A.2 Design, implements, and evaluates a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)</p> <p><u>NJCCCS 21st Century Life & Careers</u></p> <p>9.3.HL-DIA.1: Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.HL-DIA.3: Demonstrate the principles of</p> | | <ol style="list-style-type: none"> 4. Describe the purpose of the primary injury survey and the importance of assessing ABC’s and the steps Call, Blow, Pump. 5. Describe the purpose of the secondary injury survey and the meaning of the acronym HOPS. 6. Organize information gathered during and evaluation into the SOAP formula. 7. Construct a list of essential questions that would be comprised in the History portion of an evaluation. 8. Describe the proper way to Observe an injury during an evaluation 9. Construct a list of essential tests that would be comprised in the Special Test portion of an evaluation. 10. Differentiate through description, recognition and demonstration the different types of special tests. 11. Utilize the results of the Subjective and Objective portions of an evaluation to interpret the patients Functional Level and Return to Play Status. 12. Analyze information gathered during an evaluation into the SOAP formula and utilize information to conclude entry level assessment |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---|-----------------|----------------------------|
| <p>body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</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>CRP4 Communicate clearly and effectively and with reason.</p> | | <p>and treatment plan.</p> |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|--|--|---|---|
| <p>Unit scale, Prove-Its (HOPS), Whip Around, Y/G Cups; Think-Pair-Share; Exit/Entrance Questions; Teacher Observation; Individual wipe boards; Kahoot; Stations; Numbered Heads Together. HOPS Quiz</p> | <p>Unit Scale, Teacher Observation; Questioning; Prove-Its (vocabulary & stages) ; Individual Wipe boards; Exit/Entrance Questions; Debriefing; Flag It-Word Sort; I Have a Question-Who Has The Answer; Whip Around for Treatment Videos; Think-Write-Pair-Share; Bone Tissue Injuries Quiz</p> | <p>HOPS Analysis SOAP Google activity SOAP Note Lab</p> | <ul style="list-style-type: none"> • Unit Scale • Prove-Its • HOPS Analysis • SOAP Google activity • SOAP note Lab • HOPS Quiz • Evaluation of Injuries Test |

| Possible Assessment Modifications /Accommodations/ Differentiation: |
|---|
| <p>Extended Time on Assessments; Modified assessments – formative and summative; Preferential Seating</p> |

Instructional Strategies (*Robert Marzano's 41 Elements*):

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"
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

DQ3

- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

DQ4

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
- Using Physical Movement
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information
- Demonstrating "Withitness"
- Displaying Objectivity and Control
- Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Modifications /Accommodations/Differentiation:

Preferential Seating; Guided Notes; Cueing & Refocusing Strategies; Pairing & Grouping Activities; Extra Tutoring during SMART Lunch; In-class folders to assist with organization of materials.

Unit Vocabulary:

Essential: Evaluation, Diagnosis, Anthropomorphic Status, instability, palpation, Active Range of Motion, Passive Rang of Motion, Ligamentous Laxity Test, Manual Muscle Test, Isometric Contraction, Endpoint, Functional Test, Subjective, Objective, Assessment, Plan

Non-Essential: Cardiopulmonary Resuscitation, Neurological function, Involved, Uninvolved, Documentation

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21st Century Themes: | 21st Century Skills: |
|--|--|--|---|
| <p>E/LA: RST.11-12.3 RST.11-12.4 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4</p> <p>Mathematics: HSS.IC.B.6</p> <p>Technology: 8.1.12.A.5</p> <p>21st Century Life and Careers: CRP8 CRP12</p> | <p>Technology:</p> <p>Promethean Board: Power Point Presentation to assist with addressing content; student feedback of formative assessments.</p> <p>Video Clips: Utilized to Preview Information and assist with enhancing learning on recognizing injuries and Special Tests</p> <p>Resource Websites: Utilized to enhance understanding and differentiate instruction.</p> <p>Google Forms: Utilized to assist students in sorting information from an evaluation.</p> | <p><input checked="" type="checkbox"/> Health Literacy</p> | <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p> |

Resources:

