TOWNSHIP OF UNION PUBLIC SCHOOLS



10 & 11 / Allied Health I

Adopted September 17, 2019

Mission Statement

community. achieve academically and socially, and contribute as responsible and productive citizens of our global environment where every student is challenged, inspired, empowered, and respected as diverse excellence, integrity, strong family, and community partnerships. We promote a supportive learning learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can The mission of the Township of Union Public Schools is to build on the foundations of honesty

<u>Philosophy Statement</u>

a partner with the home and community. the needs of all students in general, providing therein for individual differences. The school operates as function of the Township of Union Public School System is to formulate a learning climate conducive to concepts through its educational practices. It is the belief of the Board of Education that a primary The Township of Union Public School District, as a societal agency, reflects democratic ideals and

Course Description

Grade Level: Sophomore level or higher

Prerequisite: Required: 74% min. average in Biology, Algebra and Chemistry

Course Description

interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services Allied Health I centers on the Dynamics of health Care in Society. It is an orientation to health care and delivery, from an

include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies This class serves as an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skills to stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services.

including healthcare agencies and careers. The course will also review ethics, economics, and cultural diversity in healthcare. Infection education, which will include practice with APA format. Students will gain a strong knowledge base on the healthcare delivery system, The course provides students opportunities for career and college readiness. Students will begin with education regarding the history of healthcare including inventions and technology. There will also be instruction regarding proper academic writing for healthcare control and safety will be taught and practiced. Students will learn about workplace safety and the roles and responsibilities of a healthcare worker.

include an understanding of the skills and procedures performed by a certified nursing assistant or physical therapy aide. In addition, the This course also focuses on fundamental knowledge and clinical skills necessary for assistants in various health care areas. These student can obtain a basic understanding of the medical billing process. Students will also learn about preparation for healthcare education, requirements and employability skills in healthcare.

Purpose: To prepare students for either a post-secondary 4-year, 2-year or trade program, emphasizing real world skills, practical knowledge, hands on training and mentoring. Develop critical thinking skills and strategies for solving problems.

<u>Upon completion of this course, the student will be able to:</u>

- 1. Understand how various health team members function in diverse health care settings to serve the needs of individuals and society as whole. Demonstrate the characteristics, behaviors, and attitudes of professionals. Clarify and analyze their own values and the values of
- Speak and write clearly, effectively, and forcibly. Detect and circumvent barriers that obstruct interpersonal communication. Communicate effectively with patients, of all ages, from a variety of cultural backgrounds.
- of the key technical, economic, social moral, legal, and political issues associated with biomedical technologies. Demonstrate an Demonstrate an understanding of the evolution, nature and complexities of the U.S. health care delivery system. Differentiate among some
- Analyze current health care policy issues and describe how particular factors and groups affect the formulation of health care policy. professional definitions of health, wellness, illness and disease and analyze factors that affect health status Analyze the fundamental questions and implications raised by selected ethical health care issues. Develop satisfactory personal and understanding of the complex problems that underlie the escalation of costs for health care in the U.S. and suggest ways of solving them

Suggested Text

- 1. DeLaet, Roxan, Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition ISBN of 978-1-4511-8977-3.
- . Diversified Health Occupations, L. Simmers. Delmar Publishers, INC

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College Credit Offered:

performance in this course is a 'C' or better. Upon successful completion of the course students will be eligible to take one Health grade. This is a college level courses offered by Rutgers that the students can test into; on completion of the end of year tests Rutgers will give the students college credits if they meet the minimum scores required. The Rutgers grade for Dynamics of Healthcare is Dual Enrollment: Dynamics of Healthcare In Society (3 credits): the student will receive a Union High School grade and a Rutgers Science Careers standardized exam to determine college credit. High school students must attain a C (73) or better on the Medical 100% of Rutgers, SHRP standardized exam grade = Rutgers, SHRP grade listed on transcript. The minimum level of satisfactory

Terminology course standardized exam to earn college credits. For the classes, the Rutgers grade listed on transcript will be comprised of 100% of the Rutgers, SHRP standardized exam grades. Weighted Average of All Requirements Final Letter Grade 93-100 A, 90-92.9 A, 87-89.9 B+, 83-86.9 B, 80-82.9 B, 77-79.9 C+, 73-76.9 C.

Evaluation and Grading

Health Science Careers Program Grading System

Weighted Average of All Requirements	Final Letter Grade
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	В
80-82.9	B-
9.61-77	C+
73-76.9	C
70-72.9	c-
6.69-79	D+
63-66.9	D
Less than 63	Ħ

Grade Determination: The minimum level of satisfactory performance in this course is a 'C' or better. To receive a

'C' or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation.

Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.

High school students must attain a C (73) or better on the Medical Terminology standardized exam to earn college credits.

Dynamics of Healthcare - 100% Rutgers SHP standardized exam grade = Rutgers SHP grade listed on transcript.

Unsatisfactory Performance/Progress: Unsatisfactory performance which may include late assignments, failing grades, and/or attendance or progress problems will be discussed individually on an as needed basis.

Honor Code and Academic Integrity

(Refer to the Rutgers, SHP Student Handbook at http://shp.rutgers.edu/current_students/handbook.pdf)

punishable with sanctions as severe as suspension or dismissal. If you have not previously affirmed the School's Honor Code (either in writing or electronically), you must submit a signed and dated copy of the Honor Code to the instructor by the end of the first week of Academic Integrity. As described in detail in your Student Handbook, violations of the Code of Academic Integrity include cheating, The faculty of Rutgers School of Health Professions believes that students must observe and support high standards of honesty and integrity. For this reason, all students in this course are expected to abide by the School's Honor Code and uphold its Code of plagiarism, fabrication and/or academic misconduct. All such violations will be considered with gravest concern and may be the semester. The Honor Code form is provided in the current Rutgers, SHP Student Handbook.

Curriculum Units/Pacing Guide

	Nimbor of Days
	Number of Days
Unit 1: Healthcare Now and Then History of Healthcare	20
 Healthcare Trends Healthcare Facilities/Departments/Specialties 	
Unit 2: Health Care Systems & Economics	15
Unit 3: Ethical Issues and Legal Aspects in Health Care	15
Unit 4: Diversity in Healthcare	15
Unit 5: Exploration of Healthcare Careers	20
Unit 6: Communication in Healthcare • Verbal and Nonverbal • Medical Documentation • Computers in Healthcare	20
Unit 7: Qualities of a HCP • Personal/ Professional Qualities • Values and Teamwork • Advocacy	20
Unit 8: Public Health	15
Unit 9: Infection Control	15
Unit 10: Critical Thinking and Decision Making	30

Unit Standards Overview

Content-Specific Practices (when applicable)	Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
Unit Skills Focus	 Recognize the importance of major healthcare events technical skills. Apply appropriate academic technical skills. Communicate clearly and career stricely and with reason. Plan education and career is aligned to personal goals. Isandards: Standards: Standards: Standards: Standards: Standards: Standards: Standards: ILI-HI. 2 Describe the content diverse uses of health care facilities, different healthcare professionals and various healthcare trends. SELA Literacy: SS ELA Literacy: HI-HI. 2 Describe the content diverse uses of health. III-12.9 E.11-12.9 E.11-12.0 SS ELA Literacy: History and Trends of Healthcare." Robeson K12 School. N.p., 2005. Web. 8 Mar. 2016. History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016. History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016. History of Healthcare." The Hippocratic Oath Today." PBS. PBS, 27 Mar. 2001. Web. 09 Mar. 2016.
Standards	Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals. CTE Standards: CTE Standards: GCR 1.1 Communicate health information accurately. 9.3. HL-HI.1 Communicate health information accurately. 9.3. HL-HI.2 Describe the content and diverse uses of health information. CCCS ELA Literacy: RST.11-12.9 RST.11-12.9 RST.11-12.9 RST.11-12.9 RST.11-12.9 - "History and Trends of Healthcare." Robeson K12 School. N.p., Web. 8 Mar. 2016. - "History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016. - "History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016. - "History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016. - "History of Healthcare." The Hippocratic Oath Today." PBS. PBS, 27 Mar Web. 09 Mar. 2016.
Overview	Unit 1: Healthcare Now and Then Suggested Resources Provide links to specific resources/activities

Banking Insurance Care 2015." YouTut chttps://www.youtut neductible Provide links to specific resources/activities - "How Do Deductible Deductibles, Coinsu 2016 http://www.bcbsm. ealth-insurance-wor www.wsma.org/doc.l WA_HEALTH_Over "How Health Insural 2016 https://www. "investopedia Video Web. 26 Feb. 2016 "Read the Law." HH - "Read the Law." HH - http://www.hhs.gov	Career Ready Practices: CRP2. Apply appropriate a and technical skills. CRP4. Communicate clear effectively and with reason. CRP10. Plan education and paths aligned to personal generate a information accurately. 9.3.HL-HI.1 Communicate information accurately. 9.3.HL-HI.2 Describe the coand diverse uses of health information. CCCS ELA Literacy: RST.11-12.10
"Banking Insurance- Cheap Insurance - Company Insurance - healthy Care 2015." YouTube. YouTube, n.d. Web. 26 Feb. 2016. *https://www.youtube.com/watch?v=X6IVb9aS5rE> "How Do Deductibles, Coinsurance and Copays Work?" How Do Deductibles, Coinsurance and Copays Work? N.p., n.d. Web. 26 Feb. 2016. *http://www.bcbsm.com/index/health-insurance-help/faqs/topics/how-health-insurance-works/deductibles-coinsurance-copays.html>.https://www.wsma.org/doc_library/PracticeResourceCenter/HealthInsurers/HI_WA_HEALTH_Overview.pdf "How Health Insurance Works." YouTube YouTube, n.d. Web. 26 Feb. 2016. " https:="" watch?v="A4-pklsDT_Q" www.youtube.com="">"http://www.youtube.com/watch?v=13vpRmzKuDk>"Read the Law" HHS.gov.N.p., 26 Aug. 2015. Web. 26 Feb. 2016. https://www.hhs.gov/healthcare/about-the-law/read-the-law/index.html>"http://www.hhs.gov/healthcare/about-the-law/read-the-law/index.html>"http://www.hhs.gov/healthcare/about-the-law/read-the-law/index.html>"https://www.hts.gov/healthcare/about-the-law/read-the-law/index.html>"https://www.hts.gov/healthcare/about-the-law/read-the-law/index.html>"https://www.hts.gov/healthcare/about-the-law/read-the-law/index.html>"https://www.hts.gov/healthcare/about-the-law/read-the-law/index.html>"https://www.hts.gov/healthcare/about-the-law/read-the-law/index.html>"https://www.hts.gov/healthcare/about-the-law/read-the-law/index.html">https://www.html	Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals. CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information. CCCS ELA Literacy: RST.11-12.10 Recognize the importance of health care economics. Identify the various types of health care institutions. Identify the various types of health care institutions.

