

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Objectives

Hillsborough County Public Schools



Team Name or Number	Hillsborough County Public Schools
Team Members	Ronald Cruz, Michelle Loango, Maritza Caban, Suheilly Martinez, Druci Diaz-Phelps, Neil Risher, Ruth Daley
Workforce Training Program	Pharmacy Technician (Program Number: H170500) and Adult ESOL (Program Number: 9900040)

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
1 – 2	Demonstrate knowledge of the healthcare delivery system and health occupations.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others</p> <p>Use Information - acquire, organize, interpret, and evaluate information</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Apply appropriate academic and technical skills.</p> <p>Plan education and career path aligned to personal goals.</p>	<p>K-W-L Chart</p> <p>Key Terms (Vocabulary Starter Activity) – Write down a key term on the board, students have the challenge of writing as many related words as they can within 2-4 minutes. Share ideas and add to list. Correct common spelling errors as a group.</p> <p>Pronunciation Practice – Practice pronouncing different health occupations.</p> <p>Graphic Organizers- Use graphic organizers to categorize/sort different members of the health care team between Therapeutic Services, Diagnostic Services, Support Services, Health Informatics, and Biotechnology Research and Development.</p> <p>Close Reading Informational Text: Visit the website, U.S. Bureau of Labor Statistics webpage on Healthcare Occupations and read about the various health care occupations.</p> <p>The 8 Basic Payment Methods in Health Care</p> <p>How to Build Positive Relationships at Work (Joel Garfinkle)</p> <p>6 Characteristics of an Effective Leader</p> <p>Managing Workplace Conflict</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Written/Oral Quiz</p> <p>Problem Set</p> <p>Writing Rubric</p> <p>Role Play Rubric</p> <p>Comprehension Questions</p> <p>Quick Write/Draw</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Demonstration Station</p> <p>Performance-Based Assessments: - Reading with partners</p>

		<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>		<p>Cornell/Marginal Notes – Students write marginal notes on information text provided.</p> <p>Small Group Discussion – Students discuss in small groups different ways to categorize health occupations.</p> <p>Think-Pair-Share – Students think about what health care professional they want to be and explain why.</p> <p>Asking Questions – Students write questions to gather more information about health careers that interest them.</p> <p>Fishbowl (Retell/Paraphrasing Activity) – Students draw a card from a fishbowl filled with health occupations. Students will draw a card, read the health occupation on the card and describe the health occupation in their own words.</p> <p>Video Activity: Watch Healthcare Careers Career Cluster / Industry Video Series and answer comprehension questions at the end of the activity.</p> <p>Writing Activity – Write descriptive sentences about 5 random health occupations.</p> <p>Show and Tell – Students bring a picture of a health care professional and describes the occupation to the class.</p> <p>Debate – Students participate in a debate about which health career is the most critical member of the health care team.</p> <p>Group Presentation – Students create a 5-slide presentation about their chosen health occupation.</p> <p>Glossary – Students create a running glossary of various health occupations.</p> <p>Flash Cards – Students are assigned 5-10 health occupations where they will create flash card descriptions of each career.</p>	<ul style="list-style-type: none"> - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p>
--	--	---	--	--	--

				<p>Sorting Activity – Students will read the article Mapping Occupations to the International Standard Classification and sort health occupations flashcards into the following categories: Health Professionals, Health Associate Professionals, Personal Care Workers, Health Management, and Support Personnel.</p> <p>Reflection – Students will reflect on why they selected medical assisting as their health occupation and identify what occupations can they promote to as they increase their skills, education and certifications.</p> <p>Cliff Notes Jr Students prepare a “cheat sheet” that would be useful for having during a quiz over the lesson's topic.</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
3 – 4	Demonstrate the ability to communicate and use interpersonal skills effectively.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Communicate clearly, effectively and with reason.</p> <p>Act as a responsible and contributing citizen and employee.</p>	<p>Vocabulary Activity - 50 Must-Know Medical Terms, Abbreviations, and Acronyms</p> <p>Pronunciation Practice – Students will use a medical dictionary to practice pronouncing 50 Must-Know Medical Terms, Abbreviations, and Acronyms.</p> <p>Fishbowls (Mock Conversations/Role-Play): Two students will each pick from the fish bowl of health occupations and role-play a 2-minute conversation between the two health professionals based on a series of general topic written on the board.</p> <p>Sentence Completion – Students will complete sentences within conversations between health care professional and patient.</p> <p>Mini-Lesson: Nonverbal Cues Lesson Plan</p> <p>Close Reading Informational Text – Students will read Verbal Communication Skills List and Examples or Effective Oral Communication and explain how this applies to the health care field.</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class

		<p>valid reasoning and relevant and sufficient evidence.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Work productively in teams while using cultural/global competence.</p>	<p>Close Reading Informational Text – Students will read Important Interpersonal Skills That Employers Value and explain how this applies to the health care field.</p> <p>Small Group Discussion and Problem-Solving Activity – Students will watch Bad Communication in the Workplace and provide solutions to address the communication problem.</p> <p>Think-Pair-Share – Students will think of an interpersonal skill and describe this skill to their partner.</p> <p>Sentence Construction Activity – Students will be given basic sentences used in the health care field. Students will revise the sentence to sound more polite and respectful without changing the message of the sentence.</p> <p>Objective Vs Subjective</p> <p>Sorting Activity: Students will sort sentence cards between Subjective and Objective Statements.</p> <p>Summarization Activity – Students will summarize the entire article, What are Interpersonal Skills: Definition & Examples, or summarize each interpersonal skill within the article.</p> <p>Digital Literacy: Students will explain how to apply effective communication techniques and interpersonal skills in email communication, text and social media.</p> <p>Writing Activity: Students will be given dialogues with narratives. Students will analyze the dialogues and identify if it is an example of effective communication. Students will write a paragraph to justify their reasoning.</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none"> - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies
--	--	--	---	---	--

					<ul style="list-style-type: none"> - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
5 – 6	Demonstrate legal and ethical responsibilities.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Model integrity, ethical leadership and effective management.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity - Hangman (Vocabulary Starter Activity) – Start with one round of hangman by writing the clue, i.e. _____ on the board. This could be the title of the lesson, or a key word that they should know from the previous lesson. Pick students at random to choose a letter. The winner is the student who knows the word or phrase and can spell it out.</p> <p>Pronunciation Practice – Students will practice pronunciation of words from the Hangman Activity.</p> <p>Vocabulary List: Autonomy, Beneficence, Clinical Equipoise, Equal Consideration of Interest, Fidelity Distributive Justice, Duty, Justice, Golden Rule, Lesser of Two Evils, Nonmaleficence, Paternalism, Respect for Persons, Rule of Rescue, Sanctity of Life, Truth, Two Wrongs Do Not Make a Right, and Utility</p> <p>PowerPoint Slides: Legal and Ethical Responsibilities of the Healthcare Worker</p> <p>Florida Laws, Rules and Ethics for Healthcare Professionals</p> <p>Close Reading Informational Text: Florida Patient's Bill of Rights and Responsibilities</p> <p>Florida: Laws and Rules of Nursing</p> <p>Drug Scheduling</p>	<p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories

		<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Cornell/Marginal Notes – Student will write Cornell or marginal notes while reading the article, Examples of Healthcare Policies.</p> <p>Comprehension Questions – Students will answer comprehension questions based on the Health Insurance Portability and Accountability Act of 1996 (HIPAA).</p> <p>Small Group Discussion (Jigsaw Activity) - Laws Governing Harassment, Labor and Employment</p> <p>Video Activity: Legal and Ethical Responsibilities</p> <p>Worksheet Activity: Students will complete the worksheet on legal and ethical responsibilities of health care workers</p> <p>Debate – Students will divided into two groups. Groups will read a sample case study on euthanasia and debate on the course of action.</p> <p>Group Presentation – Students will be divided into groups and present about the following topics: Beneficence, Clinical Equipoise, Equal Consideration of Interest, Fidelity Distributive Justice, Duty, Justice, Golden Rule, Lesser of Two Evils, Nonmaleficence, Paternalism, Respect for Persons, Rule of Rescue, Sanctity of Life, Truth, Two Wrongs Do Not Make a Right, and Utility</p> <p>Sorting Activity – Students will sort different words (practices), scenarios or pictures between malpractice, liability, negligence, abandonment, false imprisonment and fraud.</p> <p>Writing Activity: Students will explain in writing the different ways to report illegal and/or unethical practices of healthcare workers.</p> <p>Journal Entry Write about 2 things they learned, one new learning and a lingering question.</p>	<p>- Games</p> <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
--	--	--	--	--

