NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Allied Health Careers

October 2018

BOE Approved February 2019

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.

Stage 1 Desired Results	
ESTABLISHED GOALS CCTE MCE A: Understand and apply the academic subject matter required for entrance within health science. 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. CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	*Transfer*
	Students will be able to independently use their learning to research how medical advancements have impacted the improvements in the healthcare field and how they relate to individual, community and global wellness.
	Meaning
	UNDERSTANDINGS *Students will understand that…* It is necessary for Allied Health professionals to know about previous scientific discoveries from the past in order to understand the progression of healthcare. The advancements of medical technology has changed patient care in the healthcare field.	ESSENTIAL QUESTIONS What medical milestones have changed medical practice today? How has technological advancements improved the quality of life for patients? How is technology improving medical practice for the future?
	Acquisition
	Students will know… Scientific discoveries from the past, present and future. The advancements in technology in the healthcare field. How the advancements in technology have impacted current healthcare practices.	*Students will be skilled at…* Reading texts involving medical milestones from the past and present. Researching information concerning advancements in healthcare. Presenting scientific discovery research to their peers.

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Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Meaning & Acquisition	A 5 point rubric that assesses the students' content knowledge, resources and oral presentation skills.	**Goal**: Research and present a project on scientific discoveries **Role**: Student/peer educator **Audience**: Peers **Situation**: Necessary for students interested in pursuing a career in healthcare to gain knowledge of the history of healthcare **Product or Performance**: Presentation using Google slides, Prezi or PowerPoint and peer feedback worksheet **Standards for Success**: Completion of research and presentation using class rubric
Meaning & Acquisition		OTHER EVIDENCE: ● Responses to workbook questions and readings ● Participation in taking notes from various stations on the history of health care ● Formal written assessment at the conclusion of the unit

Stage 3 – Learning Plan	
Code Meaning	***Pre-Assessment*** Writing prompts and questionnaires
Transfer, Meaning & Acquisition	Summary of Key Learning Events and Instruction ● Teacher introduces the goal of the unit and performance tasks ● Students do a think, pair, share on how technology has improved in healthcare over the years ● Teacher discusses answers with students and will display the answers on the Smartboard ● Teacher discusses the meaning of "medical milestones" and asks students to brainstorm medical milestones based on the answers of technology improvements in healthcare ● Students work in pairs to brainstorm medical milestones in healthcare, record their answers and write them on the Smartboard ● Teacher goes over the answers as a large group and asks students if these medical milestones have impacted our healthcare system today? ● Students engage in a think, pair, share ● Teacher then introduces the first unit, "History of Healthcare" and explains how medical milestones are the foundation to our healthcare system ● Teacher distributes guided notes to students ● Students complete a learning walk around the room ● Teacher assigns a project and rubric on Scientific Discoveries ● in the LLC, the Librarian discusses valid resources for the project in the LLC ● Students work on project in LLC	Progress Monitoring ● Students will receive feedback from teacher by formative assessments ● Direct observation ● One-on-one assistance ● Students will receive feedback from summative assessment

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- Students present their projects to their peers
- Teacher uses the video, "Surgery: The History," to emphasize the advancements in surgical procedures
- Students write a reflection on the film
- Teacher designs a formal written assessment on this unit
- Students take the unit test

Essential Resources

Brownlee, S. (2012, April 23). The Doctor Will See You Now-If You're Quick. *Newsweek*.

Films for the Humanities & Sciences. (2004). *Kill or Cure: a History of Medical Treatment* United States of America. DVD.

Parker-Pope, Tara. "What Would Hippocrates Do?" *The New York Times*, The New York Times, 23 Sept. 2008, well.blogs.nytimes.com/2008/09/23/what-would-hippocrates-do/.

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*	
CCTE MCE D: Healthcare Delivery System: Describe how the healthcare workers' role fits into their department, organization, and overall healthcare environment.	*Students will be able to independently use their learning to research careers in order to gain knowledge of the many aspects involved in entering various professions.*	
	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
CCTE MCE E: Employability Skills: Analyze how employability skills enhance employment opportunities and job satisfaction.	The healthcare field encompasses many career choices.

The careers in healthcare have varied requirements. | What is career decision making?

What are the necessary steps needed to work towards a career goal?

What resources are available regarding information on healthcare professions? |
| CCTE MCE I: Individual and Team Responsibilities: Understand the role and responsibilities of individual members as part of the healthcare team, including the ability to promote the delivery of quality health care and interact effectively and sensitively with all members of the healthcare team. | *Acquisition* | |
| | *Students will know…* | *Students will be skilled at…* |
| 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. | Various careers in the healthcare field.

Valid resources that one can access regarding healthcare professions.

Requirements for healthcare professions.

Differences between certification, licensure and registration. | Identifying healthcare professions and settings.

Demonstrating how to locate information regarding health care professions.

Explaining physical and cognitive requirements of healthcare workers.

Presenting a project on a chosen healthcare profession to peers. |

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CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection and research.		