	 Allen, Marcia. "Don't Risk It. Lesson Plan: Health Insurance." Missoun Department of Insurance, n.d. Web. 1 Mar. 2016. https://insurance.mo.gov/Contribute%20Documents/HealthInsLesson-Plan.pdf. 	Gawande, Atul. Cost Conundrum. N.p., 1 June 2009. Web. 29 Jan. 2016. http://www.newvorker.com/magazine/2009/06/01/the-cost-conundrum	PBS. PBS, n.d. Web. 26 Feb. 2016. <a about"="" cartoon="" href="http://www.pbs.org/now/shows/health-care-reform/>">http://www.pbs.org/now/shows/health-care-reform/>"Cartoon about">http://www.pbs.org/now/shows/health-care-reform/>"Cartoon about "Cartoon about "Cartoon	Health Reform POV Critical Condition PBS, n.d. Web. 29 Jan. 2016. http://www.pbs.org/pov/criticalcondition/video/karen-dove-clip-1-of-3/#.	 Scholastic, n.d. Web. 29 Jan. 2016. Scholastic, n.d. Web. 29 Jan. 2016. Ahttp://www.scholastic.com/nextgeneration/pdf/health-ed-guide.pdf>. Sick Around the World Teacher Guide. PBS, n.d. Web. 29 Jan. 2016. Ahttp://www-tc.pbs.org/wgbh/pages/frontline/teach/sickaroundtheworld/hisck.pdf>. 	 Texas Education Agency, 2012. Web. 29 Jan. 2016. http://data.cteunt.org/content/files/health-principles-health-science/unit-1-health-care-systems-history-of-health-care/insurance.pdf. 	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to nersonal goals.	
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Unit 4: Diversity in Healthcare	Suggested Resources Provide links to specific resources/activities	
Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals. CTE Standards: 9.3.HL-HI.1 Communicate health information accurately •Name cultural and ethnic differences that you may encounter in the workplace and explain how they may relate to health care. •Identify differences among individuals based on socioeconomic factors, age, and religion. •Give examples of cultural differences involving reactions to	 "Do No Harm." ConnectEd: The California Center for College and Career. N.p., 2007. Web. 9 Feb. 2016. -http://www.connectedcallifornia.org/downloads/curriculum/DoNoHarm_CA.pdf>. "HEALTH SCIENCE." Health Science. N.p., n.d. Web. 26 Feb. 2016. -http://www.ncpublicschools.org/cte/program-areas/health/>. Gerdin, Judith. Workbook for Health Careers Today. 5eth ed. Philadelphia: Mosby, 2011. N. pag. Print. Haroun, Lee, and Susan R. Royce. Teaching Ideas & Classroom Activities for Health Care. New York: Cengage Learning, 2004. 524-28. Print. Lachman, Vicki D. "Moral Courage in Action: Case Studies." Ethics, -http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Courage-and-Distress/Moral-Courage-in-Action-Case-Studies.pdf>. PBS. PBS, n.d. Web. 26 Feb. 2016. -http://www.pbs.org/wgbh/nova/education/activities/3106_combatdo_01.htm > Legal Responsibilites, What doesn't belong, Crossword, Mock Trial, Application of Legal Issues, Legal Case Study Veatch, Robert M. Case Studies in Medical Ethics. Cambridge: Harvard University Press, 1980. N. pag. Print. 	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10

pain, gender roles, time orientation, and food and nutrition preferences.		tural Competency in ts/cultural_competency_in_ s, Techniques, & Reasoning Workbook for pag. Print. ucation. Agency, 2012. Web. ucation. Agency, 2012. Web. ucation. Agency, 2012. Web. ucation. Agency, 2016. Seth ed. ess, 2015. N. pag. Print. reness: The First Step in s." Sage Journals. Topics in Neb. 11 Feb. 2016. short>. nmai of Medicine 157.3 s Overview Assessment.	 List steps for planning a career in health care. Describe the typical work responsibilities, education, training, trande and lead requirements.
9.3.HL-HI.2 Describe the content pain, ge and diverse uses of health information.	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10	 American Medical Student Association. Cultural Competency in Medicine. Retrieved October 6, 2010 from www.easttexasahec.org/portals/0/documents/cultural_competency_in_medicine.doc. Castillo. Sandra Luz Martinez de. Strategies, Techniques, & Approaches to Critical Thinking: A Clinical Reasoning Workbook for Nurses. 5eth ed. N.p.: Saunders, 2013. N. pag. Print. Cultural Aspects of Health Worksheet Cultural Aspects of Pratients From Different Cultures. Seth ed. 11 Feb. 2016. Hhttp://data.cteunt.org/content/files/health/principles-health-science/unit-decultural-diversity/cultural-diversity/16-cultural-diversity.pdf>. Galanti, Gen-Ann. Caring for Patients From Different Cultures. 5eth ed. Philadelphia: University of Pennsylvania Press, 2015. N. pag. Print. Harry, Beth. "Developing Cultural Self-Awareness: The First Step in Values Clarification for Early Interventionists." Sage Journals. Topics in Early Childhood Special Education, 1992. Web. 11 Feb. 2016. Hatry, Beth. "Developing Cultural Self-Awareness: The First Step in Values. Chalfolood Special Education, 1992. Web. 11 Feb. 2016. Huller, J. H. and B Desmond. "Ethical Dillemmas in a Cross-Cultural Context. A Chinese Example." Western Journal of Medicine 157.3 (1992): 323–327. Print. Yeo, G. (2010). Culture Med Ethnogeriatrics Overview Assessment. Retrieved October 6, 2010 from http://geriatrics.stanford.edu/culturemed/overview/assessment 	Career Ready Practices: CRP2. Apply appropriate academic health care and technical skills. CRP4. Communicate clearly and effectively and with reason.
		Suggested Resources Provide links to specific resources/activities	Unit 5: Exploration of Healthcare Careers

Unit 6: Communication in Healthcare		Suggested Resources Provide links to specific resources/activities	
Career Ready Practices: CRP2. Apply appropriate academic process is important in health care and technical skills	 -http://jichs.ccsdschools.com/common/pages/DisplayFile.aspx?itemId=11045761>. Emily Jerry Foundation. N.p., n.d. Web. 24 Feb. 2016. -http://emilyjerryfoundation.org/>. Radiographer-Identifying Fractures: Texas Education Agency, 2014. Web. 24 Feb. 2016. -https://pilgrimterminology.files.wordpress.com/2015/10/do_investigatingxr.pdf>. 		CRP10. Plan education and career paths aligned to personal goals. CTE Standards: 9.3.HL-Hl.1 Communicate health information accurately. 9.3.HL-Hl.2 Describe the content and diverse uses of health information. CCCS ELA Literacy: RST.11-12.10 employment, outlook; and average earnings of selected occupations in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. List desirable personal characteristics of the various healthcare professionals.

nd •Explain the importance of accuracy and security in health care recording areer and reporting.	communication challenges in health care and know how to overcome them.	•Ntate the purposes of medical documentation.	•Explain the advantages of computerized medical record systems.	•Discuss the roles of computers and technologies in health care.	•Define key technological advances in health care.	Describe the trends toward health care globalization and outsourcing.	 Summarize the value of continuing education and self-directed studies to learn about new trends in health care technology. 	"1961 Electronic Medical Records." YouTube. YouTube, n.d. Web. 01 Mar. 2016. "The Importance of Communication in Healthcare: The Time Is Now."YouTube. YouTube, n.d. Web. 26 Feb. 2016. <a "older="" (1973):="" -="" 1."="" 170.="" 2016.="" 26="" 6.5="" active="" bearings."="" canyon="" clip="" feb.="" gold="" href="http://www.youtube.com/watch?v=b7?wrHNyITg>" icebreaker="" listening="" n.d.="" th="" tribology="" university.="" version="" web.="" web.<="" youtube,="" youtube.=""><th>26 Feb. 2016 <a "lindbergh="" -="" href="https://www.youtube.com/watch?v=aP55nA8fQ9l>" n.d.="" operation""="" telesurgery="" th="" web.<="" youtube,="" youtube.=""></th>	26 Feb. 2016 <a "lindbergh="" -="" href="https://www.youtube.com/watch?v=aP55nA8fQ9l>" n.d.="" operation""="" telesurgery="" th="" web.<="" youtube,="" youtube.="">
CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths of an education and career	CTE Standards: 9.3.HL-HI.1 Communicate health information accurately.	9.3.HL-HI.2 Describe the content and diverse uses of health information.	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10					 "1961 Electronic Medical Records." YouTube. YouT Mar. 2016. "The Importance of Communication in H Is Now."YouTube. YouTube, n.d. Web. 26 Feb. 2011 "Now."YouTube.com/watch?v=b7*wrHNyTg> "Icebreaker Bearings." Tribology 6.5 (1973): 170. GUniversity. Web. 26 Feb. 2016. "Older Version - Active Listening Clip 1." YouTube. 	26 Feb. 2016. 26 TeleSurgery "Lindbergh

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		RST.11-12.9 RST.11-12.10	information. CCCS FI A Literacy:	9.3.HL-HI.2 Describe the content	9.3.HL-HI.1 Communicate health information accurately.	paths aligned to personal goals.	effectively and with reason. CRP10. Plan education and career	and technical skills. CRP4. Communicate clearly and	Career Ready Practices: CRP2. Apply appropriate academic	 Iteating the Computer, Not the Patient. Tourlube: You lube: 101 Mar. 2016. Bub, B. "The Patient's Lament Hidden Key to Effective Communication: How to Recognize and Transform." Medical Humanities 30.2 (2004): 63-69. Web. 26 Feb. 2016. Haroun, Lee, and Susan Royce. Teaching Ideas and Classic Activities for Health Care. San Diego: Delmar, Cengage Lear 2003. N. pag. Print. Simpson, Roy L. "Where will we be in 2015?" Nursing Manage Dec. 2014: 38-42. Print.
•Define leadership skills, styles, and responsibilities •Define critical thinking.	•Explain how to manage conflict.	structure.	•Characterize the elements of team	7 Garage	•Identify important values in health	•Describe values and how they are developed.	List professional attributes that benefit all health care workers.	care providers.	•Recognize personal qualities and skills that are important for health	01 Mar. 2016 Bub, B. "The Patient's Lament Hidden Key to Effective Communication: How to Recognize and Transform." Medical Humanities 30.2 (2004): 63-69. Web. 26 Feb. 2016. Haroun, Lee, and Susan Royce. Teaching Ideas and Classroom Activities for Health Care. San Diego: Delmar, Cengage Learning, Inc., 2003. N. pag. Print. Simpson, Roy L. "Where will we be in 2015?" Nursing Management Dec. 2014: 38-42. Print.