Texts/Materials: Introduction to Health Professons & Athletic Training by Robert C. France; Guided Notes; Google Forms (SOAP); PowerPoint with various illustrations; Website www.nata.org (types of injury documentation); Skeleton and Anatomical Models; Stress Test clips, Current injury clips (YouTube)
Leveled Reading-

| | |
|---|---|
| Unit: 3 CPR Certification Life-threatening Emergencies | Recommended Duration: 2 weeks - November |
| Unit Description: This unit provides the knowledge and skills necessary for students to safely identify and give appropriate care, regardless of the type of emergency, This unit stresses the basic steps to follow, beginning with the most important step - deciding to act, and will help students confront their fears of getting involved and giving care. | |

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| Essential Questions: | Enduring Understandings: |
| <ol style="list-style-type: none"> 1. What are the signals of a cardiac emergency? 2. Who was the AED designed for? 3. What are the signals of a breathing emergency? 4. What are the signs and symptoms of an emergency requiring first-aid? | <ol style="list-style-type: none"> 1. The signals of a cardiac emergency are chest pain, discomfort or pressure; discomfort in other areas of the upper body in addition to the chest; trouble breathing; pale, bluish, ashen skin; sweating; and light headed, dizzy. 2. The AED was designed for the citizen responder to be able to give the victim defibrillation as soon as possible. The sooner an AED is used the victim has a greater chance of survival. 3. The signals of a breathing emergency include trouble breathing or no breathing; slow or rapid breathing; unusually deep or shallow breathing; gasping for breath; wheezing, gurgling, or high pitched noises; unusually moist or cool skin; flushed, pale, ashen, or bluish skin; shortness of breath; dizziness or light headed; pain in the chest or tingling in the hands, feet or lips; and apprehensive or fearful feelings 4. Each life-threatening emergency entails specific signs and symptoms that need to be recognized in order to provide appropriate care for that particular emergency. |

| | | |
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| Relevant Standards: | Learning Goals: | Learning Objectives: |
| Content Standards: Primary(Power): 2.1.12.D.6 | <ol style="list-style-type: none"> 1. Students will be able to identify the signals of a life threatening emergency and apply the proper care and skills necessary for that emergency. 2. Students will be able to apply practical skills learned in CPR to obtain certification. 3. Describe /demonstrate care for various emergencies and discuss common causes for this emergency 4. Define each cause and signs and symptoms of each and recall the steps in | Students will be able to: <ol style="list-style-type: none"> 1. define breathing emergencies 2. differentiate between respiratory distress and respiratory arrest 3. discuss conditions which may cause a breathing emergency 4. describe / demonstrate care for breathing emergencies 5. discuss common causes of choking and the care for this emergency 6. brainstorm various lifestyle choices which may cause |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---------------------|---|--|
| | <p>the care for someone in with each emergency.</p> | <p>cardiovascular disease 7. identify signals of a heart attack 8. describe care for a victim of heart attack 9. define cardiac arrest and the causes and signals of cardiac arrest 10. recall the steps in the care for someone in cardiac arrest and the differences between adult, infant and child care 11. demonstrate the skill of CPR on the manikin 12. Discuss when to stop giving care 13. discuss how the use of an AED is crucial in the care of a victim of cardiac arrest if available for use 14. define bleeding emergencies: internal and external 15. discuss how to care for external bleeding emergencies and the symptoms of internal bleeding emergencies 16. define shock 17. identify the symptoms of shock 18. tell ways in which you can reduce the risk of shock 19. describe the care for a victim in shock 20. Describe /demonstrate care for various emergencies 21. Discuss common causes for this emergency 22. Define each cause and signs and symptoms of each 23. Recall the steps in the care for someone in with each emergency.</p> |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|---|------------------------|---|---|
| Classwork Notes/worksheets/discussions | AHA Certification | Accident Scenarios Manikin Skills Assessment | Unit Scale with Prove Its American Heart Association Written |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|-----------------------|------------------------|--------------------------|---|
| Exit Ticket | | AED Skills Evaluation | Exam American Heart Association Practical Exam |

Possible Assessment Modifications /Accommodations/ Differentiation:

Extended Time on Assessments; Modified assessments – formative and summative; Preferential Seating

Instructional Strategies (Robert Marzano’s 41 Elements):

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”
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

DQ3

- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

DQ4

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
- Using Physical Movement

Instructional Strategies (Robert Marzano's 41 Elements):

- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information
- Demonstrating "Withitness"
- Displaying Objectivity and Control
- Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Modifications /Accommodations/Differentiation:

Preferential Seating; Guided Notes; Cueing & Refocusing Strategies; Pairing & Grouping Activities; Extra Tutoring during SMART Lunch; In-class folders to assist with organization of materials.

