TOWNSHIP OF UNION PUBLIC SCHOOLS
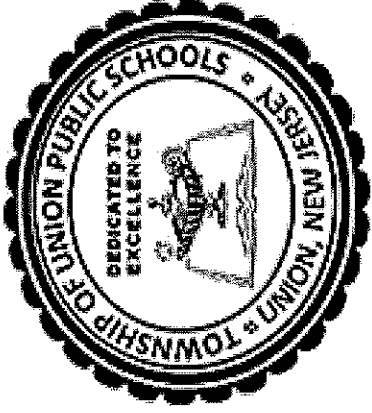
10 & 11 / Allied Health I

Adopted September 17, 2019

Mission Statement

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

Philosophy Statement

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

Course Description

Grade Level: Sophomore level or higher

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

Course Description

Allied Health I centers on the Dynamics of health Care in Society. It is an orientation to health care and delivery, from an 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.

This class serves as an orientation to health care and delivery, from an 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.

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 education, which will include practice with APA format. Students will gain a strong knowledge base on the healthcare delivery system, including healthcare agencies and careers. The course will also review ethics, economics, and cultural diversity in healthcare. Infection control and safety will be taught and practiced. Students will learn about workplace safety and the roles and responsibilities of a healthcare worker.

This course also focuses on fundamental knowledge and clinical skills necessary for assistants in various health care areas. These include an understanding of the skills and procedures performed by a certified nursing assistant or physical therapy aide. In addition, the 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.

Upon completion of this course, the student will be able to:

1. Understand how various health team members function in diverse health care settings to serve the needs of individuals and society as a whole. Demonstrate the characteristics, behaviors, and attitudes of professionals. Clarify and analyze their own values and the values of others.

2. 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.

3. Demonstrate an understanding of the evolution, nature and complexities of the U.S. health care delivery system. Differentiate among some of the key technical, economic, social moral, legal, and political issues associated with biomedical technologies. Demonstrate an understanding of the complex problems that underlie the escalation of costs for health care in the U.S. and suggest ways of solving them.

4. Analyze current health care policy issues and describe how particular factors and groups affect the formulation of health care policy. Analyze the fundamental questions and implications raised by selected ethical health care issues. Develop satisfactory personal and professional definitions of health, wellness, illness and disease and analyze factors that affect health status.

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.**

2. **Diversified Health Occupations, L. Simmers. Delmar Publishers, INC**

Student testing fees for the 2019-2020 school year:

- **Exam Fees Effective 2019-2020:**
  - ☐ $70.00/per exam

College Credit Offered:

Dual Enrollment: Dynamics of Healthcare In Society (3 credits) : the student will receive a Union High School grade and a Rutgers 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 100% of Rutgers, SHRP standardized exam grade = Rutgers, SHRP grade listed on transcript. The minimum level of satisfactory performance in this course is a 'C' or better. Upon successful completion of the course students will be eligible to take one Health Science Careers standardized exam to determine college credit. High school students must attain a C (73) or better on the Medical

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	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
Less than 63	F

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)

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 Academic Integrity. As described in detail in your Student Handbook, violations of the Code of Academic Integrity include cheating, plagiarism, fabrication and/or academic misconduct. All such violations will be considered with gravest concern and may be 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 the semester. The Honor Code form is provided in the current Rutgers, SHP Student Handbook.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Healthcare Now and Then • History of Healthcare • Healthcare Trends • Healthcare Facilities/Departments/Specialties	20
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

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Healthcare Now and Then	**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.11-12.9 RST.11-12.10	• Recognize the importance of major healthcare events throughout the ages. • Identify major health care facilities and the purpose of each. • List four trends that influence healthcare. • Identify various healthcare facilities, different healthcare professionals and various healthcare trends.	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.
Suggested Resources *Provide links to specific resources/activities*	• "History and Trends of Healthcare." Robeson K12 School. N.p., 2005. Web. 8 Mar. 2016. <http://www.robeson.k12.nc.us/cms/lib6/NC01000307/Centricity/Domain/550/B%20%20History%20and%20Trends.pdf> • "History of Healthcare." My Teachers Page. Butler County Area Technology Center, n.d. Web. 8 Mar. 2016. <http://www.myteacherpages.com/webpages/trogers/intro.cfm?subpage=378060>. • Tyson, Peter. "The Hippocratic Oath Today." PBS. PBS, 27 Mar. 2001. Web. 09 Mar. 2016.		