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning & Acquisition	5 point rubric that assesses the students' content knowledge, resources and writing skills and oral presentation skills.	PERFORMANCE TASK(S): **Goal**: Research, develop a paper and present learned information to peers **Role**: Student/peer educator **Audience**: Peers **Situation**: Students are to explore two careers in the healthcare profession that interests them and research information pertaining to those careers. This will allow students to gain an understanding of healthcare careers in preparation for their job shadow experience later in the year. **Product or Performance**: Product and presentation **Standards for Success**: Completion of career search paper and presentation
Transfer, Meaning & Acquisition		OTHER EVIDENCE: ● Completion of career search inventory ● Responses to questions and readings in class ● Participation in taking notes from PowerPoint presentation ● Quiz on healthcare careers

Stage 3 – Learning Plan			
Code	***Pre-Assessment***		
Meaning	Pre-quiz on healthcare careers		
Meaning, Transfer and Acquisition	Summary of Key Learning Events and Instruction ● Teacher introduces unit topic, "Careers in Healthcare." ● Students complete reading assignments ● Teacher prepares and presents PowerPoint presentations on healthcare professions ● Students record information from the PowerPoint presentation on healthcare professions ● Teacher prepares career search project outline and rubric ● Students choose two healthcare careers of interest to research in the LLC ● Students use valid technology resources to collect and use information for career search project ● Students write a career research paper based on the information learned ● Students present career search to their peers ● Teacher reviews for careers quiz by playing Jeopardy ● Students take a quiz on healthcare careers ● Teacher invites local healthcare professionals to discuss their roles as a healthcare worker (ongoing throughout the year). ***Essential Resources*** "2017 Median Pay." *U.S. Bureau of Labor Statistics*, U.S. Bureau of Labor Statistics, 13 Apr. 2018, www.bls.gov/ooh/healthcare/home.htm. Pathways: Effective Employee. (2011). Melbourne: Paxen Learning Corporation.	Progress Monitoring ● Students will receive feedback from teacher by formative assessments ● Direct observation ● One-on-one assistance ● Students will receive feedback from performance task	

Subject/Course: Allied Health Careers   Unit 3: Standard Precautions & Safety   Grade: 10-12
Timeframe: 3 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*
CCTE MCE B: Demonstrate the concepts of basic disease processes.	*Students will be able to independently use their learning to gain knowledge and understanding in infection control, body mechanics and patient privacy in order to feel competent in a professional healthcare setting.*

	Meaning	
CCTE MCE H: Safe and Healthy Work Practices: Analyze the existing and potential hazards to clients, co-workers, and self and prevent injury or illness through safe work practices and follow health and safety policies and procedures.

CCTE MCE O: Principles of Body Mechanics: Understand the principles of body mechanics for positioning, transferring, and transporting clients and perform these activities efficiently and without injury to clients or self.

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. | UNDERSTANDINGS
Students will understand that…

It is important for individuals and healthcare professionals to know the standard precautions and proper body mechanics in order to provide safe care in healthcare situations.

It is important to know how to recognize and identify the medical risk factors in the healthcare environment.

When working in the healthcare field, professionals are expected to abide by laws regarding patient privacy (HIPAA) in order to protect the patient and healthcare professional. | ESSENTIAL QUESTIONS

How do standard precautions reduce the risk of transmission of bloodborne pathogens and other infectious pathogens from various sources?

How do healthcare professionals in all settings use proper safety practices, including body mechanics while giving care to patients?

What is HIPAA and the purpose of it in the healthcare setting? |
| | *Acquisition* | |

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	Students will know…	Students will be skilled at…
	Standard precautions are the promotion of a safe climate in order to prevent transmission of pathogens.	Defining valuable terminology from the unit.
	The guidelines to promote a safe environment in a healthcare setting by learning proper body mechanics when dealing with patients.	Performing the skill of hand hygiene by means of hand washing.
	Hand hygiene and the use of personal protective equipment should be guided by risk assessment regarding contact with blood, bodily fluids, or pathogens.	Performing the skill of appropriate use of disposable gloves.
	Terminology of standard precautions and disease transmission.	Identifying proper body mechanics for positioning, transferring, and transporting patients in a healthcare setting.
	The regulations of HIPAA and how it applies to healthcare settings.	

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning & Acquisition	A 4 point rubric that scores students on handwashing and proper use of disposable gloves.	PERFORMANCE TASK(S): **Goal**: Demonstrate the skills of proper handwashing and use of disposable gloves in a healthcare setting. **Role**: Healthcare worker **Audience**: Peers **Situation**: Scenarios that involve students having to perform the proper skills of handwashing and gloving in specific healthcare settings **Product or Performance**: Proper handwashing and gloving **Standards for Success**: Favorable outcome of proper handwashing and gloving skills according to rubric
Transfer, Meaning & Acquisition		OTHER EVIDENCE: ● Response to packet readings and questions ● Participation in taking notes from PowerPoint presentation on standard precautions, proper body mechanics and HIPAA ● Formal written assessment at the conclusion of the unit

Stage 3 – Learning Plan	
Code Meaning	***Pre-Assessment*** Sentence prompts and K-W-L charts
Transfer, Meaning & Acquisition	Summary of Key Learning Events and Instruction - Teacher assigns readings and questions from Allied Health packets - Students read through the packets on standard precautions and proper body mechanics to analyze the factors that affect compliance - Teacher prepares and presents PowerPoint presentation on standard precautions - Students take notes on standard precautions in the healthcare field - Students participate in role play scenarios - Students practice proper hand washing skill - Teacher assess students on handwashing skill by using rubric - Teacher prepares formal assessment - Students take a written formal assessment at the end of the unit ***Essential Resources*** "Infection Control." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 16 Jan. 2017, www.cdc.gov/infectioncontrol/basics/standard-precautions.html. Medcom Trainex. (2008). *Hand Washing* United States of America. DVD	Progress Monitoring - Class discussion involving student generated questions - Notebook responses - Responses from reading packets - Direct observation - One-on-one assistance - Summative assessment

