

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Objectives

Palm Beach County Public Schools



Single Set of Learning Objectives Template

Team Name or Number	Palm Beach County
Team Members	Fred Barch, John Hay, Pamela Jo Wilson, Brenda Boston, Lisa Anderson, Nicole Howard-Rice, Maria Anwar, Lashan King, Karin Espinosa
Workforce Training Program	Home Health Aide (H170604) and English Language Acquisition – Adult ESOL/ELCATE

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
	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>THE SYSTEM</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>	<p>CASAS Competencies: 3.1.3 - HC services & facilities</p> <p>Reading Anchor Standard 1 Read to determine what the text says explicitly, make logical inferences, cite evidence</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented</p> <p>Reading Anchor Standard 10 Read and comprehend complex literary and informational texts</p> <p>-----</p> <p>Writing Anchor Standard 2, 4, 6, 8 Write informative/explanatory texts</p> <p>Writing Anchor Standard 4 Produce clear and coherent writing</p>	<p>Using Information Utilize Resources Teamwork Understand Systems</p> <p>The History of the Health Care System</p> <p>Key Vocabulary: Influence, impact, technology, epidemiology, bioethics, roles, responsibilities, consumer</p>	<p>Anticipation guide - ask questions on all three areas for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students regarding the healthcare delivery system Web cluster map - Place "The history of healthcare" in the middle circle and have students work in pairs to complete the diagram</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary e.g. component, private, impact, (epidemiology, bioethics,) brief review of prefix/suffix) ethics, technology, private, public, using phrases e.g. private life and public life non-profit versus for profit</p> <p>Use industry specific videos to support the academic activities.</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether students have reached the benchmark. Students will assess teacher's effectiveness.

	<p>ROLES & RESPONSIBILITIES</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>Writing Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources, while avoiding plagiarism.</p> <p>-----</p> <p>SL Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners</p> <p>SL Anchor Standard 4 Present information, findings, and supporting evidence</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>-----</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>-----</p> <p>CASAS</p> <p>3.1 Understand how to access and use the health care system</p> <p>3.5 Understand basic principles of health maintenance</p> <p>3.6 Understand basic health and medical information</p>		<p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions. Small group breakout activity: “The history of Medicare and Medicaid and The Affordable Care Act” *****</p> <p>KWL Cluster Map - access prior knowledge Bridge gaps with other needed vocabulary, eg. medical history, Insurance Premium, Co-Pay, Deductible Use a Venn Diagram to compare countries - HMO and PPO and universal country vs none.</p> <p>Reading for information Comparison of the two Health Plans Complete a writing assignment: Essay using words or pictures” The Healthcare System”. YouTube Video: Chapter 1 History and Overview of the Health Care System YouTube Video: History of the Healthcare in America</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
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	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>THE SYSTEM</p> <ul style="list-style-type: none">01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems	<p>Reading Anchor Standard 1</p> <p>Read to determine what the text says explicitly, make logical inferences, cite evidence.</p> <p>Reading Anchor Standard 4</p> <p>Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 7</p> <p>Integrate and evaluate content presented.</p> <p>Reading Anchor Standard 10</p> <p>Read and comprehend complex literary and informational texts.</p> <hr/> <p>Writing Anchor Standard 2</p> <p>Write informative/explanatory texts.</p> <p>Writing Anchor Standard 4</p> <p>Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8</p> <p>Gather relevant information from multiple print and digital sources, while avoiding plagiarism.</p> <hr/> <p>Speaking and Listening Anchor Standard 1</p>	<p>Using Information</p> <p>Utilize Resources</p> <p>Understand Systems</p> <p>Teamwork</p> <p>The Health Care System Now</p> <p>Key Vocabulary: public, private, government and non-profit, Health care providers, socioeconomics, resources,</p>	<p>Anticipation guide - ask questions for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students regarding the healthcare delivery system</p> <p>Web cluster map - Place healthcare in the middle circle and have students work in pairs to complete the diagram</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary e.g. component, private, impact, (epidemiology, bioethics,) brief review of prefix/suffix) ethics, technology, private, public,</p> <p>Using phrases e.g. private life and public life non-profit versus for profit</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>*****</p> <p>Provide direct instruction from the student text or presentation tool.</p>	<ol style="list-style-type: none">Chapter /lesson reviewStudent peer review,Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses)Exit TicketsLesson quizMid semester and End of semester review to explore whether students have reached the benchmark.Students will assess teacher’s effectiveness.