Define advocacy and its purpose Identify characteristics of an advocate	Demonstrate skills that support advocacy and the application of advocacy in healthcare	"Professional Conduct." PsycEXTRA Dataset (n.d.): n. pag. Health Science. Texas Education Agency. Web. 1 Mar. 2016. .</th><th> " men,="" professional="" the<br="" women.="" women."="">European Professions from the Nineteenth Century until Today (n.d.): 126-63 Meh 	 "The Five Part Interview - IMPAC." The Five Part Interview - IMPAC. Albuquerque Public Schools, n.d. Web. 01 Mar. 2016 Elliot, Emma. "My Name Is Mrs. Simon Questions." Yumpu. Texas Health Science. n.d. Web. 1 Mar. 2016. 	 Elliot, Emma. "My Name Is Mrs. Simon." Ladies Home Journal (1984). 69-71. Web. 1 Mar. 2016. Management, and Leadership Skills. List of Action Verbs for Resumes & Professional Profiles (n.d.): n. pag. Web. 1 Mar. 2016. 		CTE Standards: 9.3.HL-HI.1 Communicate health information accurately.	
			Suggested Resources	Provide links to specific resources/activities		Hard State of the Control of the Con	

	resources/activities	Suggested Resources						
 Mbewe, Catherine, and Marcia Jones. "Hurricane Sandy: Competencies Needed to Contend with Natural Disaster. Medical-Surgical Nurses 22.4 (2013). Web. 1 Mar. 2016. Peterson C. Be safe, be prepared: emergency system for registration of volunteer health professionals in disaster in Online Journal Of Issues In Nursing [serial online]. Septe 2006;11(3):9p-9p 1p. Available from: CINAHL with Full Telemann MA. Accessed March 1, 2016. 	Nursing 108.1 (2008): 26-32. Web. • Lee, Jaimy, Maureen McKinney, and Rachel Landen. "F Under Assault." Modern Healthcare 43.16 (2013);6-16 with Full Text. Web.1Mar.2016.	n.d. Web. 01 Mar. 2016. ">http://umm.edu/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sleep/patients/sle	N.p., n.d. Web. 01 Mar. 2016. <a "r<="" "relaxation="" href="http://www.redcross.org/prepare/disaster-safety-library>" maryland="" medical="" of="" relaxation="" techniques."="" th="" university=""><th> ithers/index.html>. "Disaster Safety Library Amer </th><th> "America's Homeless Doctor Brings Health Ca Cable News Network, n.d. Web. 01 Mar. 2016. http://www.cnn.com/2015/05/07/us/cnn-heroeth </th><th></th><th>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</th><th>9.3 HL-HI.2 Describe the content and diverse uses of health information.</th>	 ithers/index.html>. "Disaster Safety Library Amer 	 "America's Homeless Doctor Brings Health Ca Cable News Network, n.d. Web. 01 Mar. 2016. http://www.cnn.com/2015/05/07/us/cnn-heroeth 		CCCS ELA Literacy: RST.11-12.9 RST.11-12.10	9.3 HL-HI.2 Describe the content and diverse uses of health information.
Mbewe, Catherine, and Marcia Jones. "Hurricane Sandy: Competencies Needed to Contend with Natural Disaster." Academy of Medical-Surgical Nurses 22.4 (2013). Web. 1 Mar. 2016. Peterson C. Be safe, be prepared: emergency system for advance registration of volunteer health professionals in disaster response. Online Journal Of Issues In Nursing [serial online]. September 2006;11(3):9p-9p 1p. Available from: CINAHL with Full Text, Ipswich, MA. Accessed March 1, 2016.	Nursing 108.1 (2008): 26-32. Web Lee, Jaimy, Maureen McKinney, and Rachel Landen. "Preparedness Under Assault." Modern Healthcare 43.16 (2013):6-16 11p. CINAHL with Full Text. Web.1Mar.2016.	n.d. Web. 01 Mar. 2016. http://umm.edu/programs/sleep/patients/relaxation Carry , Sue, Kim Schroeder, Sue Carry, and Kim Schroeder. "Caring for Patients on Kidney Dialysis in a Disaster." AJN, American Journal of Patients on Kidney Dialysis in a Disaster." AJN, American Journal of Patients on Kidney Dialysis in a Disaster." AJN, American Journal of Patients on Kidney Dialysis in a Disaster." AJN, American Journal of Patients on Kidney Dialysis in a Disaster.	N.p., n.d. Web. 01 Mar. 2016. <a "relaxation="" center.="" href="http://www.redcross.org/prepare/disaster-safety-library>" maryland="" medical="" n.p.,="" of="" order="" relaxation="" t<="" td="" techniques."="" university=""><td>ithers/index.html>. "Disaster Safety Library American Red Cross." American Red Cross.</td><td>"America's Homeless Doctor Brings Health Care to Streets." CNN. Cable News Network, n.d. Web. 01 Mar. 2016. http://www.cnn.com/2015/05/07/us/cnn-heroes-homeless-doctor-jim-w</td><td>Describe ways in which you could use your knowledge of complementary/alternative therapies when working with clients.</td><td>•Differentiate the major categories of complementary/alternative healthcare medicine.</td><td>*Outline the various components of disease management and how those provide for health promotion.</td>	ithers/index.html>. "Disaster Safety Library American Red Cross." American Red Cross.	"America's Homeless Doctor Brings Health Care to Streets." CNN. Cable News Network, n.d. Web. 01 Mar. 2016. http://www.cnn.com/2015/05/07/us/cnn-heroes-homeless-doctor-jim-w	Describe ways in which you could use your knowledge of complementary/alternative therapies when working with clients.	•Differentiate the major categories of complementary/alternative healthcare medicine.	*Outline the various components of disease management and how those provide for health promotion.

 Reeve, Dana, and Liev Schreiber, perf. The New Medicine. Dir. Muffie Meyer. 2006. DVD-ROM. 	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP4. Communicate clearly and effectively and infection control. CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health of infectious disease.	CCCS ELA Literacy: RST11-12.9 RST.11-12.10	 "Catch the Fever." ConnectEd: The California Center for College and Career. Health Science & Biomedical Program of Study, 2007. Web. 4 Mar. 2016. "Good Bacteria Welcome." Experience Life. N.p., 01 Sept. 2011. Web. 09 Mar. 2016. "Infection Control Precautions." S.F. Dept. Public Health. N.p., Aug. 2005. Web. 4 Mar. 2016. "Types of Immunity." YouTube. YouTube, n.d. Web. 04 Mar. 2016. "Types of Immunity." YouTube. YouTube, n.d. Web. 04 Mar. 2016. "Types of Immunity." YouTube. YouTube, n.d. Web. 04 Mar. 2016. Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 13 Jan. 2016. Web. 04 Mar. 2016. Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 03 Mar. 2016. Web. 04 Mar. 2016. Control and Prevention, 03 Mar. 2016. Web. 04 Mar. 2016. Afttp://www.cdc.gov/hai/>.
	Unit 9: Infection Control Systems		Suggested Resources Provide links to specific resources/activities

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Suggested Resources		Unit 10: Critical Thinking and Decision Making											
 "Logic Puzzles - Play Online or Print Your Own for Free!" Logic Puzzles Play Online or Print Your Own for Free! N.p., n.d. Web. 04 Mar. 2016. http://www.logic-puzzles.org/. 	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10	•Compare and contrast the basic 9.3:HL-Hl.1 Communicate health information accurately. 9.3:HL-Hl.2 Describe the content and diverse uses of health information.	CRP10. Plan education and career paths aligned to personal goals. paths aligned to personal goals. paths aligned to personal goals. paths aligned to personal goals.	academic Discuss the importary and thinking in health cannot.	Career Ready Practices: • Define critical thinking.	 Typhoid Mary, the Most Dangerous Woman in America. WGBH Educational Foundation, 2004. DVD. 	<a 2011.="" 4<="" agency.="" education="" href="http://data.cteunt.org/content/files/health/world-health-research/unit-2-investigative-lessons/02-09-immunity-and-diseases/02.09-immunity-dis</th><th> Immunity and Disease." lexas="" li="" n.p.,="" web.=""> Mar. 2016. 	41.555. Street,	Advance Healthcare Network, N.p., n.d. Web. 9 Mar. 2016.	Houston, Teresa, Liz Zehner, and Karen Sadvige. "The Dirty Dozen."	https://www.wisc-online.com/learn/career-clusters/health-science/nur1603/chain-of-infection	Chain of Infection (n.d.). Retrieved March 04, 2016, from	

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Curricular Units

• Recognize the importance of major health care events throughout the ages. • Lest four trends that influence healthcare current beliefs about the causes of dentify various healthcare tends. • Identify various healthcare in the purpose of each. • Lest four trends that influence healthcare current beliefs about the causes of dentify various healthcare in clentify the principal discoveries and advances in medicine and advances in the 17th through 21st centuries. • Identify major health care events the importance of each. • Recognize the importance of projects and their roles. • Describe five types of health care expected the instory of medicine and how it has changed from its sudents will apply knowledge about an expected built sudents will apply knowledge about an expected subsers of career awareness, exploration, and Preparation. All students will apply knowledge about an expected subsers of career awareness, exploration, and Preparation. All students will apply knowledge about an expected on a decinics and participate of preparation in order to navigate the expected to the information age. • List four trends that influence of major health care awareness, exploration, and Preparation. All students will be the advanced to technical skill be based on lectures, readings, and career and technical skill have specific assignments and completed as norther to mavigate the equired to tachnical skill to career and tec	thcare Now and Then	
	Standard Mastery Examples	

students are expected to work individually on these projects.	•Final Examination – Successful completion of a cumulative final exam at the end of the course is required.