Unit 2: Health Care Systems & Economics	**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.	• Recognize the importance of health care economics. • Identify the various types of health care institutions.
	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.11-12.9 RST.11-12.10	
Suggested Resources *Provide links to specific resources/activities*	• "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-h ealth-insurance-works/deductibles-coinsurance-copays.html> https://w ww.wsma.org/doc_library/PracticeResourceCenter/HealthInsurers/HI_ WA_HEALTH_Overview.pdf • "How Health Insurance Works." YouTube. YouTube, n.d. Web. 26 Feb. 2016. <https://www.youtube.com/watch?v=A4-pkisDT_Q>. (5) • "Investopedia Video: Medicare Vs. Medicaid." YouTube. YouTube, n.d. Web. 26 Feb. 2016. <http://www.youtube.com/watch?v=13vpRmzKuDk>. • "Read the Law." HHS.gov. N.p., 26 Aug. 2015. Web. 26 Feb. 2016. <http://www.hhs.gov/healthcare/about-the-law/read-the-law/index.html>	

- Allen, Marcia. "Don't Risk It. Lesson Plan: Health Insurance." Missouri 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.newyorker.com/magazine/2009/06/01/the-cost-conundrum >
- PBS. PBS, n.d. Web 26 Feb 2016. <http://www.pbs.org/now/shows/health-care-reform/> Cartoon about 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/#. VE4u4fnF-So
- Scholastic, n.d. Web. 29 Jan. 2016. <http://www.scholastic.com/nextgeneration/pdf/health-ed-guide.pdf>
- Sick Around the World Teacher Guide. PBS, n.d. Web 29 Jan. 2016. <http://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/01-insurance.p df>

Unit 3: Ethical Issues and Legal Aspects in Health Care	**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.	•Understand health care-related laws. •Explain the importance of protecting patients' rights. •Identify ethical principles. •Understand ethical decision-making. •Discuss the ethical code for health care professionals.

	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10	
Suggested Resources *Provide links to specific resources/activities*	• "Do No Harm." ConnectEd: The California Center for College and Career. N.p., 2007. Web. 9 Feb. 2016. <http://www.connectedcalifornia.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. 5th 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, Law and Policy 16.4 (2007): 275-77. Web. 9 Feb. 2016. <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.html>. 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.	
Unit 4: Diversity in Healthcare	**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-HL1 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

	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	pain, gender roles, time orientation, and food and nutrition preferences.
Suggested Resources *Provide links to specific resources/activities*	• 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 • Culture Diversity in Healthcare i. Texas Education Agency 2012. Web. 11 Feb. 2016. <http://data.cteunt.org/content/files/health/principles-health-science/unit-16-cultural-diversity/cultural-diversity/16-cultural-diversity.pdf>. • Galanti, Geri-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. <http://tec.sagepub.com/content/12/3/333.short>. • Muller, J H, and B Desmond. "Ethical Dilemmas 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/overview/assessment	
Unit 5: Exploration of Healthcare Careers	**Career Ready Practices:** CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.	• List steps for planning a career in health care. • Describe the typical work responsibilities, education, training, trends and legal requirements;

	CRP10. Plan education and career paths aligned to personal goals.	employment, outlook, and average earnings of selected occupations in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	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.	•List desirable personal characteristics of the various healthcare professionals.
	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10	
Suggested Resources *Provide links to specific resources/activities*	• "Career Clusters Interest Survey." careertech.org. N.p., n.d. Web. 24 Feb. 2016. <http://www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>. • "Health Care Career Game." Utah Education Network. N.p., n.d. Web. 24 Feb. 2016. <www.uen.org>. • Bennett, MD, John. "Top Ten Medical Uses of IPhones." InternetMedicine.com. N.p., 14 Dec. 2012. Web. 24 Feb. 2016. <http://internetmedicine.com/2012/12/14/top-ten-medical-uses-of-the-iphone/>. • Career Research." Career Research Project 2. N.p., n.d. Web. 24 Feb. 2016. <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>.	
Unit 6: Communication in Healthcare	**Career Ready Practices:** CRP2 Apply appropriate academic and technical skills.	•Explain how the communication process is important in health care.

