

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Emergency Medical Technician

October 2013

*Approved by the Board of Education
November 12, 2013*

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Emergency Medical Technician

This junior/senior elective course is for students who have an interest in community service, medicine, or emergency services. Students will learn the skills necessary to help members of the community in emergency situations, assessment skills for emergency situations, and application of these skills in medical emergencies. In addition, all students must have ten patient contacts while riding with New Milford Ambulance. Upon completing the course in June, students will be eligible to take the EMT written and practical exams to become an EMT-B (EMT Basic). Eligibility for the exam includes a limit of 5 absences for the year.

MEDICAL TECHNOLOGY PACING GUIDE

Unit #	Title	Week(s)	Pages
1	The EMS System	3	7-9
2	Moving and Lifting Patients	2	10-12
3	The Human Body	4	13-14
4	Patient Assessment	4	15-17
5	Handling Medical Emergencies	4	18-20
6	Handling Trauma Emergencies	4	21-23
7	Pharmacology	3	24-26
8	Resuscitation and Airway Management	4	27-29
9	Communication & Documentation	4	30-32
10	Special Populations	3	33-35
11	Response to Environmental Trauma	2	36-38

KEY FOR STANDARDS

NASEMSO = National Association of Emergency Medical Services Officials

CCTE MCE = Connecticut Career and Technical Education, Medical Careers Education

CCRA-R = English Language Arts Standards – College and Career Readiness Anchor Standards for Reading

CCRA-W = English Language Arts Standards – College and Career Readiness anchor Standards for Writing

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 1: The EMS System	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 3
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • It is important for EMS professionals to know the EMS system in order to provide pre-hospital care to the sick and injured • The guidelines for safety and disease prevention protect the EMT, the crew, the patient and the bystanders during emergency care • EMTs must follow local protocols in dealing with medical, legal and ethical issues 	<ul style="list-style-type: none"> • How the EMT system work, and what is the EMT role in the process? • What are the roles and responsibilities of the EMT and how do they affect the quality of care for patients? What are the local protocols for handling emergencies legally and ethically?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Professional attributes of EMS personnel • The roles and responsibilities of EMS personnel • How to prevent errors in care of the patient • Legal and ethical responsibilities of EMS personnel 	

Students will be able to do the following:

- Read assigned textbook chapters and complete workbook questions and assignments
- Demonstrate correct hand washing skill
- Demonstrate proper use of personal protective equipment

Character Attribute(s)

- Responsibility, Respect, Cooperation

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher assigns textbook reading and workbook chapter
- Teacher distributes guided reading handouts to facilitate use and understanding of the textbook readings
- Teacher presents EMT CD-ROM Power Point presentation on roles and responsibilities of EMS personnel, workforce safety and wellness and medical, legal and ethical issues
- Teacher assigns medical vocabulary from the chapter and reviews and discusses medical terminology throughout the power point
- Teacher invites local ambulance members to discuss their role in the EMS system
- Teacher demonstrates hand washing and proper Body Substance Isolation (BSI) using shaving cream to model how to prevent blood contamination

Learning Activities:

- Students complete reading and workbook assignments
- Students participate in class discussions from the guided reading handouts to facilitate understanding of the textbook and workbook assignments
- Students complete definitions of assigned medical vocabulary.
- Students take notes from the Power Point presentation and participate in discussion of the power point information and the vocabulary used within the unit
- Students participate in question and answer session with local ambulance personnel to understand the role of the EMT
- Students demonstrate proper hand washing techniques according to teacher established rubric
- Students demonstrate effective BSI techniques using shaving cream as a substitute for blood contamination

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Demonstrate proper hand washing and BSI techniques after handling an emergency</p> <p>Role: EMT-B</p> <p>Audience: Local ambulance service</p> <p>Situation: Emergency scene involving blood</p> <p>Product or Performance: Hand washing skill and proper use of personal protective equipment</p> <p>Standards for Success: Occupational Safety and Health Administration guidelines for hand washing and BSI techniques</p>	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • Completion of assigned medical vocabulary definitions • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM • New Milford Ambulance professionals to assist with skill stations and demonstrations 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 2: Moving and Lifting Patients	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 2
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. • CCTE MCE L: Analyze the existing and potential hazards to clients, coworkers and self; prevent injury or illness through safe work practices and follow health and safety policies and procedures. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Body mechanics are important to prevent injury to all parties when moving a patient. 	<ul style="list-style-type: none"> • What are the general considerations to take into account when moving a patient?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The guidelines for proper body mechanics when moving and lifting a patient • The proper equipment to use when moving and lifting patients • The different techniques needed for moving and lifting in various situations 	