Unit 1 A	Unit 1 Assessment Plan
Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.
 Read Chapter(s) and complete chapter checkpoint questions 	Quizzes
Define Key Terms	 Unit Test
Study Guide	Assignments
Chapter Wrap Up Questions	Classwork
 Participation 	

	Unit 1 s	Unit 1 Suggested Modifications/Accommodations/Extension Activities	n Activities
F933)	English Language Learners (ELL)	Special Education / 504	Gifted and Talented
	When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
499690	samples/ documents/ assignments/etc.	documents/ assignments/etc.	documents/ assignments/etc.
	 Allow extra time for task completion 	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
_	 Organizational Accommodations 	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
_	 Use a consistent daily routine 	 Providing vocabulary and concept resources. 	the amount of work (decrease or increase)
-	 Break down tasks into manageable units 	oisarams and videos among other resources to	based on skill sets and time allocations,
_	 Instructional Accommodations 	seciet with understanding concepts and terms	modified time allocations and other constraints.
-	 Frequently check for understanding 	assist with difficulties concepts and terms.	 Modify the skill-level, problem type, and/or
_	 Emphasize use of visual aids 	leacher Assistance With hands-on	constraints to the projects allowing the learner to
_	 Simplify task directions 	activities/projects and research. Teacher	approach the work with a high degree of
_	 Provide hands-on learning activities 	modeling and/or providing (more or less)	success.
	Provide modeling	guidance during the inquiry	 Extend research by offering new and novel
	 Assign peer buddies 	 process with specific projects. 	resources and texts, based on interest, choice,
		-	and Lexile Levels of students.

- additional processing time Modify the pace of instruction to allow
- Provide small group instruction
- model or example of completed task Demonstrate directions and provide a
- Emphasize multi-sensory presentation of
- Allow for repetition and/or clarification of
- directions, as needed Directions repeated, clarified or reworded
- Allow wait time for processing before calling Provide multi-sensory instruction
- on student for response
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Establish and maintain eye contact when
- oral directions
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behaviora
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Monitor for overload, excess stimuli Present alternatives to negative behavior
- Maintain communication with home
- Provide positive reinforcement
- Provide consistent praise to elevate self
- Model and role play problem solving

- balance of online/offline work by age/grade level, ensuring appropriate Typing requirements are specifically scaffolded
- of "offline" and "online" work. activities to be completed through a combination Assist with typing tasks, and allow for many
- groups among appropriate projects Provide choice of activity, presentation, and
- Sentence starters for student write-ups, reports verbal communication tasks. research and development and other written and
- outlines to complete during note taking tasks. Student copies of any notes as needed, partia
- incomplete notes for a copy of complete notes If notes are needed, trading student's
- constraints. allocations, modified time allocations and other increase) based on skill sets and time Scaffolding the amount of work (decrease or
- and other independent work. Multiple check-in opportunities for students particularly during hands-on activities, projects
- Adapt the amount of personal assistance for specific learners.
- construction of models. Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and

- additional constraints or scenarios to projects. Apply/offer extensions to projects based on
- Offer additional opportunities for collaboration, presentation, or extension.
- Extend Metacognition Asking questions which create new information from existing data. Offer additional opportunities for synthesis -Asking questions that encourage students to
- Increase connections Asking students process, (successes and challenges) prompt students to think about their own thinking learning to their lives questions that ensure the ability to apply new

NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u>	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Career Readiness Practices</u>
N/A	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
	CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
	CKPs. Utilize crucal minking to make sense of problems and persevere in solving them.
	CRP1. Wode integrity, ethical leadership and effective intaliagement. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.
21st Contino Skills	CRP12. Work productively in teams while using cultural global competence. Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc.	When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.
Refer to the <u>21st Century Life and Skills</u>	Refer to the NJ Student Learning Standards
CTE Standards:	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. 9.3 HL.2 Explain the healthcare workers' role within their department.	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, the property resolving conflicting information when possible
their organization and the overall healthcare system.	
 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. 9.3.HL.4 Evaluate the roles and responsibilities of individual members as not the healthcare team and evaluate their role in promoting the 	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.
delivery of quality health care. 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and	

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9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

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	Content Standards	Collegia Centrenas		Recognize the importance of	health care economics.	Identify the various types of	nealth care institutions.															
A photos (1) and the control of the				•		•	•															_
Unit 2: Health Care Systems & Economics	Critical Knowledge & Skills	("Unpacked" Standards)		Define the most common health	care payment methods.	Characterize the significance of	managed care. Identify the purpose of cost	containment measures.	resource management.													
ystems & Economics	Content-Specific Practices	(when applicable)		Standard 9.1 21st-Century Life and	Career Skills: All students will	demonstrate the creative, critical	problem-solving skills needed to	citizens and workers in diverse ethnic	and organizational cultures.	Standard 9.4 Career and Technical	Education: All students who complete	a career and technical education program will acquire academic and	technical skills for careers in	emerging and established	professions that lead to technical skill	licenses and/or degrees	गटनाउन्ड, बायाना बन्धा दन्छ.					
Standard Mastery Examples	When possible, provide links to	specific samples/ documents/	assignments/etc.	•Attendance/Participation/Group	Discussion - Students are expected	to attend all classes and participate	in classroom discussions and group		required to take a short quiz at the	completion of each unit. Content will	be based on lectures, readings, and	classroom discussions/activities.	•Unit Assignments – Each unit will	have specific assignments geared to	meet unit objectives. These	assignments can be completed as	homework or in class, as time	permits.	•Course Projects – There will be four	major projects due throughout the	course. Each project will have	

 Final Examination – Successful completion of a cumulative final exam at the end of the course is required.

	Unit 2 S	Unit 2 Suggested Modifications/Accommodations/Extension Activities	n Activities
	English Language Learners (ELL)	Special Education / 504	Gifted and Talented
	When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
.0051 Visital	samples/ documents/ assignments/etc.	documents/ assignments/etc.	documents/assignments/etc.
	Allow extra time for task completion	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
•	Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
-	Use a consistent daily routine	 Providing vocabulary and concept resources. 	the amount of work (decrease or increase)
_	Break down tasks into manageable units	diagrams and videos among other resources to	based on skill sets and time allocations,
•	Instructional Accommodations	projet with understanding control recognition	modified time allocations and other constraints.
_	Frequently check for understanding	assist with understanding concepts and terms.	 Modify the skill-level, problem type, and/or
•	Emphasize use of visual aids	leacher Assistance with hands-on	constraints to the projects allowing the learner to
•	Simplify task directions	activities/projects and research. Teacher	approach the work with a high degree of
•	Provide hands-on learning activities	modeling and/or providing (more or less)	snocess
-	Provide modeling	guidance during the inquiry	 Extend research by offering new and novel
_	Assign peer buddies	 process with specific projects. 	resources and texts, based on interest, choice,
		-	and Lexile Levels of students.

- additional processing time Modify pace of instruction to allow
- Provide small group instruction
- model or example of completed task Demonstrate directions and provide a
- Emphasize multi-sensory presentation of
- Allow for repetition and/or clarification of
- directions, as needed Directions repeated, clarified or reworded
- on student for response Allow wait time for processing before calling Provide multi-sensory instruction
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- giving Establish and maintain eye contact when
- oral directions
- needed Provide short breaks when refocusing is
- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behaviora
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home
- Provide positive reinforcement
- Provide consistent praise to elevate self
- Model and role play problem solving

- balance of online/offline work by age/grade level, ensuring appropriate Typing requirements are specifically scaffolded
- of "offline" and "online" work. activities to be completed through a combination Assist with typing tasks, and allow for many
- groups among appropriate projects Provide choice of activity, presentation, and
- verbal communication tasks. Sentence starters for student write-ups, reports research and development and other written and
- outlines to complete during note taking tasks Student copies of any notes as needed, partia
- If notes are needed, trading student's
- Scaffolding the amount of work (decrease or incomplete notes for a copy of complete notes
- allocations, modified time allocations and other constraints. increase) based on skill sets and time
- and other independent work. particularly during hands-on activities, projects Multiple check-in opportunities for students
- Adapt the amount of personal assistance for specific learners.
- Adapt the extent to which learners are actively construction of models. (hands-on or research) involved in tasks, and

- additional constraints or scenarios to projects. Apply/offer extensions to projects based on
- Offer additional opportunities for collaboration, presentation, or extension.
- create new information from existing data. Offer additional opportunities for synthesis -Extend Metacognition - Asking questions which Asking questions that encourage students to
- learning to their lives questions that ensure the ability to apply new Increase connections - Asking students process, (successes and challenges)

prompt students to think about their own thinking

NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
	Career Ready Practices:
	CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving
	them. CRP9. Model integrity, ethical leadership and effective management. CRD10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
21st Century Skills When possible, provide links to specific samples/ documents/	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as
assignments/etc. Refer to the <u>21st Century Life and Skills</u>	samples/ documents/ assignments/etc. Refer to the <u>NJ Student Learning Standards</u>
CTE Standards:	CCCS ELA Literacy:
_ <u>.</u>	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process,
לכלים וווכוויל	pnenomenon, or concept, resolving conflicting information when possible.
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.
part of the healthcare team and explain their role in promoting the	
9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

•Course Projects – There will be four major projects due throughout the course. Each project will have specific directions for completion and students are expected to work individually on these projects.	 Final Examination – Successful completion of a cumulative final exam at the end of the course is required.
•Cours major course specifi studer individ	•Final Ex completic exam at the required.
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Unit 3 A	Unit 3 Assessment Plan
Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.
 Read Chapter(s) and complete chapter checkpoint questions 	• Quizzes
Define Key Terms	Unit Test
Study Guide	 Assignments
Chapter Wrap Up Questions	Classwork
Participation	