	<p>PAYING/INSURANCE</p> <ul style="list-style-type: none"> 01.02 Identify common methods of payment for healthcare services. <p>ROLES & RESPONSIBILITIES</p> <ul style="list-style-type: none"> 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system. 	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <hr/> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <hr/> <p>CASAS</p> <p>3.1 Understand how to access and use the health care system</p> <p>3.5 Understand basic principles of health maintenance</p> <p>3.6 Understand basic health and medical information</p> <p>4.9 Understand how organizational systems function, and operate effectively within them</p>		<p>Project a sample insurance card and elicit info from students based on the card. Example: e.g. “Where will you find the co-pay? Or, on which line will you find the medical information?”</p> <p>Use a Venn Diagram to compare countries - HMO and PPO and universal country vs none.</p> <p>Venn Diagram: Comparison of the Health System: Before/Now</p> <p>Reading for information Comparison of the two Health Plans: Assignment: Essay using words or pictures” The Healthcare System</p> <p>Kahoot: The Healthcare Delivery System</p> <p>Quizizz: The Healthcare Delivery System</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p>	<p>Reading Anchor Standard 1 Read to determine what the text says explicitly, make logical inferences, cite evidence.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p>	<p>Using Information Utilize Resources Teamwork</p> <p>The Healthcare Team</p>	<p>Anticipation guide - ask questions about the health system/occupations for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing

	<p>ROLES & RESPONSIBILITIES 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.</p> <p>TEAMS 01.04 Describe the composition and functions of a healthcare team 01.07 Identify characteristics of effective teams. 01.08 Recognize methods for building positive team relationships 01.09 Analyze attributes and attitudes of an effective leader. 01.10 Recognize factors and situations that may lead to conflict.</p>	<p>Reading Anchor Standard 7 Integrate and evaluate content presented.</p> <p>Reading Anchor Standard 10 Read and comprehend complex literary and informational texts.</p> <hr/> <p>Writing Anchor Standard 2 Write informative/explanatory texts.</p> <p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources, while avoiding plagiarism.</p> <hr/> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <hr/> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Key Vocabulary: Roles, responsibilities, team, members, composition, effective leader, conflicts</p>	<p>Use KWL to access prior knowledge of students regarding the healthcare teams Use Jamboard to do a matching activity of the targeted vocabulary: role, responsibilities, team, consumer, members, attributes/attitudes,</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>--</p> <p>KWL Cluster Map - access prior knowledge Bridge gaps with other needed vocabulary.</p> <p>Use a Venn Diagram to compare roles/responsibilities of the healthcare team and/or responsibilities of the consumer</p> <p>Reading for information</p> <p>Kahoot: Job Roles and Responsibilities in Health and Social Care</p> <p>Use Jamboard to match</p> <ol style="list-style-type: none"> 1. the job description with the names of the jobs. 2. Definition for scope of practice and list dos and don'ts of job. Use Jamboard 3. Role Play specific scenarios e.g. accepting gifts, administering medication, laundry etc. <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	<p>strengths and weaknesses)</p> <ol style="list-style-type: none"> 4. Exit Tickets 5. Lesson quiz 6. Mid semester and End of semester review to explore whether students have reached the benchmark. 7. Students will assess teacher's effectiveness.
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		<p>Language Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CASAS 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies 4.9 Understand how organizational systems function, and operate effectively within them 4.9.1 Identify the formal organizational structure of one's work environment</p>			
	03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.	Reading Anchor Standard 1: Read to determine what the text says explicitly, make logical inferences, cite evidence.	Critical Thinking Understanding Systems Using Information	Anticipation guide - ask questions on domestic violence for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.	1. Chapter /lesson review 2. Student peer review, 3. Think Pair Share 4. Exit Tickets

	<p>03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)</p> <p>03.07 Describe advance directives</p> <p>03.08 Describe informed consent.</p> <p>03.09 The laws governing harassment, labor and employment</p> <p>03.10 Differentiate between legal and ethical issues in healthcare.</p> <p>03.11 Describe a code of ethics consistent with the healthcare occupation.</p> <p>03.12 Identify and compare personal, professional, and organizational ethics.</p> <p>03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.</p> <p>03.04 Interpret healthcare facility policy and procedures.</p>	<p>Reading Anchor Standard 4: Interpret words and phrases in a text.</p> <p>Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading Anchor Standard 10: Read and comprehend complex literary and informational texts.</p> <p>Speaking and Listening Anchor Standard 4: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Writing Anchor Standard 2 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>CASAS</p> <p>5.7.6 Interpret information related to ethical and philosophical issues</p> <p>7.2-Demonstrate the ability to use critical thinking.</p> <p>7.2.1 Identify Personal Values, qualities</p> <p>7.2 The Ability to Use Critical Thinking 7.2.1 Identify and paraphrase pertinent information</p> <p>7.2.5 Evaluate a situation, statement or purpose assembling information and providing evidence, making judgements, examining assumptions, and identifying contradictions.</p>	<p>Self-Management</p> <p>Legal and Ethical Responsibilities & Domestic Violence</p> <p>Key Vocabulary: ethics, law, neglect, active neglect, passive neglect, negligence, malpractice, abuse: physical abuse, sexual abuse, emotional abuse, financial abuse, using images and sentences</p>	<p>Create and discuss situations about how to recognize a victim of domestic violence.</p> <p>Use KWL to access prior knowledge of students regarding domestic violence.</p> <p>Graphic organizer: T-Chart for “Fact and Fallacy”</p> <p>Web cluster map - Place “domestic violence” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss public education resources.</p> <p>Counseling: Domestic Abuse</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	<p>5. Lesson Assessment</p> <p>6. Students will assess teacher’s effectiveness.</p>
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	<p>03.16 Distinguish among the five schedules of controlled substances.</p> <p>1.3 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.</p> <p>3.15 Recognize and report abuse including domestic violence and neglect.</p> <p>2.12 Report relevant information in order of occurrence.</p>	<p>7.5 Understand Aspects of, and Approaches to Effective Personal Management</p> <p>7.5.1 Identify personal values and qualities</p> <p>2.5 Use community agencies and services</p> <p>2.5.1 Locate and utilize services of agencies that provide emergency help</p> <p>2.5.8 Identify community organizations and their purpose and functions</p> <p>2.7.3 Interpret information about social issues</p>			
	<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>Reading Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.</p> <p>Reading Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 5 Analyze the structure of texts.</p>	<p>Teamwork Critical thinking Using Information Self-Management</p> <p>Communication</p> <p>Key Vocabulary:</p> <p>Active Listening</p> <p>Subjective/Objective Information</p>	<p>Warm-up Activities: *Web cluster: place the word communication in the middle and have the students write other related words or phrases.</p> <p>*THINK write: Using your prior understanding of communication, explain what the following statement means to you: What does it mean? "If you did not write it down, it did not occur"</p> <p>*ABC brainstorming to have students access prior knowledge.</p> <p>Direct Instruction: *Introduce the foundation of communication/communication process/communication styles & barriers/verbal</p>	<ol style="list-style-type: none"> Chapter/lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether students have reached the benchmark. Students will assess the teacher's effectiveness.