		• Explain the importance of accuracy and security in health care recording and reporting.
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.11-12.9 RST.11-12.10		• Identify the most common communication challenges in health care and know how to overcome them.
		• State 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.
Suggested Resources *Provide links to specific resources/activities*		• "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. <http://www.youtube.com/watch?v=b7YwrHNyITg>. • "Icebreaker Bearings." Tribology 6.5 (1973): 170. Gold Canyon University. Web 26 Feb. 2016. • "Older Version - Active Listening Clip 1."YouTube. YouTube, n.d. Web. 26 Feb. 2016. <https://www.youtube.com/watch?v=aP55nA8fQ9I>. • "TeleSurgery - "Lindbergh Operation""YouTube. YouTube, n.d. Web. 01 Mar. 2016.

| Unit 7: Qualities of a HCP | **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-HL1 Communicate health information accurately.
9.3-HL-HL2 Describe the content and diverse uses of health information.

CCCS ELA Literacy:
RST.11-12.9
RST.11-12.10 | •Recognize personal qualities and skills that are important for health care providers.

•List professional attributes that benefit all health care workers.

•Describe values and how they are developed.

•Identify important values in health care.

•Explain the characteristics of effective teams.

•Characterize the elements of team structure.

•List tips for effective teamwork.

•Explain how to manage conflict.

•Define leadership skills, styles, and responsibilities

•Define critical thinking. |
| | • "Treating the Computer, Not the Patient." YouTube. YouTube, n.d. Web. 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
Suggested Resources *Provide links to specific resources/activities*		• "Professional Conduct." PsycEXTRA Dataset (n.d.): n. pag. Health Science. Texas Education Agency. Web. 1 Mar. 2016. <http://data.cteunt.org/content/files/health/health-science/unit-11-occup ationally-specific-knowledge-and-skills/professional-conduct/11-profess ional-conduct.pdf>. • "Professional Women." Professional Men, Professional Women: The European Professions from the Nineteenth Century until Today (n.d.): 126-63. Web • "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.
Unit 8: Public Health	**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	• Outline how 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.

9.3.HL.HI.2 Describe the content and diverse uses of health information.	•Outline the various components of disease management and how those provide for health promotion.
	•Differentiate the major categories of complementary/alternative healthcare medicine.
CCCS ELA Literacy: RST.11-12.9 RST.11-12.10	•Describe ways in which you could use your knowledge of complementary/alternative therapies when working with clients.
Suggested Resources *Provide links to specific resources/activities*	• "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-withers/index.html>.
	• "Disaster Safety Library	American Red Cross." American Red Cross. N.p., n.d. Web. 01 Mar. 2016. <http://www.redcross.org/prepare/disaster-safety-library>.
	• "Relaxation Techniques." University of Maryland Medical Center. N.p., n.d. Web. 01 Mar. 2016. <http://umm.edu/programs/sleep/patients/relaxation>
	• Cary, Sue, Kim Schroeder, Sue Cary, and Kim Schroeder. "Caring for Patients on Kidney Dialysis in a Disaster." AJN, American Journal of Nursing 108.1 (2008): 26-32. Web.
	• Lee, Jaimy, Maureen McKinney, and Rachel Landen. "Preparedness Under Assault." Modern Healthcare 43.16 (2013):6-16 .1p. CINAHL with Full Text. Web.1Mar.2016
	• 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.

	• Reeve, Dana, and Liev Schreiber, perf. *The New Medicine.* Dir. Muffie Meyer. 2006 DVD-ROM.	
Unit 9: Infection Control Systems	**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.11-12.9 RST.11-12.10	•Describe the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention in workplace safety and infection control. •Explain the basic principles of health care safety. •Explain how to prevent the spread of infectious disease.
Suggested Resources *Provide links to specific resources/activities*	• "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. <https://www.youtube.com/watch?v=njNdANeRK3A>. • Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 13 Jan. 2016. Web. 04 Mar. 2016. <http://www.cdc.gov/getsmart/healthcare/>. • Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 03 Mar. 2016. Web. 04 Mar. 2016. <http://www.cdc.gov/hai/>.	