	Unit3	Unit 3 Suggested Modifications/Accommodations/Extension Activities	n Activities
11000 12000 12000	English Language Learners (ELL)	Special Education / 504	Giffed and Talented
	When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
	samples/ documents/ assignments/etc.	documents/ assignments/etc.	documents/assignments/etc.
Ŀ	Allow extra time for task completion	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
•	Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
•	Use a consistent daily routine	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
•	Break down tasks into manageable units	diagrams and videos among other resources to	based on skill sets and time allocations,
•	Instructional Accommodations	acciet with understanding concents and terms	modified time allocations and other constraints.
•	Frequently check for understanding	מספוסר שיוון מוומכין סגמווטוון ליכוולכקטנט מוומ נכווווס.	 Modify the skill-level, problem type, and/or
•	Emphasize use of visual aids	 Teacher Assistance with hands-on 	constraints to the projects allowing the learner to
•	Simplify task directions	activities/projects and research. Teacher	

- Provide hands-on learning activities
- Provide modeling
- Assign peer buddies
- Modify the pace of instruction to allow additional processing time
- Provide small group instruction
- Demonstrate directions and provide a model or example of completed task
- Emphasize multi-sensory presentation of data
- Allow for repetition and/or clarification of directions, as needed
- Directions repeated, clarified or reworded
- Provide multi-sensory instruction
- Allow wait time for processing before calling on student for response
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Establish and maintain eye contact when giving
- oral directions
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behaviora
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home
- Provide positive reinforcement
- Provide consistent praise to elevate self
- Model and role play problem solving

esteem

- modeling and/or providing (more or less) guidance during the inquiry
- process with specific projects.
- Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work.
- Assist with typing tasks, and allow for many activities to be completed through a combination of "offline" and "online" work.
- Provide choice of activity, presentation, and groups among appropriate projects.
- Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks.
- Student copies of any notes as needed, partial outlines to complete during note taking tasks.
- If notes are needed, trading student's incomplete notes for a copy of complete notes
- Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints.
- Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work.
- Adapt the amount of personal assistance for specific learners.
- Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models.

- approach the work with a high degree of success.
- Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students.
- Apply/offer extensions to projects based on additional constraints or scenarios to projects.
 Offer additional opportunities for collaboration,
- presentation, or extension.

 Offer additional opportunities for synthesis Asking questions that encourage students to
 create new information from existing data.
- Extend Metacognition Asking questions which prompt students to think about their own thinking process, (successes and challenges).
 Increase connections Asking students
- Increase connections Asking students questions that ensure the ability to apply new learning to their lives

Unit	Unit 3 Connections
NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Career Readiness Practices</u>
N/A	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
	CRP6. Demonstrate creativity and innovation.
	CRPO. UNIZE CIUCAI UIIINIII IU IIIANE SEIISE UI PIODICIUS AIIA PEISCYCIC III SUVIII B
	ulerii. CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.
Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/	When possible, provide links to specific ELAMath/Sci/SS standards as well as
assignments/etc.	samples/ documents/ assignments/etc. Defer to the NT Student Learning Standards
Kele 10 the Z. Steeniury Ellerand Skills	

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	orientation, and food and nutrition preferences.	Give examples of cultural differences involving reactions to pain, gender roles, time	explain now triey may relate to health care. Identify differences among individuals based on socioeconomic factors, age, and religion	Name cultural and ethnic differences that you may encounter in the workplace and	Content Standards	
		natural remedies and complementary and alternative treatments.	disparities and how these can impact healthcare delivery and patient outcomes. Describe examples of diverse		Critical Knowledge & Skills ("Unpacked" Standards)	Unit 4: Diversi
	awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about	problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking collaboration and	Content-Specific Practices (when applicable)	Unit 4: Diversity in Healthcare
Course Projects — There will be four major projects due throughout the course. Each project will have specific directions for completion and students are expected to work individually on these projects. Final Examination — Succe completion of a cumulative final	•Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits.	be based on lectures, readings, and classroom discussions/activities.	in classroom discussions and group activities. •Unit Quizzes: Students will be required to take a short quiz at the	•Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	

		 _
exam at the end of the course is	required.	

Formativi When possible, provide links assign	Unit 4 As Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	Unit 4 Assessment Plan Summative Assessment Nhen possible, provide links to specific samples/ documents/ assignments/etc.
Read Chapter(s) and complete (s) an	Read Chapter(s) and complete chapter checkpoint questions	Quizzes
Define Key Terms		Unit Test
Study Guide		Assignments
Chapter Wrap Up Questions	Su	Classwork
Participation		

	Unit 4.5	Unit 4 Suggested Modifications/Accommodations/Extension Activities	n Activities
	English Language Learners (ELL) When possible, provide links to specific	Special Education / 504 When possible, provide links to specific samples/	Giffed and Talented When possible, provide links to specific samples/
	samples/documents/assignments/etc.	documents/ assignments/etc.	documents/ assignments/etc.
•	Allow extra time for task completion	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
•	Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
•	Use a consistent daily routine	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
•	Break down tasks into manageable units	diagrams and videos, among other resources to	based on skill sets and time allocations,
•	Instructional Accommodations	assist with understanding concepts and terms.	modified time allocations and other constraints.
•	Frequently check for understanding	Teacher Assistance with hands-on	 Modify the skill-level, problem type, and/or
•	Emphasize use of visual aids	F - F - F - F - F - F - F - F - F - F -	constraints to the projects allowing the learner to
•	Simplify task directions	activities/projects and research. leacher	approach the work with a high degree of
•	Provide hands-on learning activities	modeling and/or providing (more or less)	snccess.
•	Provide modeling	guidance during the inquiry	 Extend research by offering new and novel
•	Assign peer buddies	 process with specific projects. 	resources and texts, based on interest, choice,
•	Modify pace of instruction to allow	Typing requirements are specifically scaffolded	and Lexile Levels of students.
	additional processing time	by age/grade level, ensuring appropriate	 Apply/offer extensions to projects based on
•	Provide small group instruction	balance of online/offline work	additional constraints or scenarios to projects.
•	Demonstrate directions and provide a	Assist with typing tasks and allow for many	 Offer additional opportunities for collaboration,
	model or example of completed task	Assist with typing tasks, and anow for many	presentation, or extension.
•	Emphasize multi-sensory presentation of	activities to be completed through a compliation	
	data	of "offline" and "online" work.	WINDOWS .

- Allow for repetition and/or clarification of directions, as needed
- Directions repeated, clarified or reworded
- Provide multi-sensory instruction
- Allow wait time for processing before calling on student for response
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Establish and maintain eye contact when giving
- oral directions
- Provide short breaks when refocusing is needed

constraints.

- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behavioral and
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home
- Provide positive reinforcement
- Provide consistent praise to elevate self
- Model and role play problem solving

- Provide choice of activity, presentation, and groups among appropriate projects.
- Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks.
- Student copies of any notes as needed, partia outlines to complete during note taking tasks.
- If notes are needed, trading student's incomplete notes for a copy of complete notes
- Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other
- Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work.
- Adapt the amount of personal assistance for specific learners.
- Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models.

- Offer additional opportunities for synthesis Asking questions that encourage students to create new information from existing data.

 Extend Metacognition Asking questions which
- prompt students to think about their own thinking process, (successes and challenges).

 Increase connections Asking students
- Increase connections Asking students questions that ensure the ability to apply new learning to their lives

NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
N/A	Career Ready Practices:
,	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.
	them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELAMath/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
CTE Standards:	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. 9.3.HL.2 Explain the healthcare workers' role within their department,	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. 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	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.
delivery of quality health care. 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

	Unit 5: Exploration of Healthcare Caree	f Health care Careers	
			Standard Mastery Examples
Content Standards	Critical Knowledge & Skills	Content-Specific Practices	When possible, provide links to
	("Unpacked" Standards)	(when applicable)	specific samples/ documents/
			assignments/etc.
List steps for planning a career	Define and differentiate	Standard 9.3 Career Awareness,	•Attendance/Participation/Group
in health care.	licensure, registration, and	Exploration, and Preparation: All	Discussion - Students are expected
Describe the typical work	certification.		to attend all classes and participate
responsibilities, education,	 List and explain the benefits of 	and engage in the process of career awareness, exploration, and	in classroom discussions and group
requirements; employment;	organization.	preparation in order to navigate the	activities:
outlook, and average earnings of	 State the education, training, and 	environment of the information age	Unit Quizzes: Students will be
selected occupations in	legal requirements for becoming		required to take a short quiz at the
services, health informatics.	professionals in this unit.	Standard 9.4 Career and Technical	completion of each unit. Content will
support services, and	 Describe the typical work 	a career and technical education	classroom discussions/activities
biotechnology research and	responsibilities in each	program will acquire academic and	
development.	profession.	technical skills for careers in	•Unit Assignments – Each unit will
List desirable personal Characteristics of the various	 identifies and key trands for 	emerging and established	have specific assignments geared to
healthcare professionals.	these occupations.	proficiency, credentials, certificates,	meet unit objectives. These
	 Gain a better understanding of 	licenses, and/or degrees.	homework or in class, as time
	each field discussed in this unit.		permits.
			•Course Projects – There will be four
			major projects due throughout the
			course. Each project will have
			specific directions for completion and

students are expected to work individually on these projects.	 Final Examination – Successful completion of a cumulative final exam at the end of the course is required.
studen	•Final Exacompletion exam at the required.

Unit 5 Assessment Plan Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	 Quizzes Unit Test Assignments Classwork
Unit 5 As Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	 Read Chapter(s) and complete chapter checkpoint questions Define Key Terms Study Guide Chapter Wrap Up Questions Participation

Unit 5	Unit 5 Suggested Modifications/Accommodations/Extension Activities	n Activities
English Language Learners (ELL) When possible, provide links to specific	Special Education / 504 When possible, provide links to specific samples/	Gifted and Talented When possible, provide links to specific samples/
samples/ documents/ assignments/etc.	documents/assignments/etc.	documents/ assignments/etc.
 Allow extra time for task completion 	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
 Use a consistent daily routine 	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
Break down tasks into manageable units	diagrams and videos, among other resources to	based on skill sets and time allocations,
 Instructional Accommodations 	assist with understanding concepts and terms.	modified time allocations and other constraints.
 Frequently check for understanding 	Toochor Assistance with hands on	 Modify the skill-level, problem type, and/or
Emphasize use of visual aids	המסומו המשפות אווו ומותמים ב	constraints to the projects allowing the learner to
Simplify task directions	activities/projects and research. leacher	approach the work with a high degree of
 Provide hands-on learning activities 	modeling and/or providing (more or less)	success.
Provide modeling	guidance during the inquiry	 Extend research by offering new and novel
Assign peer buddies	 process with specific projects. 	resources and texts, based on interest, choice,
		and Lexile Levels of students.