7 – 8	<p>Demonstrate an understanding of and apply wellness and disease concepts.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Attend to personal health and financial well-being.</p> <p>Communicate clearly, effectively and with reason.</p>	<p>Advance Organizers</p> <p>Vocabulary List: Disease, illness, sickness, health, healing and wholeness, agent, host, environment, infection</p> <p>Online Module: Basic Infectious Disease Concepts in Epidemiology</p> <p>Close Reading Informational Text: Concepts of Disease Occurrence Health Promotion and Disease Prevention Strategies What is Self-Image and How Do We Improve it? Complementary and Alternative Medicine</p> <p>Cornell/Marginal Notes – Students will write Cornell or marginal notes while reading What You Should Know About the Stages of Grief</p> <p>Digital Literacy – Students will explore the U.S. Department of Agriculture's nutrition resources.</p> <p>Comprehension Questions: Students will respond to comprehension questions from U.S. Department of Agriculture's nutrition resources.</p> <p>Sequencing Activity – Students will arrange event strips according to exact sequence of events leading to the spread of the Spanish Flu.</p> <p>Small Group Discussion (Jigsaw Activity) – Small groups will discuss adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body.</p> <p>Video Activity – Students will watch the video, Complementary and Alternative Medicine, from the CDC website.</p> <p>Worksheet Activity – Students will answer comprehension questions based on the video.</p> <p>Writing Activity – Given a scenario and description of a patient, students will develop a wellness and stress control plan, using the resource: Manage Stress.</p>	<p>Disease Prevention and Wellness Quizzlet</p> <p>Presentation Rubric and Group Rating Form</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p>
-------	---	--	--	--	--

				<p>Presentation – Students will present their wellness and stress control plan to the class.</p> <p>Cliff Notes Jr Students prepare a “cheat sheet” that would be useful for having during a quiz over the lesson's topic.</p> <p>Sorting Activity – Students will sort various widespread health incidents as caused by personal health practices and environmental factors.</p> <p>Whip Around Students quickly and verbally share one thing they learned in the class today. You have them toss a ball from one to another or just have volunteers.</p>	<p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
9 – 10	Recognize and practice safety and security procedures.	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p>	<p>Labeling Activity – Students will label safety signs and symbols and explain what they mean.</p> <p>Sorting – Students will sort various pictures of workplaces to safe and unsafe working conditions.</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p>

		<p>portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Hazard Communication Standard: Safety Data Sheets</p> <p>Act as a responsible and contributing citizen and employee.</p>	<p>Mock Conversations/Role-Play: Students will practice conversations reporting unsafe working conditions.</p> <p>Sequencing Activity – Students will sequence the steps in proper handling of a medical device.</p> <p>Close Reading Informational Text: Medical Device Regulations – W.H.O. The Joint Commission Patient Safety Goals CDC Regulations</p> <p>Cornell/Marginal Notes – Students will write Cornell/marginal notes while reading the article, Recommended Standards of Practice for Patient Transportation.</p> <p>Problem-Solving Activity – Students will read about a particular health scenario and suggest a way to reduce or prevent error in the situation.</p> <p>Think-Pair-Share – Students think of one way to reduce error in health settings and share this strategy to their partner.</p> <p>Create an Outline – Students will create an outline based on the article, Standards of Practice for Patient Identification, Correct Surgery Site and Correct Surgical Procedure.</p> <p>Retell/Paraphrasing Activity – Students will retell proper procedures for patient identification.</p> <p>Video Activity – Students will watch the video Ergonomics and Body Mechanics and answer comprehension questions regarding the video.</p> <p>Comprehension Questions – Students will answer comprehension questions regarding the video.</p> <p>Worksheet Activity - Cause and Effect Worksheets – Students Write the cause and effect for each sentence.</p> <p>Safety Signs and Symbols Worksheet – Students will match safety signs and symbols to their meaning.</p>	<p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric.
--	--	--	---	--	---

				<p>Writing Activity – Students will practice writing information on Safety Data Sheets</p> <p>Explain a Procedure - Write to an absent student and explain how to properly identify patients.</p>	<ul style="list-style-type: none"> - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
11 – 12	Recognize and respond to emergency situations.	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p>	<p>K-W-L Chart</p> <p>Vocabulary List: vital signs, body temperature, pulse rate, respiration rate (rate of breathing), blood pressure, height, weight, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid</p> <p>Pronunciation Practice – Students will practice pronouncing vocabulary list.</p> <p>Mock Conversations/Role-Play – Students will practice conversations with patient before, during and after taking vital signs.</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p>

		<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Grammar Practice/Review - Commands</p> <p>Sentence Completion</p> <p>Close Reading Informational Text: Crisis Standards of Care: A Systems Framework for Catastrophic Disaster Response Adverse Drug Events from Specific Medicines</p> <p>Problem-Solving Activity – Students will use information from the reading and identify the proper course of action to address adverse effects from specific medications.</p> <p>Labeling – Students will label the parts of an AED.</p> <p>Cornell/Marginal Notes – Students will write Cornell/marginal notes while reading, Choking: First Aid.</p> <p>Comprehension Questions</p> <p>Sequencing Activity – Students will sequence the steps in performing CPR.</p> <p>Small Group Discussion – Students will be divided into groups, read a scenario and identify the first aid to be performed on a patient.</p> <p>Video Activity - How to Use An AED: Training for Every Age</p> <p>Worksheet Activity- Students will answer questions on How to Use an AED.</p> <p>Writing Activity – Students will practice recording their classmates' vital signs using a Vital Signs Flow Sheet.</p> <p>Show and Tell – Students will draw and label items which they think should be included in a first aid kit. Students will show their first aid kits and describe the items in their kit to the class.</p> <p>Group Presentation – Groups will present the Basic First Aid Procedures for different situations.</p> <ul style="list-style-type: none"> - Cardiac Arrest 	<p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can
--	--	--	---	---	---

				<ul style="list-style-type: none"> - Bleeding - Choking - Burns - Blisters - Bone Fracture - Sprains - Nosebleeds - Frostbite - Bee Stings <p>Matching Activity – Students will match the proper first aid for various situations.</p> <p>Gallery Walk Students prepare representations of their learning on First Aid and post them around the room or otherwise display them. Students can either share out or move from station to station and write questions or comments, noting similarities and differences, and/or reflect on what they might do differently if they were to repeat the process.</p>	<p>create their own rubrics to include in their skills checklist.</p> <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
13 – 14	Recognize and practice infection control procedures.	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.: .</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills.</p>	<p>Labeling – Students will label different Personal Protective Equipment</p> <p>Vocabulary List: asepsis, surgical asepsis, isolation, biohazardous materials</p> <p>Pronunciation Practice – Students will practice pronouncing Personal Protective Equipment names.</p> <p>Mock Conversations/Role-Play – Students will practice conversations communicating standard precautions to a patient.</p> <p>Grammar Practice/Review Sentence Completion</p> <p>Close Reading Informational Text Standard Precautions for All Patient Care</p> <p>Cornell/Marginal Notes: Students will write Cornell/marginal notes while reading the article, Principles of Asepsis 1: The Rationale for Using Aseptic Technique.</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts

			<p>Consider the environmental, social and economic impacts of decisions.</p> <p>Comprehension Questions – Students will answer comprehension questions regarding the reading, Principles of Asepsis 1: The Rationale for Using Aseptic Technique.</p> <p>Sequencing Activity – Students will arrange sentence strips according to the proper sequence of Surgical Asepsis.</p> <p>Small Group Discussion – Students will discuss in small groups how the following strategies reduce transmission of disease.</p> <ul style="list-style-type: none"> - Ensure appropriate patient placement. - Use personal protective equipment (PPE) appropriately. - Limit transport and movement of patients - Use disposable or dedicated patient-care equipment. - Prioritize cleaning and disinfection of the rooms. <p>Video Activity – Students will watch the video and create an outline of steps on How to Dispose of Biohazard Waste.</p> <p>Reflection: Why is it important to properly dispose biohazard waste?</p>	<ul style="list-style-type: none"> - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
--	--	--	---	--

					<ul style="list-style-type: none"> - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
15 – 16	Demonstrate an understanding of information technology applications in healthcare.	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Employment - develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Use technology to enhance productivity.</p> <p>Apply appropriate academic and technical skills.</p>	<p>Close Reading Informational Text: Digital Health: Technology Applications, and Policy Implications</p> <p>Cornell/Marginal Notes – Students will write Cornell/marginal notes while reading the article, What is healthcare information technology and what are its benefits?</p> <p>Video Activity – Students will watch the video series from 7 Basic Computers Skills That Are a Must When Entering Job Market</p> <p>Group Presentation – Students will create a PowerPoint presentation on each of the 7 Basic Computer Skills and deliver their presentation to the class.</p> <p>Writing Activities – Students will respond to an email prompt. Students will respond to a social media post. Student will write a blog about a specific topic. Student will post a review regarding a particular product. Participate in an online discussion group by answering a question and responding to a question.</p> <p>Show and Tell – Students will demonstrate and explain the following computer basic skills:</p> <ul style="list-style-type: none"> - Getting Started with Your First Computer - How to Use Your Computer's Built-in Help - Undo Your Mistakes - Understanding File Extensions - Downloading and Uploading - Free Software - Open Source vs. Closed Source Software - What is a PDF File? 	<p>Technology Applications in Healthcare Quizzlet</p> <p>Basic Computer Skills Quizzes & Trivia</p> <p>Computer Basics Quiz</p> <p>Presentation Rubric and Group Rating Form</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing

		<p>information and enhance understanding of presentations.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>		<ul style="list-style-type: none"> - How to Set Up a Wi-Fi Network - How to Update Your Software - How to Customize Your Desktop Background - What To Do if Your Computer Gets a Virus - How to Set Up a New Printer - How to Power Cycle a Device - Disable Applications from Running on Startup - How to Keep an Old Computer Running Smoothly - Tips for Speeding Up Your Computer - How to Defragment Your Hard Drive - Starting a Computer in Safe Mode - Installing Software on Your Windows PC - Installing Software on Your Mac - Uninstalling Software from Your Windows PC - Uninstalling Software from Your Mac 	<ul style="list-style-type: none"> - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories,
--	--	--	--	---	--

					<p>completed forms, exercise sheets, and descriptions</p> <ul style="list-style-type: none"> - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
17 – 18	Demonstrate employability skills.	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Employment - develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p>	<p>Mock Conversations/Role-Play – Students will participate in mock interviews with various guest facilitators from the health care field.</p> <p>Grammar Practice/Review – Students will review and proofread other students' resumes, cover letters and thank you letters.</p> <p>Close Reading Informational Text: How to Elevate Your Presence in a Virtual Meeting</p> <p>Reading Practice – Health Care Job Postings – Students will visit various online job search engines and read health care job postings. Students will list key details of the job posting and determine if they could apply for this job.</p> <p>Group Presentation – Students will vote on a particular job posting they want to present. Students will prepare a PowerPoint presentation about the levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments, and career growth potential for the particular job posting.</p> <p>Cornell/Marginal Notes – Students will write Cornell/marginal notes while reading the article from Forbes.com, 10 Things You Need To Know About Online Reputation Management.</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class

		<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Communicate clearly, effectively and with reason.</p> <p>Plan education and career path aligned to personal goals.</p> <p>Demonstrate creativity and innovation.</p> <p>Model integrity, ethical leadership and effective management.</p>	<p>Small Group Discussion – Students will discuss how social media and online reputation affects the prospect of being hired in the health care industry.</p> <p>Problem-Solving Activity – Students will come up with ways on how to repair someone's online reputation.</p> <p>Asking Questions – Students will practice asking appropriate questions in a mock job interview.</p> <p>Video Activity – Students will watch the video, How to Prepare for An Interview - The Best Pre-Interview Strategy, and answer comprehension questions after the video.</p> <p>Students will watch a sample Good Job Interview and identify what the interviewee did to land the interview.</p> <p>Worksheet Activity – Students will write answers to common interview questions.</p> <p>Writing Activity – Students will complete a sample job application form, write a resume, cover letter and thank you letter to an employer.</p> <p>Digital Literacy Show and Tell – Students will create and develop their own Linkedin.com Profile and show their profile to the class for comments.</p> <p>Digital Literacy: Students will review social media posts and determine which posts can adversely affect employment opportunities.</p> <p>Digital Literacy – Students will research their desired companies to work for and look for their vision statement. Students will practice incorporating the company's vision statement into interview responses.</p> <p>Sorting Activity – Students will sort pictures of job applicants according to appropriate or inappropriate.</p>	<ul style="list-style-type: none"> - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies
--	--	---	--	--	--

					<ul style="list-style-type: none"> - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
19 – 20	Demonstrate knowledge of blood borne diseases, including HIV/AIDS.	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>OSHA Bloodborne Pathogen Training</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills.</p> <p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Graphic Organizers – Students will complete graphic organizer for various bloodborne diseases, their symptoms, long term health effects, transmission and treatment.</p> <ul style="list-style-type: none"> - Malaria - Syphilis - Brucellosis - Hepatitis B (HBV) - Hepatitis C (HCV) - Human Immunodeficiency Virus (HIV) <p>Mock Conversations/Role-Play – Students will role-play a conversation between health care worker and patient regarding at-risk behaviors towards the spread of bloodborne pathogens.</p> <p>Close Reading Informational Text Emerging Infectious Diseases Infectious diseases Bloodborne Diseases HIV Risk Behaviors</p> <p>Cornell/Marginal Notes – Students will write Cornell/marginal notes while reading the article, Emerging Infectious Diseases by Johns Hopkins Medicine.</p> <p>Video Activity – Students will watch video, Introduction, Bloodborne Pathogens, and answer comprehension questions after the video.</p> <p>Worksheet Activity – Students will complete a worksheet distinguishing statements of fact versus fallacy.</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts

				<p>Writing Activity – Students will create a flyer to spread awareness of community resources and services available for diseases caused by blood borne pathogens.</p> <p>Group Presentation – Students will read articles and groups will present Emerging and Zoonotic Infectious Diseases from around the world.</p> <ul style="list-style-type: none"> - Protecting People in Haiti from Deadly Rabies - Tracking Viral Hemorrhagic Fevers in Uganda - Making Plague a Disease of the Past in Uganda and the Democratic Republic of the Congo - Testing New Tools to Fight Monkeypox Outbreaks in Democratic Republic of the Congo - Ending Cholera Globally - Improving Diagnoses of Zika and Other Vector-Borne Diseases in Indonesia - Protecting Newborns in India from Antibiotic-Resistant Infections - NCEZID Applied Epidemiology Training Helps Cholera Outbreak Response in Kenya - Ebola Response in Sierra Leone <p>Matching Activity – Students will match infectious disease to symptoms and causes.</p> <p>Jeopardy Teacher gives answer, students create the question. Use with dry erase boards.</p> <p>Numbered Heads Together Students in groups of up to five are numbered sequentially. As a group, they create a list of 3-5 things learned in the lesson and then the teacher calls one number for each group to report to the class something they learned.</p>	<ul style="list-style-type: none"> - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks
--	--	--	--	--	---