	<p>02.04 Respond to verbal and non-verbal cues.</p> <p>02.05 Compose written communication using correct spelling grammar formatting and confidentiality and specific formats of letter writing.</p> <p>02.06 Use appropriate medical terminology and abbreviations.</p> <p>2.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.</p> <p>2.08 Recognize the importance of patient/client education regarding healthcare.</p> <p>02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic, and religious groups.</p> <p>02.10 Analyze elements of communication using a sender-receiver model.</p>	<p>Reading Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats.</p> <p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources.</p> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 2 Integrate and evaluate information presented in diverse media and formats.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage.</p>	<p>Barrier</p> <p>Cultural, Social and Ethnic Diversity 2.0</p> <p>Intro to Basic Medical Terminology 2.0</p> <p>Common Abbreviations 2.0</p>	<p>& non-verbal cues using teacher prepared materials and district provided course materials.</p> <p>*Topic related videos to further classroom discussions. Students may use a note-taking graphic organizer to help with processing information presented in the clips.</p> <p>*Introduce the week's topics using teacher prepared materials and district provided course materials.</p> <p>Practice: *Teacher guide through the web cluster map on the communication process, students may take notes from the introduction/presentation part of the lesson that can be used to complete this process.</p> <p>*Carousel brainstorming activity on visual communication process/barriers of communication.</p> <p>*Use Socratic seminar to read & discuss chapter readings</p> <p>*Quizizz lesson on Soft Skills: Verbal vs. Nonverbal communication</p> <p>*Quizizz review on communication skills</p> <p>*Quizlet Vocabulary on Communication Barriers</p> <p>*Quizizz on communication styles</p> <p>*Quizizz on communication in the workplace</p>	
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	<p>02.11 Distinguish between and report subjective and objective information.</p> <p>02.12 Report relevant information in order of occurrence.</p>	<p>CASAS Competencies</p> <p>0.1.1 Identify or use appropriate non-verbal behavior (e.g., handshaking)</p> <p>0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)</p> <p>0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)</p> <p>0.1.6 Clarify or request clarification</p> <p>0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)</p>		<p>*Venn Diagram in order to distinguish between and report subjective and objective information.</p> <p>*Think-Pair-Share: Discussion:</p> <p>1. What does the word communication mean to you?</p> <p>2. Were you born in America? If not, how has communication impacted your life?</p> <p>3. Do you think that ethnic groups communicate differently? Please explain your answer.</p> <p>Regardless of your ethnic group, there are similarities in communication. Use the Venn Diagram to list some similarities and differences.</p> <p>*Fishbone graphic organizer to help analyze the sender and receiver model.</p> <p>Direct Instruction:</p> <p>*Direct Instruction (presentation/teacher power point notes)</p> <p>*Describe basic medical terminology and approved abbreviations</p> <p>*Formal letter writing</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on how to use medical terminology to communicate with patients and physicians.</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on basic knowledge of pronunciation, spelling and the meaning of medical terms.</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on recognizing abbreviations and acronyms used to complete administrative duties.</p>	
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				<p>1. What do you feel is the most difficult part about communicating using medical terminology?</p> <p>2. What is special about the terminology used in the medical field?</p> <p>3. Why is it important for all healthcare workers to understand medical terminology?</p> <p>*Quizlet on intro to medical terminology</p> <p>*Quizlet on intro to medical terminology</p> <p>*Quizizz lesson on intro to medical terminology</p> <p>*Quizizz review on intro to medical terminology</p> <p>*Quizizz on formal letter writing</p> <p>*Quizizz review on letter writing</p> <p>Occupational Skills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
	<p>07.0 Recognize and practice infection control procedures</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</p>	<p>R1 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>R2 Determine central ideas or themes of a text; summarize the key supporting details and ideas.</p> <p>R4 Interpret words and phrases as they are used in a text including determining technical meanings</p>	<p>Critical Thinking</p> <p>Use Information</p> <p>Understand Systems</p> <p>Teamwork</p> <p>Self-Management</p> <p>Utilizing Resources</p> <p>Infection Control 7.0 </p>	<p>Warm-up Activities:</p> <p>*Write the Room: On each paper, write a word or phrase related to the principles of infection control including standard and transmission-based precautions. As students enter, they move from poster to poster writing something they know about the word or phrase.</p> <p>* Complete an anticipation guide on the principles of infection control procedures.</p>	<p>1. Chapter /lesson review</p> <p>2. Student peer review,</p> <p>3. Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses)</p> <p>4. Exit Tickets</p> <p>5. Lesson quiz</p>