- additional processing time Modify pace of instruction to allow
- Provide small group instruction
- model or example of completed task Demonstrate directions and provide a
- Emphasize multi-sensory presentation of
- Allow for repetition and/or clarification of
- directions, as needed Directions repeated, clarified or reworded
- Allow wait time for processing before calling Provide multi-sensory instruction
- Provide visual models of completed tasks

on student for response

- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Establish and maintain eye contact when
- oral directions
- needed Provide short breaks when refocusing is
- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behaviora
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home
- Provide positive reinforcement
- Provide consistent praise to elevate self
- Model and role play problem solving

- balance of online/offline work. by age/grade level, ensuring appropriate Typing requirements are specifically scaffolded
- activities to be completed through a combination of "offline" and "online" work. Assist with typing tasks, and allow for many
- groups among appropriate projects Provide choice of activity, presentation, and
- Sentence starters for student write-ups, reports verbal communication tasks. research and development and other written and
- Student copies of any notes as needed, partia outlines to complete during note taking tasks.
- incomplete notes for a copy of complete notes If notes are needed, trading student's
- constraints. allocations, modified time allocations and other Scaffolding the amount of work (decrease or increase) based on skill sets and time
- and other independent work. particularly during hands-on activities, projects Multiple check-in opportunities for students
- specific learners. Adapt the amount of personal assistance for
- Adapt the extent to which learners are actively construction of models. (hands-on or research) involved in tasks, and

- additional constraints or scenarios to projects. Apply/offer extensions to projects based on
- Offer additional opportunities for collaboration, presentation, or extension.
- Extend Metacognition Asking questions which create new information from existing data. Offer additional opportunities for synthesis -Asking questions that encourage students to
- learning to their lives questions that ensure the ability to apply new Increase connections - Asking students process, (successes and challenges) prompt students to think about their own thinking

NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
N/A	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving.
	them. CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
IIS c: samples/ documents/	Interdisciplinary Connections When possible, provide links to specific ELAMath/Sci/SS standards as well as
assignments/etc. Refer to the <u>21st Century Life and Skills</u>	Samples, documents assignments etc. Refer to the <u>NJ Student Learning Standards</u>
CTE Standards:	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. 9.3.HL.2 Explain the healthcare workers' role within their department,	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.
nd responsibilities of individual members as id explain their role in promoting the	
delivery of quality fleatin care. 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

J		0.00000 0.00000 0.00000 0.00000 0.00000 0.00000 0.00000	Unit 6: Communication in Healthcare	ation in Healthcare	
		1 (1000) 1 (1000) 1 (1000)			
					Standard Mastery Examples
			Critical Knowledge & Skills	Content-Specific Practices	
	Content Standards				When possible, provide links to
			("Unpacked" Standards)	(when applicable)	specific samples/ documents/
					accimpments (etc.
2 5 3 1 6 - 3 6 1 6					assignments/etc.
•	Explain how the communication	•	Differentiate among the three	Standard 9.1 21st-Century Life and	•Attendance/Participation/Group
	process is important in health		most common modes of	Career Skills: All students will	Discussion - Students are expected
	care.		communication and how they are	demonstrate the creative, critical	to attend all classes and participate
•	Explain the importance of		used in health care.	thinking, collaboration, and	in classroom discussions and group
	accuracy and security in health	•	Describe the different methods	problem-solving skills needed to	activities
	care recording and reporting.		and types of patient	function successfully as both global	
•	Identify the most common		communication.	citizens and workers in diverse ethnic	 Unit Quizzes: Students will be
	communication challenges in	•	Communicate successfully with	alla olganizational cultures.	required to take a short quiz at the
	health care and know how to		patients.	Standard 0.4 Career and Technical	completion of each unit. Content will
	overcome them.	•	Use good telephone manners in	Education: All students who complete	be based on lectures readings and
•	State the purposes of medical		communication.	a career and technical education	placernom discussions/activities
	documentation.	•	Distinguish the different types of	program will acquire academic and	olabol och i alboabalollaracavilica.
•	Explain the advantages of		information found in patient	technical skills for careers in	 Unit Assignments — Each unit will
	computerized medical record		records.	emerging and established	have specific assignments geared to
	systems.	•	Identify the characteristics of	professions that lead to technical skill	meet unit objectives. These
•	Discuss the roles of computers		good medical documentation.	proficiency, credentials, certificates,	assignments can be completed as
	and technologies in health care.	•	Define the various types of	licenses, and/or degrees.	homowork or in along on time
•	Define key technological		progress notes.		nonework of in class, as unle
	advances in health care.	•	Explain why military time is used		permis.
•	Describe the trends toward		in health care documentation and		*Course Droisets There will be four
	health care globalization and		interpret military time		major projects — Titele Will be Iou
	outsourcing.		designations.		iliajoi projects que allougilout ale

Summarize the value of	•		course. Each project will have
continuing education and		hardware components and their speci	specific directions for completion and
self-directed studies to learn		operations. stude	students are expected to work
about new trends in health care	•	List general rules for electronic	individually on these projects.
technology.		mail, correspondence, research,	
		and document transmission.	Final Examination - Successful
	•	Explain the importance of comp	completion of a cumulative final
		computer security.	exam at the end of the course is
	•	Identify the most common uses	reguired.

sment Plan	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	 Quizzes Unit Test Assignments Classwork
Unit 6 Assessment Plan	Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	 Read Chapter(s) and complete chapter checkpoint questions Define Key Terms Study Guide Chapter Wrap Up Questions Participation

	Unit 6.	Unit 6 Suggested Modifications/Accommodations/Extension Activities	n Activities
485	English Language Learners (ELL)	Special Education / 504	Gifted and Talented
vij 60)	When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
(1444) (1444)	samples/documents/assignments/etc.	documents/ assignments/etc.	documents/ assignments/etc.
	 Allow extra time for task completion 	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
_	 Organizational Accommodations 	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
_	 Use a consistent daily routine 	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
	 Break down tasks into manageable units 	diagrams and videos among other resources to	based on skill sets and time allocations,
_	 Instructional Accommodations 	occión with understanding concepts and forms	modified time allocations and other constraints.
	 Frequently check for understanding 		 Modify the skill-level, problem type, and/or
	 Emphasize use of visual aids 	 Teacher Assistance with hands-on 	constraints to the projects allowing the learner to
	Simplify task directions	activities/projects and research. Teacher	

- Provide hands-on learning activities
- Provide modeling
- Assign peer buddies
- Modify the pace of instruction to allow additional processing time
- Provide small group instruction
- Demonstrate directions and provide a model or example of completed task
- Emphasize multi-sensory presentation of data
- Allow for repetition and/or clarification of directions, as needed
- Directions repeated, clarified or reworded
- Provide multi-sensory instruction
- Allow wait time for processing before calling on student for response
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Establish and maintain eye contact when giving
- oral directions
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behavioral and
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home
- Provide consistent praise to eleva-
- Provide consistent praise to elevate self

- modeling and/or providing (more or less) guidance during the inquiry
- process with specific projects.
- Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work.
- Assist with typing tasks, and allow for many activities to be completed through a combination of "offline" and "online" work.
- Provide choice of activity, presentation, and groups among appropriate projects.
- Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks.
- Student copies of any notes as needed, partial outlines to complete during note taking tasks.
- If notes are needed, trading student's incomplete notes for a copy of complete notes
- Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints.
- Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work.
- Adapt the amount of personal assistance for specific learners.
- Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models.

- approach the work with a high degree of success.
- Extend research by offering new and novel resources and texts, based on interest, choice and Lexile Levels of students.
- Apply/offer extensions to projects based on additional constraints or scenarios to projects.
 Offer additional opportunities for collaboration,
- presentation, or extension.

 Offer additional opportunities for synthesis Asking questions that encourage students to
 create new information from existing data.
- Extend Metacognition Asking questions which prompt students to think about their own thinking process, (successes and challenges).
- Increase connections Asking students questions that ensure the ability to apply new learning to their lives

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Unit 6	Unit 6 Connections
NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Career Readiness Practices</u>
N/A	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee.
	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and enectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving
	them.
	CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	interdisciplinary connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
CTE Standards:	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school	RST.11-12.9 Synthesize information from a range of sources (e.g., texts,
graduation requirements, necessary for pursuing a health science career. 9.3 HI 2 Explain the healthcare workers, role within their department.	experiments, simulations) into a coherent understanding of a process,
9.3.HL.3 Identify existing and potential hazards to clients, coworkers,	RST.11-12.10 By the end of grade 12, read and comprehend science/technical
visitors and seif in the healthcare workplace. 9.3.HL.4 Evaluate the roles and responsibilities of individual members as	texts in grades 11- CCR text complexity band independently and proficiently.
part of the healthcare team and explain their role in promoting the	
delivery of quality nearth care.	

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

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implications of actions within the healthcare workplace. 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace. Content Standards Critical Knowledge & Skills Critical Knowledge & Skills
care workplace. actices with respect to cultural, healthcare workplace. Unit 7: Qualities of a HCP Critical Knowledge & Skills Content-Specific Practices ("Unpacked" Standards) (when applicable)

•	Identify characteristics of an	•	Compare and contrast the basic	•Course Projects – There will be four
	advocate		problem-solving method with	major projects due throughout the
•	Demonstrate skills that support		trial-and-error problem solving.	course. Each project will have
	advocacy and the application of	•	Explain the best way to study.	specific directions for completion and
	advocacy in healthcare	•	Describe the features of a good	students are expected to work
			study area.	individually on these projects.
		•	Outline the learning process and	
			important strategies for learning.	•Final Examination - Successful
				completion of a cumulative final
				exam at the end of the course is
				required.