					- Formal test data, checklists, and rating sheets
21 – 22	Apply basic math and science skills.	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Apply appropriate academic and technical skills.</p> <p>Employ valid and reliable research strategies.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity.</p> <p>Work productively in teams while using cultural/global competence.</p>	<p>Basic Math Skill Activity – Students will read, and report on graphs, charts, and tables of various health data/information.</p> <p>Given several graphs or charts from an experiment, students will identify the dependent and independent variable in each.</p> <p>Given a set of data, students will graph the data on a coordinate plane.</p> <p>Given a set of data, students will select the most appropriate method to organize the data and then organize the data into a histogram, bar graph, line plot, line graph or circle graph.</p> <p>Comprehension Questions – Students will answer questions based on given graph, chart or table.</p> <p>Sentence Completion</p> <p>Close Reading Informational Text: Students will close read the informational text, What is a 24-Hour Clock? Learn Convert and Read 24-Hour Time</p> <p>Video Activity – Students will watch the video, 12 versus 24 Hour Time: What's the difference and where does it come from?</p> <p>Students will complete the worksheet in converting between regular to 24-hour time.</p> <p>Writing Activity – Student groups will write a hypothesis, conduct a basic science experiment from the list below and draw conclusions from the experiment.</p> <ul style="list-style-type: none"> - Tornado in a bottle - Rainbow in a glass - Goopy slime - Pasta rocket - Homemade lava lamp - Instant ice - Ferromagnetic fluid - Baking soda volcano 	<p>Quiz on Military Time Conversions (Beginner level)</p> <p>Quiz on Military Time Conversions (Advanced level)</p> <p>Presentation Rubric and Group Rating Form</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups

			<p>Group Presentation – Student groups will organize and communicate the results of the experiment they conducted.</p> <p>Following Instructions Activity – Teacher will explain the steps and demonstrate how to measure time, temperature, distance, capacity, and mass/weight. Students will follow the instructions to measure different items/quantities.</p> <p>Worksheet Activity – Students will complete measurement worksheet. Students look at the reading and write the measurement with proper units.</p> <p>Worksheet Activity – Students will convert traditional to metric units and vice versa.</p> <p>Worksheet Activity – Students will use estimation skills to solve word problems.</p> <p>Worksheet Activity – Students will calculate ratios to solve word problems.</p> <p>Show and Tell – Students will demonstrate and explain the steps in measuring time, temperature, distance, capacity, and mass/weight.</p>	<ul style="list-style-type: none">- Brainstorming- Completing incomplete stories- Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none">- Students can select samples of their work and reflect on their own growth over time.- Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric.- Together with students, teacher can set tangible, realistic improvement goals for future projects.- Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none">- Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions- Drawings representing student content knowledge and proficiencies- Tapes of oral work, such as role-playing, presentations, or an oral account of a trip- Teacher descriptions of student accomplishments, such as performance on oral tasks- Formal test data, checklists, and rating sheets
--	--	--	---	--

23 – 24	Practice human relations.	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Employment - develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Communicate clearly, effectively and with reason.</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Work productively in teams while using cultural/global competence.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Grammar Practice – Commands and directions. The Human Knot Students stand in a circle, giving hands. Now, students have to tangle themselves by walking in between students in front of them, going over or under locked hands. They can also go between other students' legs. They have to make a knot keeping their hands locked to the other students. Now, two other students need to work together and give instructions to the human knot. They have to find a way to untangle it.</p> <p>Graphic Organizers – Students will label a Community Pharmacy (Organizational Chart) with names and responsibilities.</p> <p>Mock Conversations/Role-Play Grammar Practice/Review Sentence Completion</p> <p>Close Reading Informational Text: Becoming a Pharmacy Technician Pharmacy Workflow: Improving Efficiency</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p>
---------	---------------------------	--	--	--	--

		<p>ideas and expressing their own clearly and persuasively.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			<ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
25 – 26	Identify pharmaceutical abbreviations and terminology as related to Community Pharmacy Practice.	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.	<p>Critical Thinking - make decisions and solve problems.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity & Pronunciation Practice</p> <p>Pharmacy and Medical Terminology Pharmacy Techs Need to Know</p> <p>Graphic Organizers</p>	<p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p>

		<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Apply appropriate academic and technical skills.</p> <p>Communicate clearly, effectively and with reason.</p>	<p>Grammar Practice/Review Medical Abbreviations on Pharmacy Prescriptions Terminology, Abbreviations, and Symbols</p> <p>Reading Activity Students will read and interpret sample doctor's prescriptions.</p> <p>Writing Activity Students will practice using medical abbreviations and symbols in communicating to other health professionals through email.</p> <p>Cornell/Marginal Notes Common Prescription Abbreviations and Meanings Ways for Health Care Providers To Avoid Medication Errors</p> <p>Small Group Discussion & Problem-Solving Activity Students will examine a scenario and suggest the best way to void medication errors.</p> <p>Video Activity Common Pharmacological Administration Abbreviations Common Medical Term and abbreviations How to read prescription Pharmacy abbreviation Common Pharmacological Dosage Abbreviations Students will watch the videos above and answer comprehension questions.</p> <p>Worksheet Activity Students will complete a medical terminology, abbreviation and symbol worksheet.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects.
--	--	---	--	---	---

		<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>			<ul style="list-style-type: none"> - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
27 – 28	Identify medical and legal considerations in various pharmacy settings.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Graphic Organizers Students will classify activities that may be performed by pharmacy technicians or those that must be performed by licensed pharmacists or both using a Venn Diagram.</p> <p>Close Reading Informational Text Patient Counseling</p> <p>Mock Conversations/Role-Play Students will practice patient counseling following patient counseling requirements pertaining to OBRA-90 versus MTM (Medication Therapy Management).</p> <p>Cornell/Marginal Notes FLORIDA'S RIGHT-TO-KNOW LAW</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing

		<p>Assess how point of view or purpose shapes the content and style of a text. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Comprehension Questions Students will read the article below and answer comprehension questions. The "ABCs" of Pharmacy Compliance: FDA, DEA and EPA</p> <p>Small Group Discussion & Problem-Solving Activity Students will read A Pharmacist's Guide to Prescription Fraud and apply them to sample scenarios.</p>	<ul style="list-style-type: none"> - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories,
--	--	---	--	--

		<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>			<p>completed forms, exercise sheets, and descriptions</p> <ul style="list-style-type: none"> - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
29 – 30	Perform clerical duties as related to Pharmacy Practice.	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Mock Conversations/Role-Play Students will utilize and apply interactive communication skills while gathering accurate information from patients and from other healthcare professionals in a role-play activity.</p> <p>Extension Activity Students will continue previous activity but this time demonstrating professional telephone communication skills within the scope of practice for the pharmacy technician.</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners

		<p>the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p>	<p>Reading Activity: Spot the Error Students will read and analyze a form or scenario and identify potential errors that may result in Quality Related Events.</p> <p>Small Group Discussion Students will watch video scenarios and identify communication modalities that can result in the transmission of inaccurate information, and explain specific ways to make improvements.</p> <p>Writing Activity Students will create, complete and maintain patient profiles.</p> <p>Group Presentation Students will prepare a small group presentation summarizing, evaluating, and describing the role of the technician in quality assurance activities as related to various pharmacy practices.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none"> - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p>
--	--	--	--	---	--

		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			<ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
31 – 32	Demonstrate knowledge of basic pharmaceutical chemistry and drug classification.	<p>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.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Graphic Organizers Students will use graphic organizers to classify pharmaceuticals according to major classifications.</p> <p>Graphic Organizers Students will use graphic organizers to categorize at least one official compendia of standards for quality and purity of drugs and authoritative information on dosage, administration and therapeutic equivalents.</p> <p>Digital Literacy Students will learn to explore and navigate pharmaceutical websites and read online pharmacy websites. Students will create an account, search for products, place an order and send an email inquiry about a product on two pharmacy websites. Sample Pharmacy Websites: https://www.cvs.com/ https://www.walgreens.com/ https://www.riteaid.com/</p>	<p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures

		<p>are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>https://www.drugs.com/ https://www.goodrx.com/ https://www.walmart.com/ https://www.publix.com/</p> <p>Close Reading Informational Text Pharmacists' Manual: An Informational Outline of the Controlled Substances Act</p> <p>Cornell/Marginal Notes Pharmacology Classifications of Drugs (Drug Classifications)</p> <p>Matching Activity Game Students will match pharmaceutical trade names to generic name equivalents.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none"> - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip
--	--	---	--	--

					<ul style="list-style-type: none"> - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
33 – 34	Demonstrate knowledge of inventory management.	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Close Reading Informational Text PowerPoint Presentation: Purchasing Controls Title II of the Drug Quality and Security Act</p> <p>Mock Scenario/Role-Play Given a short scenario, students will maintain stock inventory, communicate shortages, and seek solutions to maintain continuity of patient care.</p> <p>Cornell/Marginal Notes PROCUREMENT POLICIES FOR PHARMACEUTICALS: THE INTERNATIONAL EXPERIENCE</p> <p>Mathematics Integration Students will apply knowledge of pharmacy business math to prescription pricing systems to accurately price a compilation of prescriptions.</p> <p>Digital Literacy and Writing Activity: Students will practice completing an electronic purchase order.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming

		<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>			<ul style="list-style-type: none"> - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
35 – 36	Initiate measurement and calculating techniques as it	Read closely to determine what the text says explicitly and to make logical	Critical Thinking - make decisions and solve problems.	K-W-L Chart	Presentation Rubric and Group Rating Form

	<p>relates to United States Pharmacopeia (USP) 795 (non-sterile) compounding in pharmacy practice.</p>	<p>inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Apply appropriate academic and technical skills.</p> <p>Attend to personal health and financial well-being.</p>	<p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Labeling Prescription Balance Students will label the parts of different prescription balances.</p> <p>Close Reading Informational Text USP General Chapter <795> Pharmaceutical Compounding – Nonsterile Preparations</p> <p>Preparation of Prescription Medications</p> <p>Mathematics Integration & Worksheet Activity Students will convert measurements within apothecary, avoirdupois, household and metric systems.</p> <p>Cornell/Marginal Notes Best Weighing Practices in the Pharmaceutical Industry</p> <p>Small Group Presentation Students will prepare and deliver a small group presentation summarizing, evaluating and describing the role of the technician in quality assurance activities as related to the preparation of non-sterile products.</p> <p>Video Activity The Three Measurement Systems in Pharmacy Calculations Students will watch the video and answer comprehension questions. Pharmaceutical Analysis & Quality Control MSc</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time.
--	--	---	--	--	---

		<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>			<ul style="list-style-type: none"> - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
37 – 38	Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to human physiology.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity & Pronunciation Practice</p> <p>Electrolyte balance</p> <p>Electrolyte Imbalance</p> <p>Close Reading Informational Text</p> <p>All About Electrolyte Disorders</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p>

		<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Make strategic use of digital media and visual displays of data to express</p>	<p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Apply appropriate academic and technical skills.</p> <p>Attend to personal health and financial well-being.</p>	<p>Reading Activity Students will practice reading medicine labels and relate the general sources, classes, indications, mechanisms of actions, routes of administration, side effects, and various types of drug interactions.</p> <p>Mock Conversations/Role-Play Students will practice explaining to a patient the general sources, classes, indications, mechanisms of actions, routes of administration, side effects, and various types of drug interactions for a particular drug.</p> <p>Mock Conversations/Role-Play Students will practice communicating with a pharmacist specific potential interaction that require intervention pertaining to food/alcohol, herbal, OTC, and/or prescription medications.</p> <p>Cornell/Marginal Notes 2019 AGS Beers Criteria for Older Adults The Beers Criteria for Potentially Inappropriate Medication Use in Older Adults</p> <p>Comprehension Questions Students will answer comprehension questions pertaining to articles above.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can
--	--	--	--	---	---

		<p>information and enhance understanding of presentations.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>			<p>create their own rubrics to include in their skills checklist.</p> <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
39 – 40	Prepare and deliver medications.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integrate and evaluate content presented in diverse media and formats, including</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Graphic Organizers Students will organize different medication orders based using a system.</p> <p>Reading and Mock Conversations/Role-Play Students will read and prepare medication orders correctly.</p> <p>Reading Activity Students will compare all new orders with medications listed on profiles while noting any changes.</p> <p>Students will read a patient's medication administration record and collect specific information.</p> <p>Close Reading Informational Text</p>	<p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts

		<p>visually and quantitatively, as well as in words.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Apply appropriate academic and technical skills.</p> <p>Communicate clearly, effectively and with reason.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Model integrity, ethical leadership and effective management.</p>	<p>Where and How to Dispose of Unused Medicines</p> <p>Cornell/Marginal Notes</p> <p>PROMOTING SAFETY OF MEDICINES FOR CHILDREN</p> <p>Small Group Problem-Solving Activity</p> <p>Students will be given a scenario where they will have to transport medications safely. Students will identify potential hazards; theft, legal implications of accidental loss, and other consequences.</p> <p>Retell/Paraphrasing Activity</p> <p>Students will retell how to correctly fill and deliver medication cassettes.</p> <p>Video Activity</p> <p>The Medication Dispensing Process for Pharmacists</p> <p>Comprehension Questions</p> <p>Students will answer comprehension questions relating to the video.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none"> - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
--	--	---	--	---	--


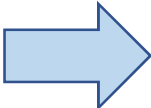
		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>			<ul style="list-style-type: none"> - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
41 – 42	Repackage unit dose medications.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Teamwork - work cooperatively with people with diverse backgrounds and abilities.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Labeling Practice</p> <p>Students will look at several pictures/diagrams of pharmacies and locate the stock container. Students will indicate whether the stock container is appropriately located in the pharmacy.</p> <p>Mock Scenario/Role-Play</p> <p>Students will measure, count, and place individual dose in appropriate containers (.</p> <p>Grammar Practice/Review</p> <p>Sentence Completion</p> <p>Close Reading Informational Text</p> <p>Students will read precautions when packaging unit dose hazardous drugs.</p> <p>Writing Activity</p>	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts


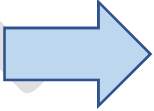
		<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Communicate clearly, effectively and with reason.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Model integrity, ethical leadership and effective management.</p>	<p>Students will practice filling-out forms to record repackaged medication data correctly.</p> <p>Small Group Presentation Students will prepare and deliver a presentation summarizing, evaluating, and describing the role of the technician in quality assurance activities as related to repackaging unit dose medication.</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none"> - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
--	--	--	--	---	--

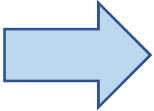
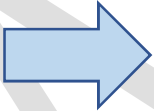

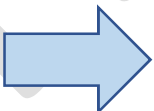
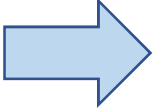
					<ul style="list-style-type: none"> - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip - Teacher descriptions of student accomplishments, such as performance on oral tasks - Formal test data, checklists, and rating sheets
43 – 44	Prepare United States Pharmacopeia (USP) 797 and USP 800 sterile products.	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Critical Thinking - make decisions and solve problems.</p> <p>Self-Management - display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.</p> <p>Utilize Resources - identify, organize, plan, and allocate resources.</p> <p>Use Information - acquire, organize, interpret, and evaluate information.</p> <p>Understand Systems - understand, monitor, and improve complex systems.</p> <p>Communicate clearly, effectively and with reason.</p> <p>Attend to personal health and financial well-being.</p>	<p>K-W-L Chart</p> <p>Vocabulary Activity</p> <p>Pronunciation Practice</p> <p>Graphic Organizers</p> <p>Students will prepare a table organizing common institutional drug names, dosages, and incompatibilities.</p> <p>Gallery Walk</p> <ol style="list-style-type: none"> 1. Create six questions or prompts about common institutional drug names, dosages, and incompatibilities, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create six stations. Images, documents, problems, or quotes may also be used. 2. Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station. 3. At their first station, groups will read what is posted and one recorder should write the group's responses, thoughts, and comments on the chart paper or white board. For individual student accountability, you may also have the students record their own responses on a worksheet (see template below), or put their initials below what they wrote. Having different colored markers for each student is also an option. 	<p>Presentation Rubric and Group Rating Form</p> <p>Role Play Rubric</p> <p>Worksheet Assessment</p> <p>Journal Entry</p> <p>Exit Slips</p> <p>Skills Checklist</p> <p>Demonstration Station</p> <p>Performance-Based Assessments:</p> <ul style="list-style-type: none"> - Reading with partners - Retelling stories, steps or scenario - Role playing - Giving descriptions or instructions using visual or written prompts - Oral reporting to the whole class - Telling a story or scenario by using a sequence of three or more pictures