Students will be able to do the following:

- Read textbook chapter and complete assigned workbook pages and assignments
- Demonstrate the use of a wheeled ambulance stretcher, stair chair, and long spine board
- Demonstrate the proper techniques for vehicle extrication

Character Attribute(s)

- Responsibility, Respect, and Cooperation

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher assigns textbook reading and workbook chapter
- Teacher distributes guided reading handouts to facilitate use and understanding of the textbook readings
- Teacher presents EMT CD-ROM Power Point presentation on proper lifting and moving of patients
- Teacher invites local ambulance members to demonstrate proper lifting techniques using various ambulance equipment

Learning Activities:

- Students complete reading and workbook assignments
- Students participate in class discussions from the guided reading handouts to facilitate understanding of the textbook and workbook assignments
- Students take notes from the Power Point presentation and participate in discussion of the power point information
- Students participate in skill drills for lifting and moving patients

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p>Goal: Demonstrate proper techniques for lifting and moving a patients using ambulance equipment</p> <p>Role: EMT-B</p> <p>Audience: local ambulance personnel</p> <p>Situation: ambulance ride-along and classroom scenarios in stations</p> <p>Product or Performance: Graded skill station</p> <p>Standards for Success: NASEMSO guidelines</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM • New Milford Ambulance professionals to assist with skill stations and demonstrations 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 3: The Human Body	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 4
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS • CCTE MCE E: Compare the anatomical structures and physiological function of each body system • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • In order to practice the skills of an EMT, it is important to understand the structure and function of the human body 	<ul style="list-style-type: none"> • In order to be an EMT, how does an understanding of the anatomy of the body relate to effective patient care? • How does physiology of the body relate to assessment of disease process that the EMT will encounter?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The structure and function of the following body systems: musculoskeletal, respiratory, circulatory, nervous, digestive, endocrine, and urogenital Students will be able to do the following: <ul style="list-style-type: none"> • Read textbook chapter and complete assigned workbook questions and guided reading assignment • Correctly label the structures in each of the systems 	
Character Attribute(s)	
<ul style="list-style-type: none"> • Responsibility 	

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher assigns textbook reading, workbook questions and guided reading assignment
- Teacher presents Power Point on each body system and facilitates questions
- Teacher provides handouts on each body system for practice in labeling structures following readings
- Teacher uses skeleton model in classroom and selects students to come up and label each bone
- Teacher uses body system structure handouts as quizzes for the material

Learning Activities:

- Students will complete assigned textbook reading, workbook questions and guided reading assignment
- Students take notes from Power Point presentation and participate in teacher-guided questions on each body system
- Students label handouts on the structures of each body system

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none">• Responses to workbook questions after textbook reading• Responses to guided reading assignment• Completion of handouts on the structures of each body system• Quizzes on the structures of each body system• NASEMSO prepared unit test

Resources

- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print
- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print
- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor's Tool Kit – CD-ROM

Committee Member(s): Denise Duggan, Kris Kaczka Unit 4: Patient Assessment	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 4
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, and reassessment) to guide emergency management • CCTE MCE F: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Initial general impression of the scene and the patient helps an EMT to begin interventions in order to preserve life 	<ul style="list-style-type: none"> • Why is the initial assessment of the scene and the patient critical to proper EMS care? • Why is it important to determine whether the victim/patient has a mechanism injury or nature of illness?

Expected Performances
What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> • How to perform a scene size-up • How to assess a patient using EMS NASEMSO testing guidelines • How to perform a primary assessment • How to perform an assessment on a patient with medical issues • How to perform a trauma assessment • Know the assessment acronyms • How to measure vital signs <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Using the NASEMSO testing guidelines, perform the following skills: scene size-up, primary assessment, and vital signs assessment • Use EMS acronyms to assess both a medical and trauma patient: SAMPLE, OPQRST, DCAPBTLS
Character Attribute(s)
<ul style="list-style-type: none"> • Responsibility, Respect, and Cooperation
K-8 Technology Competencies
<ul style="list-style-type: none"> • Students access and apply digital tools to gather, evaluate and use information
Develop Teaching and Learning Plan
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns textbook reading on patient assessment and assigns workbook questions and guided reading assignment • Teacher presents Power Point on patient assessment and facilitates guided questions and practice • Teacher invites local ambulance service to run assessment drills, both medical and trauma; ambulance members debrief scenarios <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students complete textbook reading on patient assessment, complete workbook questions and complete guided reading assignment • Student take notes from Power Point and participate in discussion • Students work as a team (one rescuer, one patient) to complete assessment situations according to EMS guidelines • Students participate in debriefing sessions of each scenario to improve performance