<p>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>10.0 Demonstrate knowledge of bloodborne diseases, including HIV/Aids</p> <p>10.01 Recognize emerging diseases and disorders.</p> <p>10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens, including Hepatitis B</p> <p>10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.</p> <p>10.04 Identify “At risk” behaviors which promote the spread of diseases caused by blood borne</p>	<p>R5 Analyze the structure of texts including how specific sentences, paragraphs and larger portions of text relate to each other and the whole.</p> <p>W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>W4 Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</p> <p>W8 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>SL1 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>SL4 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>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4 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>Bloodborne Pathogens 10.0</p> <p>Key Vocabulary: Infection OSHA CDC PPE</p> <p>Key Vocabulary: Bloodborne diseases, disorders, HIV, Hepatitis B/C spread, fact, fallacy pathogens, at risk behaviors, Infection control,</p>	<p>*Anticipation guide - ask questions on blood borne diseases (HIV, Hepatitis, etc.) for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>*Complete a quick write on prior topic knowledge.</p> <p>Direction Instruction: *Introduce the principles of infection control including standard and transmission-based precautions using teacher prepared materials and district provided course materials.</p> <p>Practice: *Complete a concept map on one of the identified anchor standards. *Utilize the jigsaw comprehension strategy for one of the chapter readings.</p> <p>*Use cloze passages to help the students practice the principles of infection control.</p> <p>*Have students roleplay various scenarios to demonstrate their understanding of the anchor standards covered in this chapter.</p> <p>*Quizlet on Infection Control</p> <p>*Quizizz on Handwashing: Infection Control</p> <p>*Quizizz on Infection Control</p> <p>*Infection Control Jeopardy Game</p> <p>*Quizlet Infection Control Vocabulary</p>	<p>6. Mid semester and End of semester review to explore whether students have reached the benchmark.</p> <p>7. Students will assess the teacher's effectiveness.</p>
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	<p>pathogens, and the public education necessary to combat the spread of these diseases.</p> <p>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 of Disease Control (CDC) guidelines.</p>	<p>CASAS</p> <p>3.4 Understand basic safety measures and health risks</p> <p>3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)</p> <p>3.4.3 Interpret procedures for simple first-aid</p> <p>3.6 Understand basic health and medical information</p> <p>3.6.3 Interpret information about illnesses diseases and health conditions and their symptoms</p> <p>3.1.7 Interpret information about patient rights such as confidentiality and health care decisions</p>		<p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p> <p>Create and discuss situations about how a person/patient presents their symptoms to an emergency unit/healthcare provider.</p> <p>Use KWL to access prior knowledge of students regarding bloodborne diseases.</p> <p>Graphic organizer: T-Chart for “Fact and Fallacy” activity/Transmission and Treatment.</p> <p>Web cluster map - Place “Community Resources and Services” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary: bloodborne diseases, pathogens, diseases/disorders.</p> <p>Review of acronyms: HIV, CDC.</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss public education resources.</p> <p>Small group breakout activity: Research and discuss CDC guidelines.</p>	
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				<p>Discuss different situations/scenarios on how to apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens</p> <p>Role play emergency situations: patient, bystander, caretaker.</p> <p>Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.</p> <p>Reading for information. YouTube Video: What Are Bloodborne Pathogens?</p> <p>Quizizz: Bloodborne Pathogens</p>	
	<p>05.0 Recognize and Practice Safety and Security Procedures</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>ELCATE</p> <p>Reading Anchor Standard 1: Read closely to determine the text explicitly and make logical inferences; citing textual evidence (writing /speaking) to support conclusions drawn from the text.</p> <p>Speaking and Listening Anchor Standard 5: Make strategic use of digital media or visual display of data to express information and enhance presentations.</p> <p>Speaking and Listening Anchor Standard 1: Prepare and participate in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own.</p> <p>Language Anchor Standard 4: Determine the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CASAS:</p>	<p>Using Information</p> <p>Critical Thinking</p> <p>Understanding Systems</p> <p>Self-Managing Team Work</p> <p>Safety and Precautions</p> <p>Key Vocabulary: safety, Root cause. analysis</p>	<p>Anticipation guide - ask questions on what they believe about safety and security procedures.</p> <p>Use KWL to assess prior knowledge of students regarding safety and security procedures.</p> <p>Web cluster map - Place “safety and security procedures” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary (e.g. safety, Root cause. analysis,).</p> <p>Use industry specific videos to support the academic activities and use a graphic organizer response sheet.</p>	<ol style="list-style-type: none">1. Chapter /lesson review2. Student peer review,3. Think Pair Share4. Exit Tickets5. Lesson Assessment6. Students will assess teacher’s effectiveness.