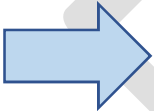
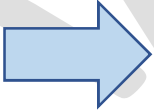
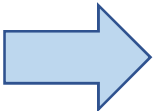
		<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the ABE level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>Model integrity, ethical leadership and effective management.</p> <p>Plan education and career path aligned to personal goals.</p>	<p>4. After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, you can have groups switch recorders at each station.</p> <p>5. As the teacher, it is important to monitor the stations while the students participate. You may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station.</p> <p>6. Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.</p> <p>Gallery Walk Template</p> <p>Mock Conversations/Role-Play Students will perform quality control check of completed product.</p> <p>Close Reading Informational Text General Chapter <797> Pharmaceutical Compounding – Sterile Preparations</p> <p>Cornell/Marginal Notes USP General Chapter <800> Hazardous Drugs—Handling in Healthcare Settings</p> <p>Mock Reading Activity Students will compare medication order with label on vial and check expiration date of product.</p> <p>Comprehension Questions Students will answer comprehension questions pertaining to General Chapters 797 and 800 of USP.</p> <p>Mock Writing Activity Students will place label on IV solution container and record appropriately using specific forms.</p> <p>Small Group Presentation</p>	<ul style="list-style-type: none"> - Completing dialogue or conversation through written prompts - Debating, either one-on-one or taking turns in small groups - Brainstorming - Completing incomplete stories - Games <p>End of Unit Multiple Choice Quiz</p> <p>Skills Checklist:</p> <ul style="list-style-type: none"> - Students can select samples of their work and reflect on their own growth over time. - Teacher can meet with students to develop their goals and standards, such as with this sample writing rubric. - Together with students, teacher can set tangible, realistic improvement goals for future projects. - Students – as a class, in groups, or individually – can create their own rubrics to include in their skills checklist. <p>Portfolio Assessment:</p> <ul style="list-style-type: none"> - Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions - Drawings representing student content knowledge and proficiencies - Tapes of oral work, such as role-playing, presentations, or an oral account of a trip
--	--	---	---	--	--

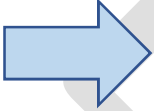
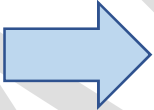
				<p>Students will prepare and deliver presentation summarizing, evaluating and describing the role of the technician in quality assurance activities as related to the preparation of sterile products.</p> <p>Glossary</p> <p>Reflection</p> <p>3-2-1 Exit Tickets</p>	<ul style="list-style-type: none">- Teacher descriptions of student accomplishments, such as performance on oral tasks- Formal test data, checklists, and rating sheets
--	--	--	--	--	--

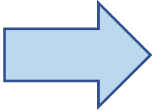
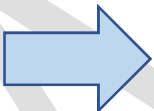
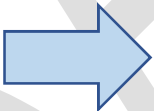
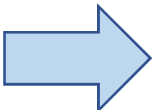
IET Single Set of Learning Objectives		Competencies
Students will demonstrate knowledge of the healthcare delivery system and health occupations by creating a graphic organizer grouping health occupations into categories and indicating their responsibilities as members of the health care team.		<p>01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.</p> <p>01.02 Identify common methods of payment for healthcare services.</p> <p>01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.</p> <p>01.04 Describe the composition and functions of a healthcare team.</p> <p>01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.</p> <p>01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.</p> <p>01.07 Identify characteristics of effective teams.</p> <p>01.08 Recognize methods for building positive team relationships.</p> <p>01.09 Analyze attributes and attitudes of an effective leader.</p> <p>01.10 Recognize factors and situations that may lead to conflict.</p> <p>01.11 Demonstrate effective techniques for managing team conflict.</p> <p>01.12 Describe factors that influence the current delivery system of healthcare.</p> <p>01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.</p>
Students will demonstrate the ability to communicate in a range of conversations and collaborations with diverse partners, using proper medical terminology, grammar, and usage, and following basic principles of effective communication.		<p>02.01 Develop basic speaking and active listening skills.</p> <p>02.02 Develop basic observational skills and related documentation strategies in written and oral form.</p> <p>02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.</p> <p>02.04 Respond to verbal and non-verbal cues.</p> <p>02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.</p> <p>02.06 Use appropriate medical terminology and abbreviations.</p>

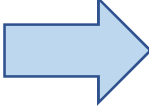
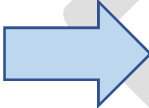

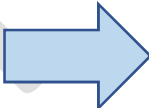
		02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships. 02.08 Recognize the importance of patient/client educations regarding healthcare. 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic, and religious groups. 02.10 Analyze elements of communication using a sender-receiver model. 02.11 Distinguish between and report subjective and objective information. 02.12 Report relevant information in order of occurrence.
Students will demonstrate legal and ethical responsibilities by justifying their choices or actions in specific situations, adhering to state and federal statutes and ethics standards for healthcare workers. Students will demonstrate legal and ethical responsibilities by summarizing and explaining the Patient's Bill of Rights.		03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation. 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud. 03.03 Demonstrate procedures for accurate documentation and record keeping. 03.04 Interpret healthcare facility policy and procedures. 03.05 Explain the "Patient's Bill of Rights". 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA). 03.07 Describe advance directives. 03.08 Describe informed consent. 03.09 Explain the laws governing harassment, labor and employment. 03.10 Differentiate between legal and ethical issues in healthcare. 03.11 Describe a code of ethics consistent with the healthcare occupation. 03.12 Identify and compare personal, professional, and organizational ethics. 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice. 03.14 Recognize and report illegal and/or unethical practices of healthcare workers. 03.15 Recognize and report abuse including domestic violence and neglect. 03.16 Distinguish among the five schedules of controlled substances.
Students will demonstrate an understanding of and apply wellness and disease concepts by developing and delivering informational materials on health resources and disease prevention to a local community.		04.01 Describe strategies for prevention of diseases including health screenings and examinations. 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems. 04.03 Identify psychological reactions to illness including defense mechanisms. 04.04 Identify complementary and alternative health practices. 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors. 04.06 Explain the basic concepts of positive self-image, wellness and stress. 04.07 Develop a wellness and stress control plan that can be used in personal and professional life. 04.08 Explore and utilize the U.S. Department of Agriculture's nutrition resources. 04.09 Recognize the steps in the grief process.