		• Chain of Infection. (n.d.). Retrieved March 04, 2016, from https://www.wisc-online.com/learn/career-clusters/health-science/nur16 03/chain-of-infection • Houston, Teresa, Liz Zehner, and Karen Sadvige. "The Dirty Dozen." Advance Healthcare Network N.p., n.d. Web. 9 Mar. 2016. <http://nursing.advanceweb.com/Features/Articles/The-Dirty-Dozen-in-I nfection-Control.aspx>. • Immunity and Disease." Texas Education Agency. N.p., 2011. Web. 4 Mar. 2016. <http://data.cteunt.org/content/files/health/world-health-research/unit-2- investigative-lessons/02-09-immunity-and-diseases/02.09-immunity-dis eases.pdf> • Typhoid Mary, the Most Dangerous Woman in America. WGBH Educational Foundation, 2004. DVD.
Unit 10: Critical Thinking and Decision Making	**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-HL1 Communicate health information accurately. 9.3-HL-Hl.2 Describe the content and diverse uses of health information. **CCCS ELA Literacy:** RST.11-12.9 RST.11-12.10	•Define critical thinking •Discuss the importance of critical thinking in health care. •Explain the basic problem-solving approach used in health care. •Compare and contrast the basic problem-solving method with trial-and-error problem solving.
Suggested Resources	• "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/>.	

Provide links to specific resources/activities	• "Solving a Problem." Iowa Public Television. Iowa Public Television, 2003. Web. 9 Mar. 2016. http://www.iptv.org/exploremore/PDFs/SolveaProblem.pdf

Curricular Units

Unit 1: Healthcare Now and Then			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard/Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• *Recognize the importance of major health care events throughout the ages.* • *Identify major health care facilities and the purpose of each.* • *List four trends that influence healthcare.* • *Identify various healthcare facilities, different healthcare professionals and various healthcare trends.*	• Describe five types of health care professionals and their roles. • Describe the history of medicine and how it has changed from its beginnings. • Recognize the importance of major health care events throughout the ages. • Differentiate between early and current beliefs about the causes of disease and treatment. • Identify the historical individuals or scientists who made major contributions to the advancement of health care. • Identify the principal discoveries and advances in medicine during the 17th through 21st centuries. • Identify major health care facilities and the purpose of each. • Describe 5 types of health care professionals and their roles.	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.	•Attendance/Participation/Group 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 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.

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 • Define Key Terms • Study Guide • Chapter Wrap Up Questions • Participation	• Quizzes • Unit Test • Assignments • Classwork

Unit 1 Suggested Modifications/Accommodations/Extension Activities

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

• 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 • Monitor on-task performance • Preferential seating • Seat student near front of room • Provide visual models of completed tasks • 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	• 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.	• 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

NJSLS - Technology

When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the NJ Technology Standards

N/A

21st Century Skills

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

Career Readiness Practices

When possible, provide links to specific samples/ documents/ assignments/etc.
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 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.

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

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.

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.

Unit 2: Health Care Systems & Economics

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
• Recognize the importance of health care economics. • Identify the various types of health care institutions.	• Define the most common health care payment methods. • Characterize the significance of managed care. • Identify the purpose of cost containment measures. • Explain the importance of resource management.	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 9.4 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.	•Attendance/Participation/Group 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 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.

Unit 2 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 • Define Key Terms • Study Guide • Chapter Wrap Up Questions • Participation	• Quizzes • Unit Test • Assignments • Classwork

Unit 2 Suggested Modifications/Accommodations/Extension Activities

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

• Modify pace of instruction to allow additional processing time	• Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work.	• Apply/offer extensions to projects based on additional constraints or scenarios to projects.
• Provide small group instruction	• Assist with typing tasks, and allow for many activities to be completed through a combination of "offline" and "online" work.	• Offer additional opportunities for collaboration, presentation, or extension.
• Demonstrate directions and provide a model or example of completed task	• Provide choice of activity, presentation, and groups among appropriate projects.	• Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data.
• Emphasize multi-sensory presentation of data	• Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks.	• Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges).
• Allow for repetition and/or clarification of directions, as needed	• Student copies of any notes as needed, partial outlines to complete during note taking tasks.	• Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
• Directions repeated, clarified or reworded	• If notes are needed, trading student's incomplete notes for a copy of complete notes.	
• Provide multi-sensory instruction	• Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints.	
• Allow wait time for processing before calling on student for response	• Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work.	
• Provide visual models of completed tasks	• Adapt the amount of personal assistance for specific learners.	
• Seat student near front of room	• Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models.	
• 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 2 Connections

NJSLS - Technology *When possible, provide links to specific samples/documents/ assignments/etc.* <u>Refer to the NJ Technology Standards</u>	Career Readiness Practices *When possible, provide links to specific samples/documents/assignments/etc.* <u>Refer to the 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. 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.* <u>Refer to the 21st Century Life and Skills</u>	**Interdisciplinary Connections** *When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/assignments/etc.* <u>Refer to the NJ Student Learning Standards</u>
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.	**CCCS ELA Literacy:** <u>RST.11-12.9</u> 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. <u>RST.11-12.10</u> By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.