	<p>05.05 Identify and practice security procedures for medical supplies and equipment.</p> <p>05.06 Demonstrate personal safety procedures based on Occupations 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>05.11 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>3.4.1 Interpret product label directions and safety warnings</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.7 Interpret health and danger alerts</p> <p>4.3.3 Identify common safety equipment and safe work attire</p>		<p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss “Factors that impact Safety.</p> <p>Discuss different situations/scenarios and apply knowledge of internal and external factors that impact safety.</p> <p>Use a Venn Diagram to compare safe and unsafe uses of medical equipment and safety.</p> <p>Role play: The Five Whys approach.</p> <p>KWL Cluster Map - access prior knowledge.</p> <p>Fill in the Blank Activity with safe and unsafe scenarios in the health care system.</p> <p>Matching activity of the safety symbols and their meaning.</p> <p>Collaborative project: In groups research and explain Root cause Analysis and present findings to the class. Review: Kahoot: Safety</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
	<p>05.08 Demonstrate proper body mechanics and ergonomics.</p>	<p>ELCATE Reading Anchor Standard 1: Read closely to determine the text explicitly and make logical inferences; citing textual evidence (writing /speaking) to support conclusions drawn from the text.</p>	<p>Critical Thinking Use Information Understand Systems Teamwork</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>Reading Anchor Standard 4: Interpret words and phrases in a text.</p> <p>Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Speaking and Listening Anchor Standard 1: Prepare and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own.</p> <p>Language Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CASAS</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.7 Interpret health and danger alerts</p> <p>4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements</p> <p>4.3.3 Identify common safety equipment and safe work attire</p>	<p>Self-Management Utilizing Resources</p> <p>Body Mechanics</p> <p>Key Vocabulary:</p> <p>Abduction Adduction Body mechanics Crutch gait Dorsiflexion Extension Foot boot Foot drop Friction Hyperextension Mechanical lift Plantar flexion Posture Prone ROM</p>		
	<p>10.0 Demonstrate knowledge of bloodborne diseases, including HIV/ Aids</p> <p>10.01 Recognize emerging diseases and disorders.</p> <p>10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood</p>	<p>ELCATE</p> <p>R1 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. (ELP 1 9)</p> <p>R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (ELP 1 9)</p> <p>R3 Analyze how and why individual events and ideas develop and interact over the course of a text. (ELP 1 9)</p>	<p>Critical Thinking Understanding Systems Using Information Self-Management</p> <p>Diseases and Disorder</p> <p>Key Vocabulary: Bloodborne diseases, disorders, HIV,</p>	<p>Anticipation guide - ask questions on blood borne diseases (HIV, Hepatitis, etc.) for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Create and discuss situations about how a person/patient presents their symptoms to an emergency unit/healthcare provider.</p> <p>Use KWL to access prior knowledge of students regarding bloodborne diseases.</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether

	<p>borne pathogens, including Hepatitis B</p> <p>10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.</p> <p>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.</p> <p>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 of Disease Control (CDC) guidelines.</p> <p>10.6 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.</p>	<p>R4 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. (ELP 8 9)</p> <p>W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (ELP 4 6)</p> <p>W5 Develop and strengthen writing as needed by planning revising editing rewriting or trying new approaches. (ELP 7)</p> <p>W8 Gather relevant information from multiple print and digital sources assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. (ELP 5)</p> <p>SL1 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. (ELP 2)</p> <p>SL4 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. (ELP 3, 4, 5, 9)</p> <p>L4 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. (ELP 8)</p>	<p>Hepatitis B,C spread, fact, fallacy pathogens, at risk behaviors, Infection control</p>	<p>Graphic organizer: T-Chart for “Fact and Fallacy” activity/ or Transmission and Treatment.</p> <p>Web cluster map - Place “Community Resources and Services” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary: bloodborne diseases, pathogens, diseases/disorders.</p> <p>Review of acronyms: HIV, CDC.</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss public education resources.</p> <p>Create a Fact Sheet or Tri-fold brochure to educate the community.</p> <p>Small group breakout activity: Research and discuss CDC guidelines.</p> <p>Discuss different situations/scenarios on how to apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens. Report on their scenarios.</p> <p>Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.</p>	<p>students have reached the benchmark .</p> <p>7. Students will assess teacher’s effectiveness.</p>
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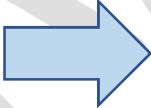
		<p>CASAS</p> <p>3.1.4 Identify common types of medical and health practitioners and specialists</p> <p>3.4.3 Interpret procedures for simple first-aid</p> <p>3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)</p> <p>3.6.3 Interpret information about illnesses diseases and health conditions and their symptoms</p> <p>3.1.7 Interpret information about patient rights such as confidentiality and health care decisions</p>		<p>Role Play different scenarios to ensure comprehension.</p> <p>Reading for information.</p> <p>Quizizz: Diseases and Disorders</p> <p>Kahoot: Biology: Body System Disorders (Basic level)</p> <p>YouTube: Types of Diseases Infectious Diseases Human Health and Diseases Disorders</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
	<p>4.0 Demonstrate an understanding of and apply wellness and disease concepts.</p>	<p>Reading Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.</p> <p>Reading Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 5 Analyze the structure of texts.</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats.</p>	<p>Critical Thinking Teamwork Use Information Understand Systems</p> <p>Body Systems 4.0</p> <p>Intro to Body Systems 4.0</p> <p>Signs & Symptoms of Body Systems</p> <p>Key Vocabulary: Heart, diaphragm, esophagus, vein, plasma, white blood cell, red blood cell, brain, digestive, endocrine, gland,</p>	<p>Warm-up Activities:</p> <p>Students may complete a KWL chart to show what they know about the stages of human growth and development.</p> <p>Students may complete an anticipation guide to show what they know about the stages of human growth and development.</p> <p>Direct Instruction: Direct Instruction via PPT/Google Slides/Topic videos on human growth and development.</p> <p>Note-taking using Cornell Notes or creating foldables</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether students have reached the benchmark. Students will assess the teacher's effectiveness.