Unit Vocabulary:

Essential: cardiac emergencies, CPR (adult, child, infant), heart attack, cardiac arrest, AED, breathing emergencies, respiratory distress, respiratory arrest, airway obstruction (anatomical, mechanical)

Non-Essential: conscious choking (adult, child, infant), unconscious choking (adult, child, infant)

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21 st Century Themes: | 21 st Century Skills: |
|---|--|--|---|
| <p>E/LA:</p> <p>RST.11-12.3 RST.11-12.4 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4</p> <p>Mathematics: HSS.IC.B.6</p> <p>Technology: 8.1.12.A.5</p> | <p>Technology:</p> <p>Interactive Promethean Board: allows for student interaction with the content</p> <p>Resource Websites: Utilized to enhance understanding and differentiate instruction</p> <p>Power Point Presentation to assist with addressing content.</p> <p>Discuss whether the integration is</p> | <p><input checked="" type="checkbox"/> Health Literacy</p> | <p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> |

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21 st Century Themes: | 21 st Century Skills: |
|--|--|----------------------------------|----------------------------------|
| | S, A, M or R (Substitution, Augmentation, Modification, or Redefinition) | | |

| Resources: |
|--|
| Texts/Materials: American Heart Association Manual, Manikins, AED Leveled Reading- Newsela, articles |

| Unit: 4 Interpreting Medical Terminology and Scientific Research | Recommended Duration: 4 weeks – December/January |
|--|--|
| Unit Description: This unit covers the professional language that will help medical professionals communicate effectively and quickly. Students will learn how to review scientific journals with the intension of utilizing data to make educated decisions about best practice. Students will be required to identify terms in their weekly journals that they are introduced to during their practicum and share these terms n class discussion. Students will demonstrate comprehension of scientific journals through activities that will assist in breaking down each important component. These scientific journals will then be utilized as resources for their final cumulating case study. | |

| Essential Questions: | Enduring Understandings: |
|--|--|
| <p>How will medical terminology make me a better medical professional?</p> <p>Research articles seem very confusing; how do I interpret the information they are trying to convey?</p> <p>How are research articles relevant to what I do as a medical professional?</p> | <p>Medical terminology is the professional language utilized to help with effective communication between various medical professionals.</p> <p>Medical terminology is used to record orders and evaluations, write instructions, chart progress and comprehend research.</p> <p>Research allows medical professionals to provide the best care by keeping them abreast of the most efficient practices based on evidence.</p> <p>The ability to comprehend research allows professionals to make their own educated decisions and allows for the potential for them to expand upon that research.</p> <p>Research promotes problem solving, encourages improvement, and enhances skills that will benefit patient care.</p> |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|--|--|--|
| <p>Power Standards: <u>NJSLS Comprehensive Health & Physical Education</u> 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. <u>NJSLS 21st Century Life & Careers</u> 9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner. 9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. CRP4. Communicate clearly and effectively and with reason CRP7. Employ valid and reliable research strategies.</p> <p>Supportive Standards: 9.3.HL.HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality. CRP2: Apply appropriate academic and technical skills. CRP6 Demonstrate creativity and innovation CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <ol style="list-style-type: none"> 1. Students will be able to utilize medical terminology to allow them to communicate effectively and quickly. 2. Students will be able to interpret research and clinical data in order to recognize problems and create solutions. | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define the root, prefix, and suffixes of common medical terms utilized in practical settings. 2. Match common key medical terms with their correct meaning. 3. Apply medical terminology to record, read and interpret medical terminology. 4. Read scientific research articles by breaking down the Abstract, Discussion, Introduction, Results. 5. Describe the purpose and utilization of the Abstract, Discussion, Introduction and Results. 6. Critique research articles to determine their relevance to solving problems or real world application. |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|-----------------------|------------------------|--------------------------|---|
|-----------------------|------------------------|--------------------------|---|