Stage 1 Desired Results	
ESTABLISHED GOALS	***Transfer***
CCTE MCE A: Understand and apply the academic subject matter required for entrance into health science.	*Students will be able to independently use their learning to gain knowledge in medical terminology in addition to the discovery and assessment of disease processes.*

	Meaning	
CCTE MCE B: Disease Processes: Demonstrate the concepts of basic disease processes.

CCTE MCE C: Body Systems: 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. | UNDERSTANDINGS
Students will understand that…

In order to work in the healthcare field, it is important to understand the structure and functions of the human body and disease processes.

It is important to identify, utilize and understand medical abbreviations and terminology when working in healthcare.

Knowing how to measure and interpret vital signs is an essential skill when giving patient care. | ESSENTIAL QUESTIONS

How does understanding the structure and function of the various body systems relate to understanding disease processes and patient care?

How will one utilize medical abbreviations and terminology when working in the healthcare field?

Why is the ability to perform the skill of vital signs important to health care professionals? |
| | ***Acquisition*** | |

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	Students will know…	Students will be skilled at…
	The structure and functions of applicable body systems and how they are related to disease processes.	Describing the functions of applicable body systems and the associated disease processes.
	The proper technique for measuring vitals signs when working with patients.	Performing how to measure vital signs according to the assigned rubric.
	Medical abbreviations that pertain to the healthcare setting when dealing with patients.	Defining medical terminology and apply it correctly in medical situations.
		Identifying and utilizing medical abbreviations.

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning & Acquisition	A checklist that contains the criteria for measuring each vital sign.	PERFORMANCE TASK(S): **Goal**: Proper use of equipment while measuring vital signs **Role**: Healthcare worker **Audience**: Patients **Situation**: Healthcare workers need to know basic skills when caring for patients **Product or Performance**: Students will be given scenarios and will have to perform basic vital sign skills **Standards for Success**: Vital sign checklist
Meaning & Acquisition		OTHER EVIDENCE: ● Responses to questions after body system and disease processes presentation ● Responses to questions after vital signs reading ● Formal written assessment at the end of the unit ● Completion of medical terminology and medical abbreviations vocabulary

Stage 3 – Learning Plan		
Code Transfer	***Pre-Assessment*** Matching game using unit vocabulary	
Meaning, Transfer and Acquisition	Summary of Key Learning Events and Instruction ● Teacher explains pre-assessment activity ● Students participate in the matching game to assess their previous knowledge ● Teacher goes over matching game and introduces the unit, "Basic Healthcare Skills of Disease Processes/Medical Terminology" ● Teacher assigns reading and questions from body systems and vital signs packets ● Students complete assigned readings from packets ● Teacher prepares and presents PowerPoint presentation on applicable body systems and vitals signs ● Students will take notes from PowerPoint presentation on major body systems and vitals signs and participate in teacher-guided questions ● Teacher demonstrates proper technique for measuring vital signs ● Students will practice the proper techniques for measuring vital signs based on assigned rubric ● Teacher prepares medical terminology and medical abbreviation packets ● Teacher assigns various technology sites for practicing medical terminology and abbreviations (quizlet, kahoot, etc.) ● Students use their devices to practice medical terminology and abbreviations ● Students take medical abbreviation quiz to assess their knowledge	Progress Monitoring ● Student discussion based on pre-assessment ● Reading packet responses ● Formative assessments ● Direct observation ● One-on-one assistance ● Role play observation skill practice ● Summative assessment

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Essential Resources

Brooks, M. (2000). *Exploring Medical Language*.

Medcom Trainex. (2009). *Measuring Vital Signs* United Stated of
America. DVD.

"Vital Signs (Body Temperature, Pulse Rate, Respiration Rate, Blood
Pressure),
www.hopkinsmedicine.org/healthlibrary/conditions/cardiovascular_disea
ses/vital_signsbody_temperature_pulse_rate_respiration_rate_blood_pr
essure_85,P00866.

Stage 1 Desired Results	
ESTABLISHED GOALS	*Transfer*
CCTE MCE A: Health Science: Understand and apply the academic subject matter required for entrance into health science.	*Students will be able to independently use their learning to gain knowledge in responding to emergency situations and apply their knowledge and skills to real life scenarios.*

	Meaning	
CCTE MCE I: Individual and Team Responsibilities: Understand the role and responsibilities of individual members as part of the healthcare team, including the ability to promote the delivery of quality healthcare and interact effectively and sensitively with all members of the health care team.	UNDERSTANDINGS *Students will understand that…* When performed properly, CPR & the Automated External Defibrillator (AED) saves lives. Individual competency and teamwork skills are necessary when providing life saving skills in emergency situations.	ESSENTIAL QUESTIONS Why is a health professional's role vital for performing CPR? How are CPR skills applied in emergency situations? How often does one have to recertify in order to maintain CPR certification? What resources are available to remain up to date on CPR modifications/updates?