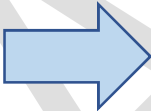
		<p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources.</p> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 2 Integrate and evaluate information presented in diverse media and formats.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>CASAS Competencies</p>	<p>respiratory, nervous, reproductive, urinary, circulatory, excretory, immune, muscular, and skeletal</p>	<p>Practice: Graphic organizers where the students may describe the various stages of human growth and development.</p> <p>3-2-1 (three things learned, two things found interesting, and one question a student still has).</p> <p>Cloze practice passages on human growth and development.</p> <p>Use of diagrams/label the phases and identify structure.</p> <p>Quizlet on intro to human growth and development</p> <p>Matching activity on human growth and development</p> <p>Occupational Skills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
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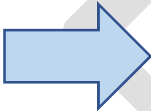
		<p>0.1.2 Understand or use appropriate language for informational purposes</p> <p>0.1.3 Understand or use appropriate language to influence or persuade</p> <p>0.1.7 Understand, follow or give instructions, including commands and polite requests.</p> <p>3.4.7 Interpret health and danger alerts</p> <p>3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures</p>			
	<p>Basic Skills for intro to human growth and development</p> <p>3.10 Differentiate between legal and ethical issues in healthcare.</p> <p>3.11 Describe a code of ethics consistent with the healthcare Occupation</p> <p>5.10 Demonstrate procedures for the safe transport and transfer of patients.</p>	<p>Reading Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.</p> <p>Reading Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 5 Analyze the structure of texts.</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats.</p>	<p>Teamwork Critical thinking Using Information Self-Management Understand Systems</p> <p>Intro to Human Growth and Development</p> <p>Key Vocabulary: Human Development Growth Nature Nurture Cognitive</p> <p>Special Needs</p> <p>Key Vocabulary: Legal issues, Ethical issues, Code of ethic, transfer</p>	<p>Warm-up Activities: Students may complete a KWL chart to show what they know about each of the learned body systems.</p> <p>Students may complete an anticipation guide to show what they know about the body systems.</p> <p>Direct Instruction: Direct Instruction via PPT/Google Slides/Topic videos on the various systems.</p> <p>Note-taking using Cornell Notes or creating foldables</p> <p>Practice: Graphic organizers where the students may describe the purpose and function of the learned body systems.</p> <p>3-2-1 (three things learned, two things found interesting, and one question a student still has).</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether students have reached the benchmark. Students will assess the teacher's effectiveness.

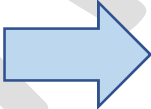
		<p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources.</p> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 2 Integrate and evaluate information presented in diverse media and formats.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>CASAS Competencies 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions</p>		<p>Cloze practice passages on the learned body systems.</p> <p>Use of diagrams/label the phases and identify structure</p> <p>Quizlet vocab on intro to anatomy and physiology</p> <p>Quizizz intro to anatomy and physiology</p> <p>Quizizz intro to anatomy and physiology</p> <p>Anticipation guide - ask questions on special needs care for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students</p> <p>Graphic organizer: T-Chart for Safe/unsafe transport of special care patients</p> <p>Web cluster map - have students work in pairs to complete the diagram using vocabulary words</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p>	
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		3.6.6 Interpret information about health issues related to aging		<p>Discuss different situations/scenarios: legal and ethical issues/safe transport and transfer of patients</p> <p>Role play Special Needs situations: patient, caretaker</p> <p>Use a Venn Diagram (Differentiate between legal and ethical issues in healthcare)</p> <p>YouTube Video: How To Work With Special Needs Kids</p> <p>YouTube Video: Fostering Partnerships with Patients and their Families</p> <p>Occupational Skills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
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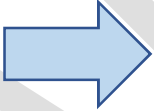
IET Single Set of Learning Objectives		Competencies
<ol style="list-style-type: none">1. The student will obtain and evaluate clinical information, and utilize effective communication skills to report to patients, caregivers and healthcare providers to assist with the patient's care plan.2. The student will describe legal/ethical responsibilities and limitations of healthcare worker actions and explain the implications affecting the well-being of patients in a home setting.3. The student will follow and apply guidelines and procedures for reporting activities and behaviors that affect the health, safety, and welfare of patients/clients.		<p>1.0 Use verbal and written communications specific to home health aide. – The student will be able to:</p> <p>1.1 Obtain specified data from patients and family.</p> <p>1.2 Utilize verbal and written information to assist with the patient's care plan.</p> <p>2.0 Demonstrate legal and ethical responsibilities specific to home health aide. – The student will be able to:</p>