Formative Assessment Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc. When possible, provide links to specific samples/ documents/ assignments/ assignments/ assignments/ assignments/ assignments/ assignments/ assignments Read Chapter (s) and complete chapter checkpoint questions • Quizzes Study Guide • Assignments Chapter Wrap Up Questions • Classwork	Unit 7 A	Unit 7 Assessment Plan
assignments/etc. r(s) and complete chapter checkpoint questions erms O Up Questions	Formative Assessment no specific samples/ documents/	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.
erms Up Questions		• Quizzes
o Up Questions	Define Key Terms	• Unit Test
p Up Questions	Study Guide	Assignments
Participation	Chapter Wrap Up Questions	Classwork
	Participation	

	Unit 7 &	Unit 7 Suggested Modifications/Accommodations/Extension Activities	n Activities
-2003 -2003 -2003	English Language Learners (ELL)	Special Education / 504	Gifted and Talented
	When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
	samples/ documents/ assignments/etc.	documents/ assignments/etc.	documents/assignments/etc.
•	Allow extra time for task completion	 Specific collaborative groupings of students per 	 Provide choice of activity, presentation, and
•	Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
•	Use a consistent daily routine	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
•	Break down tasks into manageable units	diagrams and videos, among other resources to	based on skill sets and time allocations,
•	Instructional Accommodations	periot with understanding concepts and forms	modified time allocations and other constraints.
•	Frequently check for understanding		 Modify the skill-level, problem type, and/or
•	Emphasize use of visual aids	 leacher Assistance with hands-on 	constraints to the projects allowing the learner to
•	Simplify task directions	activities/projects and research. Teacher	

- Provide hands-on learning activities
- Provide modeling
- Assign peer buddies
- Modify the pace of instruction to allow additional processing time
- Provide small group instruction
- Demonstrate directions and provide a model or example of completed task
- Emphasize multi-sensory presentation of data
- Allow for repetition and/or clarification of directions, as needed
- Directions repeated, clarified or reworded
- Provide multi-sensory instruction
- Allow wait time for processing before calling on student for response
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Establish and maintain eye contact when giving
- oral directions
- Provide short breaks when refocusing is needed

constraints.

- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behavioral and
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home
- Provide positive reinforcement

 Provide consistent praise to elevate
- Provide consistent praise to elevate self esteem

- modeling and/or providing (more or less) guidance during the inquiry
- process with specific projects.
- Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work.
- Assist with typing tasks, and allow for many activities to be completed through a combination of "offline" and "online" work.
- Provide choice of activity, presentation, and groups among appropriate projects.
- Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks.
- Student copies of any notes as needed, partial outlines to complete during note taking tasks.
- If notes are needed, trading student's
- incomplete notes for a copy of complete notes. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other
- Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work.
- Adapt the amount of personal assistance for specific learners.
- Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models.

- approach the work with a high degree of success.
- Extend research by offering new and novel resources and texts, based on interest, choice and Lexile Levels of students.
- Apply/offer extensions to projects based on additional constraints or scenarios to projects.

 Offer additional opportunities for collaboration,
- presentation, or extension.

 Offer additional opportunities for synthesis Asking questions that encourage students to
 create new information from existing data
- create new information from existing data. Extend Metacognition Asking questions which prompt students to think about their own thinking process, (successes and challenges).
- Increase connections Asking students questions that ensure the ability to apply new learning to their lives

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Unit 7 G	Unit 7 Connections
NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u>	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Career Readiness Practices</u>
	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
	OKPO. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving
	them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence.
21st Century Skills When nossible provide links to specific samples/ documents/	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as
assignments/etc. Refer to the 21st Century Life and Skills	samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school	RST.11-12.9 Synthesize information from a range of sources (e.g., texts,
graduation requirements, necessary for pursuing a health science career. 9.3.HL.2 Explain the healthcare workers' role within their department, their	experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Discussion – Students are expected to attend all classes and participate in classroom discussions and group activities. Unit Quizzes: Students will be required to take a short quiz at the completion of each unit. Content will be based on lectures, readings, and classroom discussions/activities. Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as	Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	 Analyze the philosophy bening community-based care to determine how that relates to your own philosophy of nursing. Discuss how Healthy People 2020 priority areas and leading health indicators relate to the goals of Healthy People 2020. Explain the nurse's role in disaster response in the community. Discuss major issues that surround the use of complementary/alternative medicine 	 Countrie now moving care into the community will affect nursing practice. Explain approaches to patient/client empowerment. Differentiate primary, secondary, and tertiary prevention and how these concepts can be applied in different nursing settings. Outline the various components of disease management and how those provide for health promotion. Differentiate the major categories of complementary/alternative healthcare medicine. Describe ways in which you
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
the end of grade 12, read and comprehend science/technical CCR text complexity band independently and proficiently.	RST.11-12.10 By the end of grade 12, read texts in grades 11- CCR text complexity bar say of social Onit 8: Public Health	nts, coworkers, vidual members as moting the delivery of limitations and ect to cultural, social unit 8:	9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. 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. 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

could use your knowledge of

homework or in class, as time permits.	•Course Projects – There will be four	course. Each project will have specific directions for completion and	students are expected to work individually on these projects.	•Final Examination – Successful completion of a cumulative final exam at the end of the course is	required.
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complementary/alternative therapies when working with					

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Unit 8 Asses		r checkpoint a	Define Key Terms	Study Guide	Chapter Wrap Up Questions	Participation	
Unit 8 Asses	ples/ documents/	Read Chapter(s) and complete chapter checkpoint questions	Define Key Terms	Study Guide	Chapter Wrap Up Questions	Participation	
Unit 8 Asses		 Read Chapter(s) and complete chapter checkpoint questions 	Define Key Terms	Study Guide	Chapter Wrap Up Questions	Participation	
Unit 8 Asses		 Read Chapter(s) and complete chapter checkpoint questions 	Define Key Terms	Study Guide	Chapter Wrap Up Questions	Participation	

- CONTRACT	Unit 8 S	Unit 8 Suggested Modifications/Accommodations/Extension Activities	n Activities
14,6	English Language Learners (ELL)	Special Education / 504	Gifted and Talented
	When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
(BAS)	samples/ documents/ assignments/etc.	documents/assignments/etc.	documents/ assignments/etc.
	 Allow extra time for task completion 	Specific collaborative groupings of students per	 Provide choice of activity, presentation, and
_	Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
	Use a consistent daily routine	-	the amount of work (decrease or increase)
	 Break down tasks into manageable units 		based on skill sets and time allocations,
	• Instructional Accommodations		modified time allocations and other constraints.

- Frequently check for understanding
- Emphasize use of visual aids
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Assign peer buddies
- additional processing time Modify the pace of instruction to allow
- Provide small group instruction
- model or example of completed task Demonstrate directions and provide a
- Emphasize multi-sensory presentation of
- directions, as needed Allow for repetition and/or clarification of
- Directions repeated, clarified or reworded
- Provide multi-sensory instruction
- on student for response Allow wait time for processing before calling
- Provide visual models of completed tasks
- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- giving Establish and maintain eye contact when
- oral directions
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Prompting, cueing and redirecting student
- participation
- Reinforcing of personal, social, behavioral
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Present alternatives to negative behavior
- Monitor for overload, excess stimuli
- Maintain communication with home

- assist with understanding concepts and terms diagrams and videos, among other resources to Providing vocabulary and concept resources,
- guidance during the inquiry modeling and/or providing (more or less) activities/projects and research. Teacher Teacher Assistance with hands-on
- process with specific projects.
- balance of online/offline work. by age/grade level, ensuring appropriate Typing requirements are specifically scaffolded
- of "offline" and "online" work. activities to be completed through a combination Assist with typing tasks, and allow for many
- groups among appropriate projects Provide choice of activity, presentation, and
- verbal communication tasks. research and development and other written and Sentence starters for student write-ups, reports,
- outlines to complete during note taking tasks. Student copies of any notes as needed, partia
- incomplete notes for a copy of complete notes If notes are needed, trading student's
- constraints. allocations, modified time allocations and other increase) based on skill sets and time Scaffolding the amount of work (decrease or
- and other independent work. particularly during hands-on activities, projects Multiple check-in opportunities for students
- specific learners Adapt the amount of personal assistance for

- approach the work with a high degree of constraints to the projects allowing the learner to Modify the skill-level, problem type, and/or
- and Lexile Levels of students. resources and texts, based on interest, choice Extend research by offering new and novel
- Offer additional opportunities for collaboration, additional constraints or scenarios to projects. Apply/offer extensions to projects based on

presentation, or extension.

- create new information from existing data. Asking questions that encourage students to Offer additional opportunities for synthesis
- questions that ensure the ability to apply new process, (successes and challenges) prompt students to think about their own thinking Extend Metacognition - Asking questions which learning to their lives Increase connections - Asking students

: 8 Connections	Career Readiness Practices When possible, provide links to specific samples/ documents/ ass Refer to the NJ Career Readiness Practices	Career Ready Practices:	CRP1. Act as a responsible and contributing citizen and employee.	CRP2. Apply appropriate academic and tecnnical skills. CRP3. Attend to personal health and financial well-being.	CRP4. Communicate clearly and effectively and with reason.	CRP5. Consider the environmental, social and economic impacts of	CKP6. Demonstrate creativity and Innovation. CRP8. Utilize critical thinking to make sense of problems and perser	them.	CRP9. Model integrity, ethical leadership and effective management.	CRP10. Plan education and career paths aligned to personal goals.	CRP11. Use technology to enhance productivity.
Uni	ples/ documents/ dards										
	NJSLS - Technology When possible, provide links to specific sam assignments/etc. Refer to the NJ Technology Stan	/A									
	Unit 8 Connections	Unit 8 Connections amples/documents/ andards		Unit 8 C. When possible, provide links to specific samples/ documents/ assignments/etc. C. C.	Unit 8 Comen to Standards When possible, provide links to specific samples, documents/assignments/etc. Comen to the NJ Technology Standards Comen to the NJ Technology Standards Comen to the NJ Technology Standards	When possible, provide links to specific samples, documents/ assignments/etc. Refer to the NJ Technology Standards C C C C	Unit 8 G. NJSLS - Technology When possible, provide links to specific samples, documents/ assignments/etc. C. C	NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	WJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. C C C C C C C C C C C C C C C C C C C	WJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology. Standards	NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards

When possible, provide links to specific ELA/Math/Sci/SS standards as well as

When possible, provide links to specific samples/ documents/
assignments/etc.
Refer to the <u>21st Century Life and Skills</u>

21st Century Skills

Interdisciplinary Connections

samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards

CRP12. Work productively in teams while using cultural global competence.