CCTE MCE L: Patient Communication: Demonstrate patient interaction skills.

CCTE MCE M: Team Communication: Understand how to communicate client information within a team.

	Acquisition	
CCTE MCE N: Monitoring Patient Status: Monitor, plan, implement, and evaluate the care provided based on age, physical, and psychological needs.	*Students will know…* The steps for Professional Rescuer CPR, including breathing barrier mask and bag valve mask (BVM) use.	*Students will be skilled at…* Performing CPR for the Professional Rescuer according to the American Red Cross standards.

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.	The steps for using an AED (automated external defibrillator). The steps for assisting in Epipen (norepinephrine) administration.	Utilizing proper CPR skills in emergency scenarios. Collaborating with classmates when role playing emergency situations. Effectively communicating with classmates while simulating emergency situations.

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning & Acquisition	American Red Cross skills checklist and performance rubric	PERFORMANCE TASK(S): **Goal**: American Red Cross Certification in CPR for the Professional Rescuer **Role**: Professional Rescuer **Audience**: Peers **Situation**: Emergency scenarios that involve professional rescuer skills **Product or Performance**: Performance-Professional Rescuer skills on partners (conscious choking/recovery position) and manikins (CPR/AED skills). **Standards for Success**: American Red Cross CPR/AED for the Professional Rescuer certification

Transfer, Meaning and Acquisition		OTHER EVIDENCE: ● Completion of guided reading and worksheets ● Participation during skills practice ● Passing American Red Cross CPR/AED for the Professional Rescuer exam with an 80% or higher

Stage 3 – Learning Plan	
Code Transfer	***Pre-Assessment*** Pre-quiz on basic CPR skills learned in Freshman Health
Transfer, Meaning & Acquisition	**Summary of Key Learning Events and Instruction** ● Students brainstorm on why CPR certification is necessary in healthcare and explain how it can benefit lay responders, as well ● Students share their answers on the Smartboard ● Teacher distributes pre-quiz on basic CPR skills ● Teacher leads discussion based off student responses ● Teacher assigns readings from the American Red Cross Professional Rescuer book ● Students read assigned pages in American Red Cross Professional Rescuer text ● Teacher shows presentation/videos on Professional Rescuer CPR/AED (American Red Cross) ● Teacher demonstrates professional rescuer skills and conducts practice and skill checkout sessions for students ● Students practice and demonstrate Professional Rescuer skills according to the Red Cross standards ● Students participate in CPR skill scenarios in small groups ● Students' skills are measured by using the red cross skills sheet ● Teacher prepares American Red Cross CPR/AED for the Professional Rescuer exam ● Student take the Red Cross exam and must get an 80% or higher to be eligible for certification	**Progress Monitoring** ● Student discussion based on pre-assessment ● Worksheet responses ● Formative assessments ● Direct observation ● One-on-one assistance ● Role play observation skill practice ● Summative assessment

	Essential Resources CPR manikins Bag-valve masks and face masks (student purchased) *Instructor's Corner*, www.instructorscorner.org/s/phss_program/a0sd000000AI9t3AAD.	

Subject/Course: Allied Health Careers   Unit 6: Interpersonal and Professional Communication Skills   Grade: 10-12
Timeframe: 3 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*	
CCTE MCE E: Employability Skills: Analyze how employability skills enhance employment opportunities and job satisfaction.	*Students will be able to independently use their learning to gain knowledge and understanding in interpersonal communications skills and professional behavior in the workplace environment.*	
	Meaning	
CCTE MCE I: Individual and Team Responsibilities: Understand the role and responsibilities of individual members as part of the healthcare team, including the ability to promote the delivery of quality healthcare and interact effectively and sensitively with all members of the healthcare team.	UNDERSTANDINGS *Students will understand that…* Effective communication skills are essential when working in healthcare. A professional manner helps with interpersonal connections in healthcare. Collaborating as a team helps people in the allied health profession give the most comprehensive care.	ESSENTIAL QUESTIONS How can role playing communication skills help when preparing to enter the healthcare field? What are the qualities one should possess to model a professional manner? What teamwork strategies are essential in order to work in a healthcare setting?
	Acquisition	
CCRA-W 9: Draw evidence from literary or informational texts to support analysis, reflection and research.	*Students will know…* How to write a professional email in order to contact a potential job shadow host in the healthcare field. Methods of effective communication skills. How to present themselves in a professional manner in a healthcare setting.	*Students will be skilled at…* Formulating and writing a professional email to a healthcare worker. Modeling effective communications skills during role playing scenarios. Knowing how to model professional appearance and mannerisms during presentations in class.