		<p>2.1 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.</p> <p>2.2 Follow policies and procedures concerning care as directed by the employer affecting the health, safety, and well-being of patients in the home setting.</p> <p>2.3 Recognize and report signs of abuse, physical verbal, and substance.</p> <p>2.4 Follow legal guidelines in documentation.</p> <p>2.5 Exhibit behavior supporting and promoting residents' rights.</p> <p>2.6 Recognizes and follows scope of proactive and role limitations for a home health aide.</p>
<p>1. The student will identify ways to provide physical comfort and safety measures specific to Home Health Care and summarize best practices</p> <p>2. to ensure the safety and well-being of patients.</p> <p>3. The student will explain health and safety policies and procedures to prevent injuries, as well as implement appropriate government patient safety guidelines.</p>		<p>3.0 Perform physical comfort and safety functions specific to home health aide. – The student will be able to:</p> <p>3.1 Maintain a clean and safe home environment for the patient.</p> <p>3.2 Adjust bed and/or side-rails.</p> <p>3.3 Transfer patient with mechanical lift using proper body mechanics and patient safety.</p> <p>3.4 Demonstrate proper turning and positioning according to care plan.</p> <p>3.5 Implement fall prevention measures as directed, i.e. clutter free pathways, locked wheelchair, etc.</p> <p>3.6 Apply supportive comfort devices as directed (e.g. footboard, over-bed cradle, alternating pressure mattress).</p> <p>3.7 Demonstrate and assist patients to dangle.</p> <p>3.8 Assist patients in ambulation, including the use of crutch, cane, or walker.</p>

		<p>3.9 Demonstrate the proper wheelchair safety technique and assist the patient as needed with use.</p> <p>3.10 Assist patients with care and use of prosthetic/orthotic devices.</p> <p>3.11 Describe emergency evacuation procedures with adaptations to the home setting.</p> <p>3.12 Implement appropriate regulatory and accrediting agency patient safety guidelines.</p> <p>05.0 Recognize and Practice Safety and Security Procedure</p>
<p>The student will:</p> <ol style="list-style-type: none">1. The student will work in teams to analyze informational texts and conduct a research project regarding the appropriate and safe patient care procedures in a medical setting.2. The student will demonstrate and perform appropriate and safe patient care procedures by speaking clearly and concisely.3. The student will be able to describe what to observe, record and report when assisting with health-related tasks.4. The student will read informational texts and conduct research to describe the healthcare worker’s role in obtaining urine, stool and sputum specimens.		<p>4.0 Provide personal patient care. – The student will be able to:</p> <p>4.1 Perform bed bath; observe and report changes in a patient.</p> <p>4.2 Perform back rub.</p> <p>4.3 Demonstrate procedures for safety in the bathroom including the use of adaptive shower equipment such as shower chairs, long handled bath sponge, grab bars, extended shower hose, rubber mat in tub or shower, and rubber based rug outside the shower.</p> <p>4.4 Assist with shower or tub bath, including use of specialty tubs.</p> <p>4.5 Assist patient with sink, tub, shower, shower cap, or bed shampoo.</p> <p>4.6 Demonstrate the use of a safety and/or electric razor to shave the patient.</p> <p>4.7 Demonstrate how to groom patient, including hair, skin, foot, and nail care.</p> <p>4.8 Assist with and/or administer oral hygiene, including denture care.</p> <p>4.9 Assist patient with toileting, using various types of restorative and rehabilitative equipment.</p> <p>4.10 Assist patient to dress.</p> <p>4.11 Assist patient with meals.</p>