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p>Goal: Complete all steps for assessing a medical and trauma patient</p> <p>Role: Rescuer and victim</p> <p>Audience: Local Ambulance Service</p> <p>Situation: Trauma or medical emergency scenario</p> <p>Product or Performance: correctly assess and provide care according to assigned scenario</p> <p>Standards for Success: NASEMSO skill drill sheets: earn appropriate points for each skill</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Responses to guided reading assignment • Participation in practice scenarios for trauma and medical emergencies • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM • Local Ambulance Service to monitor drills for patient assessment 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 5: Handling Medical Emergencies	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 4
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient • CCTE MCE E: Compare normal and abnormal functions of body systems • CCTE MCE F: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Recognizing abnormal functioning of body systems assists an EMT in understanding various disease processes and their care 	<ul style="list-style-type: none"> • How does knowledge of normal anatomy and physiology help in understanding the disease process? • How do recognizing body system abnormalities assist in timely patient care?

Expected Performances
What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The disease process associated with each body system: neurological, gastrointestinal, immunological, endocrine, psychiatric, cardiovascular, toxicological, respiratory, renal, gynecological, ENT, and non-traumatic musculoskeletal <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Read textbook chapter and complete assigned workbook questions and guided reading assignment • Participate in guided questions/discussion from workbook and readings • Complete, in partners, worksheets on signs and symptoms of various diseases related to body systems • Complete NASEMSO drill assessment sheets on medical emergencies
Character Attribute(s)
<ul style="list-style-type: none"> • Responsibility, Cooperation
K-8 Technology Competencies
<ul style="list-style-type: none"> • Students access and apply digital tools to gather, evaluate and use information
Develop Teaching and Learning Plan
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns textbook reading, workbook questions and guided reading assignment • Teacher presents Power Point on each body system and facilitates questions • Teacher handout on signs and symptoms of various diseases • Teacher creates scenarios for students to practice recognizing signs and symptoms of various disease processes • Teacher conducts drill practice for correctly assessing a patient in a medical emergency <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will complete assigned textbook reading, workbook questions and guided reading assignment • Students take notes from Power Point presentation and participate in teacher-guided questions • Students complete worksheet to correctly list signs and symptoms of various diseases • Students participate in practice and skill drills to correctly assess a patient in a medical emergency

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Correctly assess a patient in a medical emergency</p> <p>Role: EMT-B</p> <p>Audience: Classmates/Ambulance Crew</p> <p>Situation: Various teacher-prepared medical emergency scenarios</p> <p>Product or Performance: Correct assessment of patient signs and symptoms</p> <p>Standards for Success: NASEMSO EMS drill practice sheets</p>	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor's Tool Kit – CD-ROM • Local Ambulance Crew to conduct drill practice sessions 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 6: Handling Trauma Emergencies	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 4
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient • CCTE MCE F: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • It is essential to assess and treat patients of traumatic injury with immediate care in order to improve outcome 	<ul style="list-style-type: none"> • Why is it important to follow protocol of a rapid assessment to treat a trauma patient? • Why is triage an important part of trauma care? • How does one determine the need for additional resources to assist in a trauma emergency?

Expected Performances

What students should know and be able to do

Students will know the following:

- How to perform a rapid full-body assessment in a trauma scenario
- The various resources that one can access in a trauma emergency
- How to triage victims in a trauma scenario

Students will be able to do the following:

- Perform a rapid full-body assessment for a trauma scenario
- Triage patients according to trauma kit (ambulance service equipment)
- Apply a KED device, cervical collar and backboard to extricate or move trauma patients

Character Attribute(s)