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| | | How to collaborate as a team to accomplish a task. | Collaborating as a team to complete an assigned task relating to healthcare situations. |

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Acquisition and Meaning	A 4 point rubric on effective communication skills.	PERFORMANCE TASK(S): **Goal**: Display effective communications skills in a professional manner **Role**: Job shadow student **Audience**: Healthcare workers **Situation**: Students will role play scenarios involving interaction and communication with their peers in preparation of their upcoming job shadow experiences. **Product or Performance**: Effective role playing in a healthcare setting **Standards for Success**: Ability to display effective communication skills in a healthcare setting.
Meaning and Acquisition		OTHER EVIDENCE: ● Completion of reading articles and vocabulary worksheets ● Participation during skills practice ● Exit tickets ● Job shadow evaluation from host and written report (assigned this unit, due in May)

Stage 3 – Learning Plan	
Code Meaning	*Pre-Assessment* Anticipation Guide
Transfer, Meaning and Acquisition	Summary of Key Learning Events and Instruction ● Students receive questions pertaining to communication skills in the healthcare setting and complete the anticipation guide. ● Teacher prepares and presents PowerPoint presentation on effective and ineffective communication skills in the healthcare setting. ● Students take notes on effective and ineffective communication skills. ● Teacher prepares role play scenarios on effective and ineffective communication skills and students participate in role play activity. ● Teacher discusses professionalism and shows allied health professionals modeling professional attire. ● Teacher prepares team building tasks using various students as leaders. ● Students participate in various team building activities and take leadership roles in accomplishing the tasks. ● Students are given examples of conflict situations and discuss appropriate responses. ● Students research potential job shadow hosts ● Based on teacher instruction, students formulate a professional written request to job shadow. ● Teach will give feedback on written requests and give approval to contact healthcare professional. Progress Monitoring ● Students will get feedback from anticipation guide ● Direct observation ● One to one instruction ● Specific feedback to each student

| | ● Students will reach out the healthcare professionals by email or phone.
● Students complete the job shadow planning worksheet and hand it in to the teacher.

Essential Resources

Adams, C., & Jones, P. (2000). *Interpersonal Skills and Health Professional Issues*. : Glencoe McGraw-Hill.
Kimball, R. (2001). *Things to Know About Community Resources*. Maine: J. Weston Walch. | |

Subject/Course: Allied Health Careers   Unit 7: Mathematics in Healthcare   Grade: 10-12
Timeframe: 2 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*	
CCTE MCE A: Health Science: Understand and apply the academic subject matter required for entrance into health science.	*Students will be able to independently use their learning to use mathematics in real life healthcare settings by using the metric system.*	
	Meaning	
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.	UNDERSTANDINGS *Students will understand that…* Mathematical calculations are essential when working in an Allied Health profession. The metric system is used in healthcare and healthcare workers must know and understand converting from the imperial system to metric system.	ESSENTIAL QUESTIONS How does the metric system relate to the use of mathematics in health care? Why must someone in healthcare know how to convert from the imperial system to metric system? What basic calculations should be understood in order to safely care for patients?
	Acquisition	
	Students will know… The basic formulas of the metric system. Calculations dealing with, whole numbers, fractions, decimals, percentages and ratios. Converting from the imperial system to metric system is necessary for healthcare workers.	*Students will be skilled at…* Completing packets on converting mathematical calculations from the imperial system to the metric system. Using mathematics in real healthcare scenarios.

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Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning and Acquisition	Teacher's answer key for patient charts and 4 point presentation rubric.	PERFORMANCE TASK(S): **Goal**: Students will be able to accurately solve mathematical calculations with their group members **Role**: Healthcare worker **Audience**: Peers **Situation**: Students are to evaluate a patient chart and convert results to the metric system. **Product or Performance**: A Google slide show presentation on their patient's chart **Standards for Success**: Ability to understand a patient's chart and convert numbers to the metric system.
Transfer, Meaning and Acquisition		OTHER EVIDENCE: ● Completion of mathematical packets, worksheets and notes ● 3-2-1 exit tickets ● Unit test on using the metric system in healthcare

Stage 3 – Learning Plan		
Code Meaning	*Pre-Assessment* Yes/No Cards	
Transfer, Meaning and Acquisition	Summary of Key Learning Events and Instruction ● Teacher asks questions regarding the metric system and students respond by either holding up a "Yes" card if they understand the problem or a "No" card if they do not understand the problem. ● Teacher prepares presentation and packets on how to use the metric system and students will complete packets accurately. ● Students are given various mathematical problems related to health care issues and they will be able to use the metric system to solve problems ● Teacher prepares scenarios that students will encounter in health care situations regarding mathematics. ● Students will be able to complete scenario questions related to health care situations and present their work to the class using Google slides. ***Essential Resources*** Dawe, R. (1996). *Math and Dosage Calculations for Health Occupations*. Westerville: Glencoe-McGraw Hill.	Progress Monitoring ● Teacher feedback from yes/no cards ● Monitoring student note taking ● Direct observation ● Engagement of class responses while going over mathematical problems ● Specific feedback to groups ● Teacher answer key and presentation rubric

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCTE MCE A: Health Science: Understand and apply the academic subject matter required for entrance into health science.	*Students will be able to independently use their learning to know and understand existing contemporary issues in healthcare that affect individuals, communities and global wellness.*

	Meaning	
CCTE MCE D: Healthcare Delivery System: Describe how the healthcare workers' role fits into their department, organization, and overall healthcare environment.	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
	It is important to know contemporary issues affect people's wellness related? healthcare system.	Is it important to society that the population be insured?
CCTE MCE J: Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.	Health insurance impacts the delivery of healthcare.	Does having insurance guarantee that you will have access to appropriate health care services?
	Modifications are needed to assist with quality universal healthcare. Preventive care is essential for individuals to maintain or improve health.	What are the future changes to our healthcare system? How does someone decrease the risk of lifestyle diseases?
CCTE MCE K: Pathophysiology: Analyze pathophysiological effects of abnormal factors that impact a healthy body and mind.	Alternative medicine exists for individuals seeking holistic treatments without the use of pharmaceutical drugs.	What are the reasons why alternative medicine is becoming more marketable?