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|---|---|--|--|
| Unit Scale, Teacher Observation, Questioning, Prove-Its; Individual Wipe boards; Exit/ Entrance Questions; Debriefing; Stations; Think-Pair-Share; & Think Write Pair Share, Y/G Cups; Quiz | Medical Terminology Vocabulary Test Journal Breakdown Test | Evaluation Decipher Activity Journal Jigsaw | Unit Scale with prove-its Prefix- Root – Suffix Activity Scientific Journal Tutorials Breakdown of Journals |

| Possible Assessment Modifications /Accommodations/ Differentiation: |
|--|
| Extended Time on Assessments; Modified assessments – formative and summative; Preferential Seating |

| Instructional Strategies (<i>Robert Marzano's 41 Elements</i>): |
|---|
| <p>Routine Events</p> <ul style="list-style-type: none"> • Providing clear learning goals and scales (rubrics) • Establishing classroom rules and procedures <p>Addressing Content - Scaffolding</p> <p>DQ2</p> <ul style="list-style-type: none"> • Identifying Critical Information • Chunking Content into “Digestible Bites” • Elaborating on New Information • Recording and Representing Knowledge • Reflecting on Learning <p>DQ3</p> <ul style="list-style-type: none"> • Reviewing Content • Organizing Students to Practice and Deepen Knowledge • Examining Similarities and Differences • Examining Errors in Reasoning • Practicing Skills, Strategies, and Processes • Revising Knowledge <p>DQ4</p> <ul style="list-style-type: none"> • Organizing Students for Cognitively Complex Tasks |

Instructional Strategies (Robert Marzano’s 41 Elements):

- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
 - Using Physical Movement
 - Demonstrating Intensity and Enthusiasm
 - Using Friendly Controversy
 - Providing Opportunities for Students to Talk about Themselves
 - Presenting Unusual or Intriguing Information
 - Demonstrating “Withitness”
 - Displaying Objectivity and Control
- Value and Respect for Low Expectancy Students

Possible Instructional Modifications /Accommodations/Differentiation:

Preferential Seating; Guided Notes; Cueing & Refocusing Strategies; Pairing & Grouping Activities; Extra Tutoring during SMART Lunch; In-class folders to assist with organization of materials.

Unit Vocabulary:

Essential: Terminology; Raw Data, Abstract, Relevancy, Introduction, Discussion

Non-Essential: arteriosclerosis, bicuspid, bronchitis, fibromyalgia, ophthalmology, osteoarthritis

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21 st Century Themes: | 21 st Century Skills: |
|---|--|---|--|
| E/LA: RST.11-12.3 WHST.11-12.4 Mathematics: HSS.IC.B.6 Technology: | Technology: Promethean Board: Power Point Technology: Presentation to assist with addressing content; student feedback of formative assessments. | <input checked="" type="checkbox"/> Health Literacy | <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication & Collaboration |

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21 st Century Themes: | 21 st Century Skills: |
|--|---|----------------------------------|----------------------------------|
| 8.1.12.A.5: | <p>Resource Websites: Utilized to enhance understanding and differentiate instruction.</p> <p>Google Forms: Utilized to assist students in sorting information.</p> | | |

| Resources: |
|--|
| <p>Texts/Materials: Purdue Library Scientific Tutorial; Various Medical Journals</p> <p>Leveled Reading- Newsela, wordify</p> |

| | |
|---------------------------|--|
| Unit: 5 Case Study | Recommended Duration: 12 weeks – January-June |
|---------------------------|--|

Unit Description:

This unit will culminate the entire Seminar and Practicum experience. Students will utilize skills and knowledge gained from each of the preceding units to create their final Case Study. Students will be using information gained from research articles, practicum journal entrees, and data gathered on site to solve a problem or prove a concept or theory. Students will follow APA format when creating Case Study and follow Scientific Research Components. Students will create an Abstract, Introduction, Case, Discussion, and Conclusion. Students will present their Case Study and finding to Students and Faculty for a culminating experience.