- Responsibility, Respect, and Cooperation
-

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher assigns textbook reading, workbook questions and guided reading assignment
- Teacher presents Power Point on trauma and facilitates questions
- Teacher demonstrates a trauma assessment on a manikin
- Teacher and ambulance crew demonstrate proper use of KED, cervical collar and backboard for extrication/movement of trauma patients
- Teacher and ambulance crew familiarize students with the trauma/triage kit
- Teacher and ambulance crew practice trauma drills and triage drills

Learning Activities:

- Students will complete assigned textbook reading, workbook questions and guided reading assignment
- Students take notes from Power Point presentation and participate in teacher-guided questions
- Students practice extrication/movement skills using a KED, cervical collar and backboard
- Students practice trauma assessments using the manikin
- Students practice using triage kit in trauma scenarios
- Students participate in trauma drills according to NASEMSO guidelines

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Accurately perform a trauma assessment</p> <p>Role: EMT-B</p> <p>Audience: class and ambulance crew</p> <p>Situation: teacher-prepared trauma scenario</p> <p>Product or Performance: Trauma and triage assessment</p> <p>Standards for Success: NASEMSO trauma and triage skill sheets</p>	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • NASEMSO prepared unit test • Practice extrication methods using a KED device and cervical collar • Practice extrication/movement methods using a backboard
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM • Local ambulance crew members to conduct drill practice scenarios • KED (Kendrick Extrication Device), cervical collar and backboard • Adult CPR manikin 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 7: Pharmacology	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 3
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge of the medications that the EMT may assist/administer to a patient in an emergency • CCTE MCE F: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Safe administration of medications is essential to patient care in an emergency setting and EMT must follow the proscribed guidelines for administration 	<ul style="list-style-type: none"> • How do medications work on body systems? • What are the six steps for administering medication, and why is it important to follow the guidelines for administration?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The dose, the action, indications, contraindications and side effects of medications • The various routes for administering medications 	

Students will be able to do the following:

- Call medical control for permission to administer medication
- Administer oxygen, oral glucose, activated charcoal, and aspirin
- Assist with administering metered-dose inhaler, nitroglycerine, and epinephrine

Character Attribute(s)

- Responsibility, Respect, Cooperation

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher assigns textbook reading, workbook questions and guided reading assignment
- Teacher presents Power Point on medication administration and facilitates questions
- Teacher or ambulance crew member conducts demonstration of proper oxygen administration
- Teacher demonstrates proper technique for administering epinephrine

Learning Activities:

- Students will complete assigned textbook reading, workbook questions and guided reading assignment on pharmacology
- Students take notes from Power Point presentation on medication administration and participate in teacher-guided questions
- Students will assemble oxygen equipment and practice the technique for oxygen administration
- Students practice administering epinephrine with trainer Epi-pens

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Proper use of oxygen equipment in an emergency setting</p> <p>Role: EMT-B</p> <p>Audience: Class/ambulance crew</p> <p>Situation: Emergency scenario requiring oxygen</p> <p>Product or Performance: EMT skill for oxygen administration</p> <p>Standards for Success: NASEMSO skill sheets</p>	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor's Tool Kit – CD-ROM • Local ambulance crew • Oxygen tank and administration apparatus 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 8: Resuscitation and Airway Management	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 4
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post-resuscitation management. • NASEMSO: Applies knowledge of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages. • CCTE MCE F: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCTE MCE R: Monitor client status and plan, implement, and analyze to care provided based on age, physical and psychosocial needs. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • When administered properly, CPR saves lives • Oxygen is essential to life and its administration is critical in emergency settings 	<ul style="list-style-type: none"> • Why is the EMT role so vital for administering oxygen and performing CPR?

Expected Performances
What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The steps for Professional Rescuer CPR, including mask and BVM use and oxygen administration <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Perform Professional Rescuer CPR according to Red Cross standards • Proper use of oxygen in emergency scenario • Perform nasopharyngeal and oral pharyngeal adjunct placement in a manikin
Character Attribute(s)
<ul style="list-style-type: none"> • Responsibility, Respect, Cooperation
K-8 Technology Competencies
<ul style="list-style-type: none"> • Students access and apply digital tools to gather, evaluate and use information
Develop Teaching and Learning Plan
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns textbook reading, workbook questions and guided reading assignment on airway management • Teacher presents Power Point on airway management and facilitates questions • Teacher assigns reading of American Red Cross Professional Rescuer book • Teacher shows video on Professional Rescuer CPR/AED (American Red Cross) • Teacher demonstrates professional rescuer skills and conducts practice and skill checkout sessions for students • Teacher demonstrates proper airway adjunct placement on airway manikin • Teacher invites ambulance crew to conduct scenario requiring CPR in an ambulance <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will complete assigned textbook reading, workbook questions and guided reading assignment on airway management • Students take notes from Power Point presentation on airway management and participate in teacher-guided questions • Students read assigned pages in American Red Cross Professional Rescuer text • Students view video on skill for professional rescuer • Students practice and demonstrate Professional Rescuer skills • Students practice and demonstrate airway adjunct placement in airway manikin