	Acquisition	
	Students will know…	*Students will be skilled at…*
	Contemporary issues regarding healthcare that affect individuals, communities and global wellness.	Listing at least three contemporary issues and explain the effect on the healthcare system.
	Health insurance terminology.	Defining appropriate health insurance terminology.
	The impact on society regarding health insurance.	Describing the causes of lifestyle diseases and how they affect our healthcare system.
	The importance of preventative care when maintaining or improving health.	Explaining how to improve or maintain good health in order to improve one's quality of life.
	A healthy diet, regular exercise and stress management reduce the risk of lifestyle diseases.	Evaluating the information presented in the video, *Escape Fire.*
	Types of alternative medicine which exist to promote health and wellness.	Writing a newspaper article relating to issues discussed in the video analyzing our healthcare system in the United States.

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning and Acquisition	4 point rubric will be used to assess students on their knowledge gained and writing skills	PERFORMANCE TASK(S): **Goal**: Form their opinion on the various contemporary issues presented in class and write an article for a newspaper using evidence from class articles, and the film, *Escape Fire*. **Role**: Health educator **Audience**: Peers **Situation**: Students are to write an article for a newspaper one one contemporary issue presented in class. **Product or Performance**: Newspaper article **Standards for Success**: Article paper written to the standards of the assigned rubric
Transfer, Meaning and Acquisition		OTHER EVIDENCE: ● Completion of vocabulary worksheets ● Notes on contemporary issues in healthcare ● Exit tickets ● Test on health insurance terminology

Stage 3 – Learning Plan		
Code Meaning	***Pre-Assessment*** K-W-L Chart on the topic of our healthcare system	
Transfer, Meaning and Acquisition	Summary of Key Learning Events and Instruction - Students complete their KWL charts and teacher conducts a class discussion on topics presented - Students work in cooperative groups to brainstorm contemporary issues in healthcare - Teacher prepares and presents PowerPoint presentation on contemporary issues in healthcare and shows Ted Talk on health insurance terminology - Students take notes on contemporary issues in healthcare - Students define health insurance terminology and teacher goes over the terms as a class - Students watch the film, "Escape Fire" and take notes - As a class, we discuss the film and the contemporary issues in the healthcare system - Teacher assigns article assignment and brings students to the LLC to begin research - Students write an article on a contemporary health care issue using information from their research and class notes - Students take unit test on contemporary issues in healthcare.	Progress Monitoring - Monitor group work - Observation of students recording notes - Students responses in class discussion - Monitoring students fill out notes on the film, *Escape Fire* - Teacher feedback

	Essential Resources Escape Fire. (2014). Retrieved from www.escapefire.com Heineman, M. (Director). (2012). *Escape Fire* United States of America. DVD Ted Talks. (2014). Retrieved from www.ted.com/talks/browse/healthcare	

Subject/Course: Allied Health Careers   Unit 9: Cultural Diversity in Healthcare   Grade: 10-12
Timeframe: 4 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*
CCTE MCE A: Health Science: Understand and apply the academic subject matter required for entrance into health science.	*Students will be able to independently use their learning to understand that healthcare providers can maximize their potential by learning more about diverse cultures in order to facilitate collaboration and cooperation.*

	Meaning	
CCTE MCE G: Ethical Practices: Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.

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. | UNDERSTANDINGS
Students will understand that…

Cultural diversity impacts healthcare and affects access to services.

Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups.

Cultural diversity in healthcare is associated with improved access to care for all ethnicities, greater patient choice and satisfaction, better patient-clinician communication, and improved educational experiences. | ESSENTIAL QUESTIONS

How does understanding cultural diversity affect a person's ability to work in Allied Health settings?

Why does cultural diversity impact access to healthcare services?

How do we adapt communication appropriately to work with culturally diverse populations? |

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		Acquisition	
		Students will know…	*Students will be skilled at…*
		How cultural diversity impacts access to healthcare.	Describing how cultural diversity impacts healthcare.
		Healthcare access for various diverse populations.	Researching various cultures and their ability to access healthcare.
		The importance of effective communication skills when working with diverse populations.	Demonstrating effective communication skills when interacting with diverse populations

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**

| Transfer, Meaning and Acquisition | A 4 point research and communication rubric will be used to assess students on their work. | PERFORMANCE TASK(S):

Goal: To increase awareness of diverse cultural groups in a healthcare setting.

Role: Community educator

Audience: Peers

Situation: Students are to research a specific cultural group based on the group's ethnicity or religious belief to their peers. They are to focus on how the group's culture affects practices in healthcare. Students will be work in pairs and each pair will research and present on a different cultural group in order to educate their peers and increase awareness of the group's healthcare practices.

Product or Performance: Students will create a presentation via Google slideshow, Prezi, or PowerPoint.