<p>Students evaluating work areas and work practices as safe or unsafe, providing specific evidence supporting the evaluation.</p> <p>Students will report safety and security concerns to proper authorities by completing forms or verbal communication.</p>		<p>05.01 Recognize safe and unsafe working conditions and report safety hazards.</p> <p>05.02 Demonstrate the safe use of medical equipment.</p> <p>05.03 Explain and apply the theory of root-cause analysis.</p> <p>05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.</p> <p>05.05 Identify and practice security procedures for medical supplies and equipment.</p> <p>05.06 Demonstrate personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions.</p> <p>05.07 Recognize Safety Data Sheets and comply with safety signs, symbols, and labels.</p> <p>05.08 Demonstrate proper body mechanics and ergonomics.</p> <p>05.09 Demonstrate the procedure for properly identifying patients.</p> <p>05.10 Demonstrate procedures for the safe transport and transfer of patients.</p> <p>05.11 Describe fire, safety, disaster and evacuations procedures.</p> <p>05.12 Discuss The Joint Commission patient safety goals (www.jointcommission.org) and any other applicable accrediting/regulatory agency guidelines.</p>
<p>Students will demonstrate measuring and recording a patient's vital signs, administering cardiopulmonary resuscitation, operating an automated external defibrillator and conducting specific first aid while orally describing the steps in each procedure.</p>		<p>06.01 Record and monitor vital signs.</p> <p>06.02 Describe legal parameters relating to the administration of emergency care.</p> <p>06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.</p> <p>06.04 Recognize adverse drug related emergencies and take appropriate first aid action.</p>
<p>Students will demonstrate knowledge of infection control procedures by enumerating the steps in chronological sequence: wearing personal protective equipment, surgical asepsis, and disposing of biohazard waste.</p> <p>Students will clearly communicate safety precautions to a patient before performing care.</p>		<p>07.01 Define principles of infection control including standard and transmission-based precautions.</p> <p>07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.</p> <p>07.03 Demonstrate knowledge of surgical asepsis.</p> <p>07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.</p>
<p>Demonstrate an understanding of information technology applications in healthcare by describing, in writing using word processing software, recent advancements in medical technology and its implications.</p> <p>Demonstrate an understanding of information technology applications in healthcare by responding to electronic mail correspondences appropriately, providing sufficient supporting details and using proper medical terminology on the response.</p>		<p>08.01 Describe technology applications in healthcare.</p> <p>08.02 Define terms and demonstrate basic computer skills.</p> <p>08.03 Recognize technology applications in healthcare.</p> <p>08.04 Interpret information from electronic medical documents.</p> <p>08.05 Identify methods of communication to access and distribute data such as fax, e-mail, and internet.</p>
<p>Students will demonstrate employability skills by developing a comprehensive resume, clear and coherent cover letter and thank you letter in electronic format, online portfolio, and a professional network profile such as LinkedIn.com.</p>		<p>09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.</p> <p>09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e. telephone etiquette, courtesy and self-introductions).</p> <p>09.03 Identify documents that may be required when applying for a job.</p> <p>09.04 Write an appropriate resume.</p>

<p>Students will demonstrate employability skills by participating in mock interviews and responding to questions using proper medical terminology with command of the conventions of standard English and sufficient supporting evidence.</p>		<p>09.05 Conduct a job search. 09.06 Complete a job application form correctly. 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments, and career growth potential. 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential. 09.09 Identify acceptable work habits. 09.10 Recognize appropriate affective/professional behavior. 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services and biotechnology research and development).</p>
<p>Demonstrate knowledge of blood borne diseases, including HIV/AIDS by developing a presentation with notes regarding emerging infectious diseases in various parts of the world including a description on how they are being mitigated and sharing it to professional content networks such as Scribd.com.</p> <p>Demonstrate knowledge of blood borne diseases, including HIV/AIDS by writing complete responses to questions/comments posted on Scribd.com.</p>		<p>10.01 Recognize emerging diseases and disorders. 01.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines. 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.</p>
<p>Students will apply basic math and science skills to solve word problems within the general context of the health care field involving data, measurement, conversion of units and ratios.</p> <p>Students will apply basic math and science skills in solving real-world problems or draw conclusions in situations based on patient care data/history, health care resource data, and other healthcare-related data.</p> <p>Students will organize observation data using technology and communicate the results of basic experimentation conducted in the health care facility both orally and in writing.</p>		<p>11.01 Draw, read, and report on graphs, charts, and tables. 11.02 Measure time, temperature, distance, capacity, and mass/weight. 11.03 Make, use and convert using both traditional and metric units. 11.04 Make estimations and approximations and judge the reasonableness of the result. 11.05 Convert from regular to 24 hour time. 11.06 Demonstrate ability to evaluate and draw conclusions. 11.07 Organize and communicate the results obtained by observation and experimentation. 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. 11.09 Calculate ratios.</p>
<p>Students will practice human relation skills by creating a health care team organizational chart identifying the roles and basic responsibilities of each member.</p> <p>Students will practice human relation skills by participating in mock conversations with various partners (members of health care team and patient), observing clear communication of ideas with</p>		<p>12.01 Explore the meaning and duties of a pharmacy technician. 12.02 Explore the organizational flow of responsibilities within a pharmacy setting. 12.03 Understand the importance of developing and maintaining a professional rapport with co-workers. 12.04 Identify pharmacy organizations and their role in the profession to include student membership opportunities.</p>

<p>specific supporting details, use of proper medical vocabulary, professionalism, command of English grammar and usage, and language functions in different contexts.</p>		<p>12.05 Identify the current trends and perspectives in the pharmacy practice.</p> <p>12.06 Identify how team building can facilitate change within the pharmacy working environment.</p> <p>12.07 Understand the importance of good interpersonal skills/soft skills in various pharmacy settings.</p> <p>12.08 Demonstrate ethical conduct in job-related activities.</p> <p>12.09 Identify State of Florida requirements for obtaining and maintaining pharmacy technician registration as well as continuing education requirements for renewal.</p> <p>12.10 Explore the importance of national certification and the continuing education requirements for renewal.</p>
<p>Students will identify pharmaceutical abbreviations and terminology as related to pharmacy practice by developing a glossary of terms and abbreviations.</p> <p>Read closely and analyze the major symbols and abbreviations used on prescriptions and state the meaning.</p>		<p>13.01 Utilize pharmaceutical medical terminology.</p> <p>13.02 Analyze the major symbols and abbreviations used on prescriptions and state the meaning.</p> <p>13.03 Identify safety strategies used to prevent medication errors due to pharmaceutical abbreviations and terminology.</p>
<p>Students will identify medical and legal considerations in various pharmacy settings by completing specific pharmacy documentation and forms (print and digital), and identifying which patient information is protected by HIPAA.</p> <p>Students will Identify medical and legal considerations by creating and outline of the Patient's Bill of Rights and explaining each patient's right in their own words.</p> <p>Students will classify activities that may be performed by pharmacy technicians and those that must be performed by licensed pharmacists using a graphic organizer (i.e., Venn Diagram) and compare and contrast the two.</p>		<p>14.01 Articulate the significance of current national and Florida law and administrative rules as they relate to the scope of practice for the pharmacy technician.</p> <p>14.02 Convey an understanding of patient counseling requirements pertaining to OBRA-90 versus MTM (Medication Therapy Management).</p> <p>14.03 Convey an understanding of medical legal concepts as they relate to the scope of practice for the pharmacy technician.</p> <p>14.04 Explain the legal requirements for accurate pharmacy documentation and recordkeeping.</p> <p>14.05 Demonstrate an understanding of HIPAA in pharmacy practice pertaining to the ethical and legal considerations.</p> <p>14.06 Convey an understanding of the patient's Bill of Rights as it relates to pharmacy practice.</p> <p>14.07 Convey an understanding of pertinent laws governing pharmacy practice such as false prescriptions and drug diversion.</p> <p>14.08 Differentiate between controlled substance schedules (CI-CV) and their applicable regulations.</p> <p>14.09 Convey an understanding of the Florida Right to Know Act with respect to hazardous materials, the utilization of safety data sheets, and hazardous communication symbols.</p> <p>14.10 Implement appropriate patient safety goals by applicable accrediting and regulatory organizations.</p> <p>14.11 Understand and explain the legal requirements for final check by the pharmacist</p> <p>14.12 Classify activities that may be performed by pharmacy technicians and those that must be performed by licensed pharmacists.</p> <p>14.13 Explain the importance of information technology (IT) and its current use in various pharmacy settings.</p>