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p>Goal: Certification in PR CPR/AED</p> <p>Role: Professional Rescuer/EMT</p> <p>Audience: Classroom</p> <p>Situation: Emergency scenarios</p> <p>Product or Performance: Professional Rescuer skills on manikins</p> <p>Standards for Success: American Red Cross PR CPR/AED certification</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • Airway management skill on manikin using NASEMSO skill sheet • Passing American Red Cross PR CPR/AED test with 80% or higher • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured</i>, Tenth Edition. American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured</i>, Tenth Edition. American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured</i>, Tenth Edition. American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM • CPR/AED for Professional Rescuers and Health Care Providers. American Red Cross. 2011. DVD • CPR/AED for Professional Rescuers and Health Care Providers. American Red Cross. 2011. Print • Airway manikin • Airway adjuncts • CPR manikins • Bag-valve masks and face masks (student purchased) • Local ambulance crew 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 9: Communication & Documentation	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 3
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge of the emergency medical services (EMS) system, safety/well-being of the emergency medical technician (EMT), medical/legal, and ethical issues to the provision of emergency care. • NASEMSO: Uses foundational, anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals • CCTE MCE E: Define and use medical terminology related to each body system, including root words, prefixes, suffixes and abbreviations • CCTE MCE F: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing. • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • It is important to use and understand medical terminology and abbreviations in order to accurately document and communicate in a medical emergency 	<ul style="list-style-type: none"> • How can one understand medical terminology by understanding prefixes, suffixes and root words? • What are important legal and ethical ramifications to consider when communicating in a health care setting?

- There are legal and ethical considerations when communicating in a health care setting and with health care professionals

Expected Performances

What students should know and be able to do

Students will know the following:

- How to read and write using medical terminology and abbreviations when communicating with health professionals
- How to decipher medical terms using prefixes, suffixes and root words
- How to document patient care in an emergency
- How to interact in a professional manner using proper medical terminology

Students will be able to do the following:

- Read a medical run form
- Document patient care on a run form using proper terminology
- Decipher medical terms using prefixes, suffixes and root words
- Communicate with medical control about patient care in an emergency setting

Character Attribute(s)

- Responsibility, Respect, Cooperation

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher assigns textbook reading, workbook questions and guided reading assignment
- Teacher presents Power Point on communication and documentation and facilitates questions
- Teacher prepares handouts using various medical terms for deciphering
- Teacher conducts practice on reading a run form
- Teacher prepared scenario in order for students to fill out a run form
- Teacher invites ambulance crew to conduct practice of scene to emergency room communication skills

Learning Activities:

- Students will complete assigned textbook reading, workbook questions and guided reading assignment
- Students take notes from Power Point presentation on communication and documentation and participate in teacher-guided questions
- Students decipher medical terms from teacher-prepared handouts
- Students read a run form to demonstrate knowledge of medical terminology

- Students write a run form based on provided scenarios of emergency situations
- Students practice making calls to medical control about emergency situations from selected scenarios

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Write a run form using medical terms and abbreviations, and communicate with medical control</p> <p>Role: EMT-B</p> <p>Audience: Classroom/ambulance crew</p> <p>Situation: Emergency scenario/clinical experience</p> <p>Product or Performance: correctly completed run form</p> <p>Standards for Success: Completion of run forms during clinical experience according to ambulance protocol</p>	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • Completion of handouts of medical abbreviations and terminology • Ten patient contact hours during clinical experience with local ambulance service • Quizzes on terminology and abbreviations • NASEMSO prepared unit test

Resources

- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print
- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print
- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM
- Local ambulance service run forms
- Local ambulance crew
- Teacher-prepared handouts on medical abbreviations and terminology

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 10: Special Populations	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 3
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCTE MCE R: Monitor client status and plan, implement, and analyze the care provided based on age, physical, and psychosocial needs • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • There are age-related and developmentally-related assessment and treatment modifications for specific major diseases and/or emergencies 	<ul style="list-style-type: none"> • What are developmental considerations for caring for pediatric and geriatric age groups? • What are the steps for pre-delivery and delivery in an emergency birth?