Standards for Success: Students are to follow the guidelines provided by the teacher and must include all criteria of the project. Students will be graded according to the project's rubric. |
| | | OTHER EVIDENCE:

● Anticipation guide
● Vocabulary sheets
● Exit tickets
● Notes on cultural competency in healthcare
● Quiz on cultural diversity in healthcare |

Stage 3 – Learning Plan	
Code Meaning	*Pre-Assessment* Anticipation Guide
Transfer, Meaning and Acquisition	**Summary of Key Learning Events and Instruction** ● Students complete the anticipation guide which introduces the topic, Cultural Diversity in healthcare ● Teacher leads discussion based on students' answers ● Students are given vocabulary that will be covered in the unit on cultural competency in healthcare ● Teacher displays Cultural Competency in Healthcare notes around the room and students are given guided notes to complete a learning walk	**Progress Monitoring** ● Direct observation ● Direct feedback ● Completion of vocabulary worksheet ● Feedback during learning walk ● Review of guided notes ● Class discussion

	- Students participate in class discussions from guided handouts to understand information presented in class - Students are grouped into pairs and select topics for the research project - Students collaborate in the LLC to research and collect information on their topic - Students research information on various cultures and their ability to access health care based on the project rubric - Students submit their work to the teacher and present their research to their peers via Google slideshow, Prezi or PowerPoint - Students are graded according to the project rubric
	Essential Resources
	
	UCLA. Cultural Diversity in Health Care. (2013). Print
	
	National Center for Cultural Competence (NCCC). Cultural
	       Competence Continuum. Adapted from *Toward A Culturally*
	       Competent System of Care, Volume 1, Cross et al.
		- One to one instruction during research in LLC - Check work in progress in the LLC

Subject/Course: Allied Health Careers Unit 10: Diseases and Disorders Grade: 10-12
Timeframe: 4 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*
CCTE MCE B: Disease Processes: Demonstrate the concepts of basic disease processes.	*Students will be able to independently use their learning to expand their understanding of chronic and communicable diseases so they could encourage others to improve their quality of life.*

<table>
<tr><td rowspan="2">CCTE MCE J: Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.

CCTE MCE K: Pathophysiology: Analyze pathophysiological effects of abnormal</td><td colspan="2" align="center">*Meaning*</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…

Knowing the risk factors of chronic and communicable diseases are necessary when working in an allied health professional.</td><td>ESSENTIAL QUESTIONS

What risk factors are associated with chronic diseases such as heart disease, cancer and diabetes?</td></tr>
</table>

factors that impact a healthy body and mind. 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.	Reducing the risk of lifestyle diseases is contributed to healthy nutrition, regular exercise and stress management. Environmental factors can contribute to chronic diseases. Reducing the risk of communicable diseases is important to know when working in healthcare.	Even if people are educated in nutrition, physical activity, stress management and how they reduce diseases, how do healthcare workers encourage people to apply their knowledge in order to live a healthy life? How do environmental factors contribute to diseases? How does preventative care and vaccinations contribute to reducing diseases?

Acquisition	
Students will know… The risk factors for heart disease, cancer and diabetes The consequences of how poor nutrition, lack of exercise, lack of stress management influence people's overall wellness. The difference between chronic and communicable diseases. How vaccinations prevent the spread of certain communicable diseases.	*Students will be skilled at…* Reading articles on chronic vs. communicable diseases and identifying risk factors. Researching valid information on preventative care including nutrition, physical activity and stress management. Describing the importance of primary care physicians and the time they spend with their patients to counsel them on preventative care. Identifying the protective factors and risk factors involved in vaccinations.

	Stage 2 – Evidence	
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning and Acquisition	A 4 point rubric will be used to assess students while they present their projects to their peers	PERFORMANCE TASK(S): **Goal**: To increase awareness of communicable diseases prevented by vaccinations **Role**: Community educator **Audience**: Parents **Situation**: Students are given a specific topic on communicable diseases and will have to research their topic with a partner and create an informational brochure. **Product or Performance**: Students will research their topics in the LLC and present their work to the peers by creating a brochure. **Standards for Success:** Students are to follow the assignment guidelines and will be graded based on the project rubric. The teacher will show student exemplars from previous years as examples.

	OTHER EVIDENCE:
Transfer, Meaning and Acquisition	- Vocabulary worksheets - Think-Pair-Share - Exit tickets - Article summary on vaccinations - Video Reflection (*Human Experiment*)

Stage 3 – Learning Plan	
Code	*Pre-Assessment*
Meaning	Pre-quiz on chronic and communicable diseases
Transfer, Meaning and Acquisition	**Summary of Key Learning Events and Instruction** - Students will take a pre-quiz to assess their previous knowledge on chronic and communicable diseases - Teacher will lead a discussion on the difference between chronic and communicable diseases and distribute vocabulary worksheets - Students will define vocabulary presented in the unit by using the provided websites (www.cdc.gov and www.nih.gov) - Teacher will review the vocabulary words as a class - Students brainstorm factors that lead to chronic disease and create a K-W-L chart and teacher reviews student answers **Progress Monitoring** - Class discussions - One on one feedback - Direct observation - Collection of student work - Review of class notes - Exit tickets - Grading reflections - LLC research observation

- Teacher prepares PowerPoint and presents on the topic of chronic diseases
- Students watch the film, *The Human Experiment* which focuses on environmental factors leading to chronic diseases
- Students complete a reflection paper after watching the film
- Students then choose communicable disease topics with their assigned partners
- Each pair will research their topic in the LLC and present their topic of communicable diseases to their peers

Essential Resources:

"Chronic Diseases." *National Institutes of Health*, U.S. Department of Health and Human Services, 13 Dec. 2016, www.nih.gov/about-nih/what-we-do/nih-turning-discovery-into-health/chronic-diseases.