Unit 3: Ethical Issues and Legal Aspects in Health Care

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/documents/assignments/etc.*
• *Understand health care-related laws.* • *Explain the importance of protecting patients' rights.* • *Identify ethical principles.* • *Understand ethical decision-making.* • *Discuss the ethical code for health care professionals.*	• Realize the difference between intentional and unintentional torts. • Recognize ethical dilemmas. • Define characteristics of a professional attitude and behavior. • Describe the importance of professional associations.	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.	•Attendance/Participation/Group 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 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.

Unit 3 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/documents/assignments/etc.	*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	• Quizzes • Unit Test • Assignments • Classwork

Unit 3 Suggested Modifications/Accommodations/Extension Activities

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

• 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 participation • 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	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

Unit 3 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u>	*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. 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	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>21st Century Life and Skills</u>	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u>

Unit 4: Diversity in Healthcare

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (When possible, provide links to specific samples/documents/assignments/etc.)
- *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 pain, gender roles, time orientation, and food and nutrition preferences.*	- Describe how people of different races and cultures vary physically and psychologically. - Identify various healthcare disparities and how these can impact healthcare delivery and patient outcomes. - Describe examples of diverse health care practices, including natural remedies and complementary and alternative treatments.	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.	•Attendance/Participation/Group 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 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 – Succe completion of a cumulative final

exam at the end of the course is required.

Unit 4 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/documents/ assignments/etc.	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	• Quizzes • Unit Test • Assignments • Classwork

Unit 4 Suggested Modifications/Accommodations/Extension Activities

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

• 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 positive reinforcement • Provide consistent praise to elevate self esteem • 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, 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.	• 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

Unit 4 Connections

NJSLS - Technology
When possible, provide links to specific samples/documents/assignments/etc.
Refer to the NJ Technology Standards

N/A

Career Readiness Practices
When possible, provide links to specific samples/documents/assignments/etc.
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 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.

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

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.

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

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.

Unit 5: Exploration of Healthcare Careers			
Content Standards	**Critical Knowledge & Skills** *("Unpacked" Standards)*	**Content-Specific Practices** *(when applicable)*	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• List steps for planning a career in health care. • Describe the typical work responsibilities, education, training, trends and legal requirements; 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.	• Define and differentiate licensure, registration, and certification. • List and explain the benefits of membership in a professional organization. • State the education, training, and legal requirements for becoming the various healthcare professionals in this unit. • Describe the typical work responsibilities in each profession. • Identify employment opportunities and key trends for these occupations. • Gain a better understanding of each field discussed in this unit.	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.	•Attendance/Participation/Group 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 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.

Unit 5 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/documents/assignments/etc.	*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	• Quizzes • Unit Test • Assignments • Classwork

Unit 5 Suggested Modifications/Accommodations/Extension Activities

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

Column 1:

- Modify 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 positive reinforcement
- Provide consistent praise to elevate self esteem
- Model and role play problem solving

Column 2:

- 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.

Column 3:

- 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 - create new information from existing data.
- 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

Unit 5 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>
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.
21st Century Skills *When possible, provide links to specific samples/documents/ assignments/etc.* Refer to the <u>21st Century Life and Skills</u>	**Interdisciplinary Connections** *When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u>
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.	**CCCS ELA Literacy:** <u>RST.11-12.9</u> 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. <u>RST.11-12.10</u> By the end of grade 12, read and comprehend science/technical texts in grades 11- CCR text complexity band independently and proficiently.

Unit 6: Communication in Healthcare

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/documents/assignments/etc.
• Explain how the communication process is important in health care. • Explain the importance of accuracy and security in health care recording and reporting. • Identify the most common communication challenges in health care and know how to overcome them. • State 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.	• Differentiate among the three most common modes of communication and how they are used in health care. • Describe the different methods and types of patient communication. • Communicate successfully with patients. • Use good telephone manners in communication. • Distinguish the different types of information found in patient records. • Identify the characteristics of good medical documentation. • Define the various types of progress notes. • Explain why military time is used in health care documentation and interpret military time designations.	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 9.4 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.	•Attendance/Participation/Group 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 homework or in class, as time permits. •Course Projects – There will be four major projects due throughout the

- Summarize the value of continuing education and self-directed studies to learn about new trends in health care technology.

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.