Expected Performances
What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The stages of labor for a pregnant woman • Emergency delivery situations and steps for delivery • How to care for the newborn • Pediatric Assessment Triangle (PAT) for assessment of pediatric patient • Changes in body systems associated with aging • How to conduct a GEMS (geriatric environmental medical and social) assessment • Signs and symptoms of abuse (mandated reporter) <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Complete a sample geriatric assessment (GEMS) • Complete a sample Pediatric Assessment Triangle (PAT)
Character Attribute(s)
<ul style="list-style-type: none"> • Responsibility, Respect, Cooperation
K-8 Technology Competencies
<ul style="list-style-type: none"> • Students access and apply digital tools to gather, evaluate and use information
Develop Teaching and Learning Plan
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns textbook reading, workbook questions and guided reading assignment • Teacher presents Power Point on special populations—obstetrical, pediatric and geriatric—and facilitates questions • Teacher presents sample assessments—GEMS and PAT using sample scenarios • Teacher invites ambulance crew to demonstrate use of delivery kit for emergency childbirth • Teacher presents video on childbirth (included in Power Point) <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will complete assigned textbook reading, workbook questions and guided reading assignment • Students take notes from Power Point presentation on care for special populations (obstetric, pediatric and geriatric) and participate in teacher-guided questions • Students complete GEMS and PAT assessments using teacher-prepared scenarios • Students view video on childbirth • Students participate in demonstration of delivery kit for emergency childbirth

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • Complete GEMS and PAT assessments • NASEMSO prepared unit test
Resources	
<ul style="list-style-type: none"> • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print • <i>Emergency Care and Transportation of the Sick and Injured, Tenth Edition.</i> American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor’s Tool Kit – CD-ROM • Local ambulance crew and delivery kit • GEMS and PAT assessment forms and teacher-prepared scenarios 	

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 11: Response to Environmental Trauma	Course/Subject: Emergency Medical Technician (EMT) Grade Level: 11/12 # of Weeks: 2
Identify Desired Results	
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011), National Association of State Emergency Medical Service Officials EMS National Education Standards (NASEMSO National Standards 2009)	
<ul style="list-style-type: none"> • NASEMSO: Applies fundamental knowledge to provide basic emergency care and transportation based on assessment findings of an acutely injured patient • CCTE MCE L: Analyze existing and potential hazards to clients, co-workers and self; prevent injury or illness through safe work practices and follow health and safety policies and procedures • CCTE MCE N: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team. • CCTE MCE P: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients • CCTE MCE Q: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner. • CCRA-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • During national security and environmental emergencies, there are critical actions required of an EMT. 	<ul style="list-style-type: none"> • During threatening situations or environmental emergencies, what actions should the EMT take to respond and survive?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Patient assessments for a terrorist event—chemical, biological or explosive • How to establish scene safety in environmental emergencies • The Homeland Security Advisory System 	

<p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Establish a chain of command in an environmental trauma • Recognize the symptoms of exposure to chemical and biological agents 	
Character Attribute(s)	
<ul style="list-style-type: none"> • Responsibility, Respect, Cooperation 	
K-8 Technology Competencies	
<ul style="list-style-type: none"> • Students access and apply digital tools to gather, evaluate and use information 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assigns textbook reading, workbook questions and guided reading assignment • Teacher presents Power Point on environmental trauma and facilitates questions on signs and symptoms of environmental exposures • Teacher invites ambulance crew to discuss Homeland Security System and establishing a command system for dealing with an environmental trauma <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will complete assigned textbook reading, workbook questions and guided reading assignment • Students take notes from Power Point presentation on environmental trauma and participate in teacher-guided questions 	
Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> • Responses to workbook questions after textbook reading • Completion of guided reading assignment • NASEMSO prepared unit test

Resources

- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Print
- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Student Workbook – Print
- *Emergency Care and Transportation of the Sick and Injured, Tenth Edition.* American Association of Orthopedic Surgeons. Burlington, MA: Jones & Bartlett Learning. Instructor's Tool Kit – CD-ROM
- Local ambulance crew