"Diseases & Conditions | CDC." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, www.cdc.gov/diseasesconditions/index.html.

"The Human Experiment." *The Human Experiment*, thehumanexperimentmovie.com/.

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCTE MCE F: Legal Awareness: Evaluate legal responsibilities, limitations, and implications of actions within the healthcare delivery system and perform duties according to regulations, policies, laws, and rights of clients.	Students will be able to independently use their learning to understand that healthcare workers must adhere to certain ethical standards, codes of conduct and laws in order to practice successfully in their field of choice.

	Meaning	
CCTE MCE G: Ethical Practices: Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.

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. | UNDERSTANDINGS
Students will understand that…

Ethical behavior is essential to working in an allied health profession.

HIPAA and the Patient's Bill of Rights are to be followed in patient care.

Healthcare workers are to abide by a code of conduct in order to practice.

Healthcare workers have a duty to care and if they breach that duty and a person is injured as a result of that breach, there will be a penalty to pay. | ESSENTIAL QUESTIONS

What are the general requirements of HIPAA?

What are legal standards are to be followed in healthcare professions?

How does one act ethically in a healthcare setting?

What are the moral responsibilities and code of conduct expected by healthcare workers? |

Acquisition	
Students will know…	*Students will be skilled at…*
The laws and requirements to follow under HIPAA in order to work in a healthcare facility.	Reading and defining vocabulary from assigned chapters in workbook.
The role and scope of practice within healthcare professions.	Describing the requirements of HIPAA related to healthcare situations.
How to define and explain examples of ethical behavior.	Analyzing case studies on topics including euthanasia and persistent vegetative state (PVS).
Ethics of euthanasia.	Writing a reflection expressing their opinion on topics presented in class after viewing videos on case studies and participating in class discussions.
Ethics is more than just common sense. Ethics requires a critical-thinking approach that examines important considerations such as fairness for all people, the impact of the decision on society, and the future implications of the decision.	Identifying role and scope of practice for various healthcare professions.

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
Transfer, Meaning and Acquisition	A 4 point rubric will be used to assess students on their knowledge gained and their formed opinions on ethical issues relating to healthcare.	PERFORMANCE TASK(S): **Goal**: To create a poster display based on ethical issues in healthcare presented in class (euthanasia, persistent vegetative state, or prenatal screening of Down's Syndrome). **Role**: Student **Audience**: Peers **Situation**: Students are to research an ethical issue presented in class and create a poster display expressing their views of the topic. They must support their opinions with recent factual information researched. **Product or Performance**: Poster display **Standards for Success**: Students are to follow the assignment guideline and will be graded based on the rubric. They are to support their opinions with factual information they learned in class and in their individual research.
Meaning and Acquisition		OTHER EVIDENCE: ● Vocabulary worksheets ● Notes ● Exit tickets ● Think-Pair-Share ● K-W-L chart ● Quiz on law and ethics in healthcare

Stage 3 – Learning Plan		
Code Meaning	*Pre-Assessment* K-W-L Chart	
Transfer, Meaning and Acquisition	Summary of Key Learning Events and Instruction ● Students complete the K-W-L chart on Laws and Ethics in Healthcare ● Teacher prepares notes and lectures on ethical issues, HIPAA, and Patient Bill of Rights ● Students take notes from teacher prepared lectures ● Students read articles pertaining to ethical issues in healthcare and complete an article summary which includes a summary of the article and their opinion on the topic ● Teacher directs discussions concerning ethical situations in healthcare settings and presents case studies on euthanasia, persistent vegetative state and prenatal Down's Syndrome screenings ● Students view Ted Talk on the ethical issues presented ● Students complete a follow up worksheet on the cases presented and include their personal opinion ● Teacher shows the Terri Schiavo case on the topic of euthanasia ● Teacher leads a class discussion on the topic of euthanasia ● Teacher prepares worksheet on scope of practice for reflection assignment ● Students choose their topic and conduct research in the LLC for their poster display project ● Students submit their posters and present them to their peers	Progress Monitoring ● Discussion ● Completion of all worksheets and guided notes ● Direct observation ● One to one feedback ● Student progress check-in

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Essential Resources

Judson, K., Harrison, C., & Hicks, S. (2006). *Law and Ethics*. New York: McGraw Hill.

Talks, TEDx. "I Have One More Chromosome than You. So What? | Karen Gaffney | TEDxPortland." *YouTube*, YouTube, 1 July 2015, www.youtube.com/watch?v=HwxjoBQdn0s&vl=en.

Times, The New York. "Terri Schiavo Documentary: The Case's Enduring Legacy | Retro Report | The New York Times." *YouTube*, YouTube, 21 Apr. 2014, www.youtube.com/watch?v=O-rQ3tIabvM.

TODAY. "Meet The Woman Who Was 'Locked In' Her Own Body For 4 Years | Megyn Kelly TODAY." *YouTube*, YouTube, 25 Apr. 2018, www.youtube.com/watch?v=IPHxlXb64EQ.