CTE Standards:

- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.
- 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 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.
- 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.9.3.HL.6 Evaluate accepted ethical practices with respect to cultural,

social and ethnic differences within the healthcare workplace.

CCCS ELA Literacy:

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.

Content Standards ("Unpacked" Standards) Describe the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention in workplace safety Prevention in workplace safety Critical Knowledge & Skills ("Unpacked" Standards) Identify the most common safety precautions and preventive actions and preventive actions used in health care. Outline how infectious diseases problem-solving skills needed to function and preventive are transmitted.
Content-Specific

•

be based on lectures, readings, and classroom discussions/activities. •Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits.	•Course Projects – There will be four major projects due throughout the course. Each project will have specific directions for completion and students are expected to work individually on these projects. •Final Examination – Successful completion of a cumulative final exam at the end of the course is required.
a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	

Unit 9 Assessment Plan Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	Quizzes Unit Test	Assignments	Classwork	
Un Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	 Read Chapter(s) and complete chapter checkpoint questions Define Key Terms 	Study Guide	Chapter Wrap Up Questions	Participation

	Unites	Unit 9 Suggested Modifications/Accommodations/Extension Activities	Activities
Yest	English Language Learners (ELL) When possible, provide links to specific	Special Education / 504 When possible, provide links to specific samples/	
- 70 - 70 - 70 - 70 - 70 - 70 - 70 - 70	samples/ documents/ assignments/etc.	documents/assignments/etc.	documents/ assignments/etc.
•	Allow extra time for task completion	 Specific collaborative groupings of students per 	 Provide choice of activity, presentation, and
•	Organizational Accommodations	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
•	Use a consistent daily routine	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
•	Break down tasks into manageable units	diagrams and videos, among other resources to	based on skill sets and time allocations,
•	Instructional Accommodations	assist with understanding concepts and terms.	Modify the skill level problem tipe and/or
•	Emphasize use of visual aids	Teacher Assistance with hands-on	constraints to the projects allowing the learner to
•	Simplify task directions	activities/projects and research. Teacher	approach the work with a high degree of
•	Provide hands-on learning activities	modeling and/or providing (more or less)	success.
•	Provide modeling	guidance during the inquiry	 Extend research by offering new and novel
•	Assign peer buddies	 process with specific projects. 	resources and texts, based on interest, choice,
•	Modify the pace of instruction to allow	Typing requirements are specifically scaffolded	and Lexile Levels of students.
•	Provide small group instruction	by age/grade level, ensuring appropriate	 Apply/oner extensions to projects based on additional constraints or scenarios to projects.
•	Demonstrate directions and provide a	palance of online/offline work.	 Offer additional opportunities for collaboration,
		 Assist with typing tasks, and allow for many 	presentation, or extension.
•	Emphasize multi-sensory presentation of	activities to be completed through a combination	 Offer additional opportunities for synthesis -
	data	of "offline" and "online" work.	Asking questions that encourage students to
•	Allow for repetition and/or clarification of	 Provide choice of activity, presentation, and 	create new information from existing data.
	directions, as needed	groups among appropriate projects.	Extend Metacognition - Asking questions which
•	Directions repeated, clarified or reworded	 Sentence starters for student write-ups, reports, 	prompt students to think about their own thinking
•	Allow woit time for proposition before colling	research and development and other written and	process, (successes and challenges).
•	on student for response	verbal communication tasks.	questions that ensure the ability to apply new
•	Provide visual models of completed tasks	 Student copies of any notes as needed, partial 	learning to their lives
•	Seat student near front of room	outlines to complete during note taking tasks.	,
•	Preferential seating	 If notes are needed, trading student's 	
•	Monitor on-task performance	incomplete notes for a copy of complete notes.	
•	Establish and maintain eye contact when	 Scaffolding the amount of work (decrease or 	
	giving	increase) based on skill sets and time	
•	oral directions	allocations, modified time allocations and other	
•	needed	constraints.	
•	Refocusing and redirection		

•	Prompting, cueing and redirecting student	 Multiple check-in opportunities for students, 	
•	participation	particularly during hands-on activities, projects,	
<u>•</u>	Reinforcing of personal, social, behavioral	and other independent work.	
	and	 Adapt the amount of personal assistance for 	
•	Provide opportunities for peer interactions	spacific learners	
•	Encourage student to self-advocate		
•	Present alternatives to negative behavior	 Adapt the extent to which learners are actively 	
•	Monitor for overload, excess stimuli	(hands-on or research) involved in tasks, and	
•	Maintain communication with home	construction of models.	
•	Provide positive reinforcement		
•	Provide consistent praise to elevate self		
	esteem		
•	Model and role play problem solving		

Unit	Unit 9 Connections
NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc.	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
N/A	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CDD5. Consider the environmental social and economic impacts of decisions.
	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving
	them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.

	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
CTE Standards:	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school	RST.11-12.9 Synthesize information from a range of sources (e.g., texts,
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.	phenomenon, or concept, resolving conflicting information when possible.
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity hand independently and proficiently
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	was in grades in Foots text complexity pairs independently and pronocing.
delivery of quality health care.	
implications of actions within the healthcare workplace.	
9.3.HL.6 Evaluate accepted ethical practices with respect to cultural,	
social and ethnic differences within the healthcare workplace.	

Critical Knowledge & Skills Content-Specific Practices When possible, provide links to specific samples/ documents/ assignments/etc.	 Define critical thinking. Discuss the importance of critical thinking in health care. Explain the best way to study. Describe the features of a good study area.
Standard Mastery Examples	is .

in classroom discussions and group activities. •Unit Quizzes: Students will be required to take a short quiz at the completion of each unit. Content will be based on lectures, readings, and classroom discussions/activities. •Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits.	•Course Projects – There will be four major projects due throughout the course. Each project will have specific directions for completion and students are expected to work individually on these projects.	 Final Examination – Successful completion of a cumulative final exam at the end of the course is required.
problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.		
 Outline the learning process and important strategies for learning. Identify the characteristics of a critical thinker. 		
 Explain the basic problem-solving approach used in health care. Compare and contrast the basic problem-solving method with trial-and-error problem solving. 		

 Chapter Wrap Up Questions Participation 	 Read Chapter(s) and complete chapter checkpoint questions Define Key Terms 		Unit 10 Assessment Plan
	• •	When]	sessme
Classwork	Quizzes Unit Test	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	ent Plan

	Ibit 10 Suggested Modifications/Accommodations/Extension	rension Articipas
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific	When possible, provide links to specific samples/	When possible, provide links to specific samples/
samples/ documents/ assignments/etc.	documents/ assignments/etc.	documents/assignments/etc.
 Allow extra time for task completion 	 Specific collaborative groupings of students per 	 Provide choice of activity, presentation, and
 Organizational Accommodations 	interpersonal skills and observations.	groups among appropriate projects. Scaffolding
 Use a consistent daily routine 	 Providing vocabulary and concept resources, 	the amount of work (decrease or increase)
Break down tasks into manageable units	diagrams and videos, among other resources to	based on skill sets and time allocations,
 Instructional Accommodations 	assist with understanding concents and terms	modified time allocations and other constraints.
 Frequently check for understanding 	Teacher Assistance with hands-on	 Modify the skill-level, problem type, and/or
 Emphasize use of visual aids 	and the formation and the same of the same	constraints to the projects allowing the learner to
Simplify task directions	activities/projects and research, reactien	approach the work with a high degree of
 Provide hands-on learning activities 	modeling and/or providing (more or less)	success.
Provide modeling	guidance during the inquiry	 Extend research by offering new and novel
 Assign peer buddies 	 process with specific projects. 	resources and texts, based on interest, choice,
 Modify the pace of instruction to allow 	 Typing requirements are specifically scaffolded 	and Lexile Levels of students.
additional processing time	by age/grade level ensuring appropriate	 Apply/offer extensions to projects based on
 Provide small group instruction 	halance of online/offline work	additional constraints or scenarios to projects.
 Demonstrate directions and provide a 	Assist with trains tooks and ollow for many	 Offer additional opportunities for collaboration,
model or example of completed task	Assist with typing tasks, and allow for many	presentation, or extension.
 Emphasize multi-sensory presentation of 	activities to be completed through a combination	 Offer additional opportunities for synthesis -
data	of "offline" and "online" work.	Asking questions that encourage students to
 Allow for repetition and/or clarification of 	 Provide choice of activity, presentation, and 	create new information from existing data.
directions, as needed	groups among appropriate projects.	 Extend Metacognition - Asking questions which
 Directions repeated, clarified or reworded 		prompt students to think about their own thinking
 Provide multi-sensory instruction 		process, (successes and challenges).

Increase connections - Asking students questions that ensure the ability to apply new learning to their lives	
 Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. Student copies of any notes as needed, partial outlines to complete during note taking tasks. If notes are needed, trading student's incomplete notes for a copy of complete notes. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. Adapt the amount of personal assistance for specific learners. Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	
 Allow wait time for processing before calling on student for response Provide visual models of completed tasks Seat student near front of room Preferential seating Monitor on-task performance Establish and maintain eye contact when giving oral directions Provide short breaks when refocusing is needed Refocusing and redirection Prompting, cueing and redirecting student participation Reinforcing of personal, social, behavioral and Provide opportunities for peer interactions Encourage student to self-advocate Present alternatives to negative behavior Monitor for overload, excess stimuli Maintain communication with home Provide positive reinforcement Provide consistent praise to elevate self esteem 	 Model and role play problem solving

	Unit 10 Connections
When possible, provide links to specific samples/ documents/ assignments/etc.	When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices
Refer to the NU Technology Standards	
N/A	Career Ready Practices:
	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.
	Consider the e
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving
	CRP9. Model integrity, ethical leadership and effective management.
	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the N.J Student Learning Standards
CTE Standards:	CCCS ELA Literacy:
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process,
their organization and the overall healthcare system.	phenomenon, or concept, resolving conflicting information when possible.
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.	RST.11-12.10 By the end of grade 12, read and comprehend science/technical
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	texts in grades 11- oco text complexity ballo independently and proncently.
9.3.HL.5 Analyze the legal and ethical responsibilities. limitations and	
implications of actions within the healthcare workplace.	

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

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