<p>Students will apply interactive communication techniques to accurate information from patients and from other healthcare professionals through a mock conversation.</p> <p>Students will perform clerical duties as related to pharmacy practice such as creating, completing and maintaining patient profiles/forms including third party billing information using pharmacy software.</p>		<p>15.01 Demonstrate retail pharmacy dispensing processes.</p> <p>15.02 Identify potential errors that may result in Quality Related Events.</p> <p>15.03 Utilize pharmacy software in processing pharmacy prescription data.</p> <p>15.04 Identify and discuss applications of E-Prescribing and facsimile.</p> <p>15.05 Utilize and apply interactive communication skills while gathering accurate information from patients and from other healthcare professionals</p> <p>15.06 Identify communication modalities that can result in the transmission of inaccurate information, and explain specific ways to make improvements.</p> <p>15.07 Create, complete and maintain patient profiles including third party billing information.</p> <p>15.08 Understand the processes of third party billing, resolving rejections, and obtaining authorizations.</p> <p>15.09 Demonstrate professional telephone communication skills within the scope of practice for the pharmacy technician.</p> <p>15.10 Demonstrate the knowledge of systems used in maintaining pharmacy records.</p> <p>15.11 Summarize, evaluate, and describe the role of the technician in quality assurance activities as related to various pharmacy practices.</p>
<p>Students will demonstrate professional telephone and electronic communication skills (reading, writing, speaking and listening) within the scope of practice for the pharmacy technician by participating in mock telephone conversations, responding to and leaving a voicemail or email.</p>		<p>16.01 Define the major classifications of pharmaceuticals.</p> <p>16.02 Categorize at least one official compendia of standards for quality and purity of drugs and authoritative information on dosage, administration and therapeutic equivalents.</p> <p>16.03 Utilize pharmacy reference manuals and web sites.</p> <p>16.04 Apply knowledge of trade names, and generic name equivalents.</p>
<p>Students will utilize pharmacy reference manuals and web sites to categorize medications (written in trade or generic name equivalent) on a graphic organizer based on the major classifications of pharmaceuticals.</p>		<p>17.01 Convey an understanding of industry standards in purchasing pharmaceutical supplies, including the Florida Pedigree Law.</p> <p>14.02 Maintain controlled substance inventory.</p> <p>17.03 Apply knowledge of pharmacy business math to prescription pricing systems.</p> <p>17.04 Maintain stock inventory, communicate shortages, and seek solutions to maintain continuity of patient care.</p> <p>17.05 Create electronic purchase orders.</p> <p>17.06 Accurately perform the process of purchasing, receiving, storing, distributing and disposing of pharmaceutical supplies.</p> <p>17.07 Convey an understanding of Investigational Drugs, Risk Evaluation and Mitigation Strategies (REMS), off label indications, and emerging drug therapy.</p> <p>17.08 Convey an understanding of the inventory control process implemented by Title II of the Drug Quality and Security Act.</p>
<p>Students will use print or digital forms to maintain pharmaceutical supplies and controlled substance inventory, and communicate shortages, and solve problems to maintain continuity of patient care.</p> <p>Students will apply mathematics skills to determine pricing for certain medications based on discounts, bulk pricing deals, vendor mark-up and/or other prescription pricing systems.</p>		<p>18.01 Convey an understanding of United States Pharmacopeia (USP) 795 standards.</p> <p>18.02 Convert measurements within the apothecary, avoirdupois, household and metric systems.</p> <p>18.03 Perform common pharmaceutical calculations.</p> <p>18.04 Identify common pharmaceutical weighing equipment.</p> <p>18.05 Identify common pharmaceutical volume measurement equipment.</p> <p>18.06 Demonstrate the technique of preparing common pharmaceutical compounds.</p>

		18.07 Summarize, evaluate and describe the role of the technician in quality assurance activities as related to the preparation of non-sterile products.
<p>Students will use common pharmaceutical weight and volume measurement equipment to solve word problems involving common pharmaceutical calculations.</p> <p>Students will use mathematics skills and digital software to convert measurements between apothecary, avoirdupois, household and metric systems.</p> <p>Given a detailed information of a particular pharmaceutical product, students will orally explain to a patient the product's general sources, classes, indications, mechanisms of actions, routes of administration, side effects, and various types of drug interactions in mock conversations.</p>		<p>19.01 Describe electrolyte balances and imbalances.</p> <p>19.02 Relate the general sources, classes, indications, mechanisms of actions, routes of administration, side effects, and various types of drug interactions.</p> <p>19.03 Demonstrate an understanding of common adult doses of medications, duration of common drug therapies, and respective contraindications including the BEERS Criteria.</p> <p>19.04 Identify potential interactions that require a pharmacist's intervention pertaining to food/alcohol, herbal, OTC, and/or prescription medications.</p>
<p>Students will read medication orders correctly and explain how to prepare the medication correctly.</p> <p>Students will compare all new orders with medications listed on profiles, highlighting and explaining any changes using printed forms or pharmaceutical software.</p>		<p>20.01 Read and prepare medication orders correctly.</p> <p>20.02 Demonstrate institutional pharmacy dispensing processes.</p> <p>20.03 Compare all new orders with medications listed on profiles while noting any changes.</p> <p>20.04 Utilize special precautions in the preparation of medications for pediatric patients.</p> <p>20.05 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.</p> <p>20.06 Understand how to correctly fill and deliver medication cassettes.</p> <p>20.07 Collect data from medication administration record.</p> <p>20.08 Demonstrate use of automated medication dispensing equipment.</p>
<p>Given a detailed information of a particular hazardous drug, students will explain precautions used when packaging the drug.</p> <p>Students will summarize, evaluate, and describe the role of the technician in quality assurance activities as related to repackaging unit dose medication.</p>		<p>21.01 Locate correct stock container.</p> <p>21.02 Operate unit dose packaging equipment.</p> <p>21.03 Measure, count, and place individual dose in appropriate containers.</p> <p>21.04 Understand precautions used when packaging unit dose hazardous drugs.</p> <p>21.05 Record repackaged medication data correctly.</p> <p>21.06 Summarize, evaluate, and describe the role of the technician in quality assurance activities as related to repackaging unit dose medication.</p>
<p>Students will summarize, evaluate and describe the role of the technician in quality assurance activities as related to the preparation of sterile products.</p> <p>Students will name 5 examples of incompatible drugs and in a mock conversation, explain to a patient why the drugs are incompatible.</p>		<p>22.01 Convey an understanding of United States Pharmacopeia (USP) 797 regulations.</p> <p>22.02 Convey an understanding of United States Pharmacopeia (USP) 800 regulations.</p> <p>22.03 Compare medication order with label on vial and check expiration date of product.</p> <p>22.04 Calculate drug dosage for parenteral use.</p> <p>22.05 Understand common institutional drug names, dosages, and incompatibilities.</p> <p>22.06 Reconstitute parenteral medications.</p> <p>22.07 Demonstrate aseptic technique to withdraw medication from stock vial, measure correct quantity as instructed, select and insert it into IV solution without error.</p> <p>22.08 Demonstrate aseptic technique to withdraw medication from an ampule using filter needle/straw.</p> <p>22.09 Prepare parenteral solutions using proper aseptic technique.</p> <p>22.10 Understand the preparation of Total Parenteral Nutrition (TPN) solutions.</p> <p>22.11 Understand the preparation of chemotherapeutic agents using proper safety techniques.</p>

		<div>22.12 Understand the appropriate technique while using specialized equipment such as: laminar flow hoods, filters, pumps, automated compounders, and barrier isolator.</div> <div>22.13 Place label on IV solution container and record appropriately.</div> <div>22.14 Perform quality control check of completed product.</div> <div>22.15 Convey an understanding of the proper storage and disposal requirements of reconstituted and non-reconstituted IV solutions.</div> <div>22.16 Convey an understanding of the proper storage and disposal of hazardous drugs.</div> <div>22.17 Summarize, evaluate and describe the role of the technician in quality assurance activities as related to the preparation of sterile products.</div>
--	--	--

GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