- Recognize basic computer hardware components and their operations.
- List general rules for electronic mail, correspondence, research, and document transmission.
- Explain the importance of computer security.
- Identify the most common uses of computers in health care.

Unit 6 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/ documents/ assignments/etc.	*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	- Quizzes - Unit Test - Assignments - Classwork

Unit 6 Suggested Modifications/Accommodations/Extension Activities

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

- 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 positive reinforcement
- 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 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

- Model and role play problem solving

Unit 6 Connections

NJSLS - Technology
When possible, provide links to specific samples/documents/ assignments/etc.
Refer to the NJ Technology Standards

N/A

Career Readiness Practices
When possible, provide links to specific samples/documents/ assignments/etc.
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 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.

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

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.

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.

Unit 7: Qualities of a HCP

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/ documents/ assignments/etc.*
• Recognize personal qualities and skills that are important for health care providers. • List professional attributes that benefit all health care workers. • Describe values and how they are developed. • Identify important values in health care. • Explain the characteristics of effective teams. • Characterize the elements of team structure. • List tips for effective teamwork. • Explain how to manage conflict. • Define leadership skills, styles, and responsibilities • Define critical thinking. • Define advocacy and its purpose	• Detect stress producers. • Use strategies to cope with stress. • Explain the role of nutrition, exercise, and sleep in maintaining a healthy body. • Recognize the importance of good health behaviors, personal hygiene, and grooming for the health care professional. • Give an example of how a health care team may be composed. • Discuss the importance of critical thinking in health care. • Identify the characteristics of a critical thinker. • Explain the basic problem-solving approach used in health care.	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.	•Attendance/Participation/Group 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 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.	• Identify characteristics of an advocate • Demonstrate skills that support advocacy and the application of advocacy in healthcare • Compare and contrast the basic problem-solving method with trial-and-error problem solving. • Explain the best way to study. • Describe the features of a good study area. • Outline the learning process and important strategies for learning.

Unit 7 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 • Define Key Terms • Study Guide • Chapter Wrap Up Questions • Participation	• Quizzes • Unit Test • Assignments • Classwork

Unit 7 Suggested Modifications/Accommodations/Extension Activities

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

• 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 positive reinforcement • 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 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

- Model and role play problem solving

Unit 7 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 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.
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: 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.	**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.

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.

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.

Unit 8: Public Health

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/ documents/ assignments/etc.*
• *Outline how 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 could use your knowledge of*	• Analyze the philosophy behind 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	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.	•Attendance/Participation/Group 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

	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.
complementary/alternative therapies when working with clients.	

Unit 8 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 • Define Key Terms • Study Guide • Chapter Wrap Up Questions • Participation	• Quizzes • Unit Test • Assignments • Classwork

Unit 8 Suggested Modifications/Accommodations/Extension Activities

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

- Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms.
- Teacher Assistance with hands-on activities/projects and research. Teacher 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.

- Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to 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.
- 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

- Provide positive reinforcement
- Provide consistent praise to elevate self esteem
- Model and role play problem solving

- Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models.

Unit 8 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	*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.

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 NJ Student Learning Standards

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.

Unit 9: Infection Control Systems

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples
• Describe the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention in workplace safety and infection control. • Explain the basic principles of health care safety. • Explain how to prevent the spread of infectious disease.	• Identify the most common safety precautions and preventive actions used in health care. • Outline how infectious diseases are transmitted.	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 9.4 Career and Technical Education: All students who complete	•Attendance/Participation/Group 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

When possible, provide links to specific samples/ documents/ assignments/etc.

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

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/ documents/ assignments/etc.	*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	- Quizzes - Unit Test - Assignments - Classwork

Unit 9 Suggested Modifications/Accommodations/Extension Activities

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

- 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

- 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.

Unit 9 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 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.

21st Century Skills	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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:

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:

RST11-12.9 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.

Unit 10: Critical Thinking and Decision Making

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *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 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and	•Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate

• Explain the basic problem-solving approach used in health care. • Compare and contrast the basic problem-solving method with trial-and-error problem solving. • Outline the learning process and important strategies for learning. • Identify the characteristics of a critical thinker.	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.	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.

Unit 10 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/documents/ assignments/etc.	*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	- Quizzes - Unit Test - Assignments - Classwork

Unit 10 Suggested Modifications/Accommodations/Extension Activities

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

- 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

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u>	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the <u>NJ Career Readiness Practices</u>

N/A

Career Ready Practices:

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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	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>21st Century Life and Skills</u>	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u>

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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.