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

Why are Case Studies utilized for research?

How are Case Studies conducted?

- Case Study is a practical application of scholarly knowledge.
- Case studies provide valuable insight to an issue that may promote more detailed investigation.
- Case studies can be utilized to analyze a problem, develop a solution, and implement a plan.
- Case studies can be used to explain, describe, or explore events or phenomena.
- To conduct a case study a problem or theory must be determined worthy of being analyzed or solved.
- Data must be collected on a problem or theory being cognizant of any confidentially concerns.
- Upon completion of data collection it must then be interpreted.
- After all data is interpreted and reported a potential solution is presented.

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---|---|--|
| <u>NJSLS Comprehensive Health & Physical Education</u> 2.1.12.C.2 2.2.12.D.1 2.2.12.E.1 <u>NJSLS 21st Century Life & Careers</u> CRP2; CRP4; CRP5 ;CRP6; CRP7; CRP8; CRP9 | <ol style="list-style-type: none"> 1. Students will be able to identify actual problems or issues within the field and relate those to real world situations, practical application and theory and analyze using evidence based practice. 2. Students will be able to demonstrate skills and knowledge acquired by participating in a cumulating experience of the course | <ol style="list-style-type: none"> 1. Students will be able to: 2. Identify the different methods of Case Studies. Interviews, Protocol Analysis, Field Study, Participant- Observation. 3. Identify a problem or issue that has significant relevance to the field of study. |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---------------------|--|---|
| | through a case study and final presentation. | <ol style="list-style-type: none"> 4. Students will be able to design a case study utilizing the basic components for research. 5. Students will be able to determine the type of data collection appropriate for the problem or issue. 6. Construct Case Study in appropriate APA format utilizing the components of a research article. 7. Present case study and practicum experience to demonstrate skills and knowledge acquired in a real world experience. |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|--|------------------------|---|--|
| Unit scale, Prove-Its, Whip Around, Y/G Cups; Think-Pair-Share; Exit/Entrance Questions; Teacher Observation; Journal checks | Case Study | Progress Check List Weekly Journal Entries | Final Case Study Weekly Journal Entries |

| Possible Assessment Modifications /Accommodations/ Differentiation: |
|--|
| Extended Time on Assessments; Modified assessments – formative and summative; Preferential Seating |

| Instructional Strategies (<i>Robert Marzano's 41 Elements</i>): |
|--|
| Routine Events <ul style="list-style-type: none"> • Providing clear learning goals and scales (rubrics) • Establishing classroom rules and procedures Addressing Content - Scaffolding |

Instructional Strategies (Robert Marzano's 41 Elements):

DQ2

- Identifying Critical Information
- Chunking Content into "Digestible Bites"
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

DQ3

- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

DQ4

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
- Using Physical Movement
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information
- Demonstrating "Withitness"
- Displaying Objectivity and Control
- Demonstrating Value and Respect for Low Expectancy Students

Possible Instructional Modifications /Accommodations/Differentiation:

Preferential Seating; Guided Notes; Cueing & Refocusing Strategies; Pairing & Grouping Activities; Extra Tutoring during SMART Lunch; In-class folders to assist with organization of materials.

Unit Vocabulary:**Essential: Intrinsic Case Study, Instrumental Case Study, Collective Case Study, Data Collection****Non-Essential:**

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21st Century Themes: | 21st Century Skills: |
|---|--|--|---|
| <p>E/LA:</p> <p>RST.11-12.3 RST.11-12.4 RST.11-12.9 RST.11-12.8 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.9</p> <p>Mathematics: HSS.IC.B.6</p> <p>Technology: 8.1.12.A.5:</p> | <p>Technology: Promethean Board: Power Point Presentation to assist with addressing content; student feedback of formative assessments.</p> <p>Video Clips: Utilized to Preview Information and assist with enhancing learning,</p> <p>Resource Websites: Utilized to enhance understanding and differentiate instruction.</p> <p>Google Forms: Utilized to assist students in sorting information from an evaluation.</p> | <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> | <p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p> |

Resources:

Texts/Materials: APA Manual; APA Format and Citations (YouTube) for Microsoft word
 Leveled Reading- Newela, Wordify