		<p>5.0 Perform patient care procedures. – The student will be able to:</p> <p>5.1 Make unoccupied/occupied bed.</p> <p>5.2 Provide passive range-of-motion exercises.</p> <p>5.3 Apply anti-embolic hose and sequential compression devices.</p> <p>5.4 Understand and demonstrate proper collection of urine, strained, timed urine, and/or routine urine specimen.</p> <p>5.5 Observe skin while bathing for allergic reaction to catheter or any leaking.</p> <p>5.6 Monitor fluid intake and output (I&O), including encouraging and restricting fluids.</p> <p>5.7 Observe, record, and report patient's emesis.</p> <p>5.8 Assist with ostomy care and alert nurse of any unusual observations while performing skin care.</p> <p>5.9 Collect stool specimen and alert nurse of unusual odors, colors, or character.</p> <p>5.10 Care for patients receiving oxygen therapy making sure the patient receives the correct flow of oxygen.</p>
<p>The student will:</p> <ol style="list-style-type: none">1. The student will evaluate foods in regards to nutritional values and food groups.2. The student will analyze information from multiple resources and describe the characteristics of well-planned meals.3. The student will work in teams conducting research on how to assist a client with the preparation of complex modified diets.4. the student will read and effectively communicate the meal planning process when multiple dietary restrictions must be met.		<p>6.0 Apply principles of nutrition. – The student will be able to:</p> <p>6.1 Identify nutrients and food groups.</p> <p>6.2 Identify and implement regional, cultural, and religious food guidelines/preferences.</p> <p>6.3 Describe special diets.</p> <p>6.4 List factors that must be considered when purchasing food.</p> <p>6.5 Follow the prescribed basic food plan.</p>

		<p>6.6 List factors that must be considered when storing food.</p> <p>6.7 Identify methods of maintaining fluid balance including encouraging and restricting fluids.</p> <p>6.8 Identify methods of food preparation.</p> <p>6.9 Discuss preparation and serving of trays in the home.</p>
<ol style="list-style-type: none"> 1. During a patient intake scenario, the learner will be able to orally demonstrate understanding of the safety principles as related to the elderly in a medical setting. 2. The learner will be able to read and effectively communicate the general characteristics, particular needs, and problems of the elderly while providing healthcare services. 3. The learner will be able to summarize in writing the key supporting details and ideas of the attitudes and living habits that promote positive mental and physical health for the elderly. 4. The learner will be able to read and distinguish between fact and fallacy about the aging process as it relates to providing healthcare services. 5. During a patient care scenario, the learner will be able to summarize the key details and ideas to communicate orally the community resources and services available to the elderly and their caregiver. 6. During a patient care scenario, the learner will be able to demonstrate their ability to apply reality orientation techniques and validation therapy while providing healthcare services. 7. During a patient care scenario, the learner will be able to demonstrate their ability to provide and involve patients in diversional activities while providing healthcare services. 8. The learner will be able to read and effectively communicate common alterations in elderly patient behavior or health status and follow-up in a medical setting. 9. During a patient care scenario, the learner will be able to provide care for patients with special needs in a medical setting. 10. During a patient care scenario, the learner will be able to demonstrate their ability to provide care for patients with infectious diseases while following standard precautions, such as following isolation procedures and using personal protective equipment. 11. The learner will be able to read and effectively communicate orally and written transmission-based precautions. 		<p>7.0 Provide care for geriatric patients. – The student will be able to:</p> <p>7.1 Identify safety principles as related to the elderly.</p> <p>7.2 Describe general characteristics, particular needs, and problems of the elderly.</p> <p>7.3 Identify attitudes and living habits that promote positive mental and physical health for the elderly.</p> <p>7.4 Distinguish between fact and fallacy about the aging process.</p> <p>7.5 Identify community resources and services available to the elderly and their caregiver.</p> <p>7.6 Apply reality orientation techniques and validation therapy.</p> <p>7.7 Provide and involve patients in diversional activities.</p> <p>7.8 Identify common alterations in elderly patient behavior or health status and follow up within the home health aide scope of performance.</p> <p>7.9 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).</p> <p>8.0 Apply the principles of infection control specific to home health aide. – The student will be able to:</p> <p>8.1 Provide care for patients with infectious diseases in the home.</p>

<p>12. The learner will be able to read and effectively communicate orally and write about the various family roles and their significance to health when caring for an elderly person.</p> <p>13. During a patient care scenario, the learner will be able to properly respond orally to patient and family emotional needs while providing healthcare services.</p>		<p>8.2 Follow isolation procedures with food tray, personal protective equipment (PPE), supplies/equipment, and other materials in the home.</p> <p>8.3 Utilize standard precautions in all home care.</p> <p>8.4 Discuss transmission-based precautions.</p> <p>9.0 Provide bio-psycho-social support. – The student will be able to:</p> <p>9.1 Discuss family roles and their significance to health.</p> <p>9.2 Respond to patient and family emotional needs.</p>
<p>1. The learner will be able to gather relevant information in a medical setting to organize patient care assignments and complete them in an accurate and timely manner.</p> <p>2. During a patient care scenario, the learner will be able to orally explain the purposes of restorative programs and assist patients with specific needs in order to help them reach the optimum level of independence.</p> <p>3. The learner will be able to read and effectively communicate orally and in writing a collaborative care plan that will include tasks such as patient-related cleaning, laundry, and medication storage.</p>		<p>10.0 Prioritize and perform functions following the patient care plan. – The student will be able to:</p> <p>10.1 Organize patient-care assignments.</p> <p>10.2 Complete assignments accurately and in a timely manner per care plan.</p> <p>11.0 Assist with rehabilitative activities. – The student will be able to:</p> <p>11.1 List the purposes of restorative (rehabilitation) programs.</p> <p>11.2 Assist patients with specified restorative (rehabilitation) needs.</p> <p>11.3 Assist patients/residents to reach the optimum level of independence.</p> <p>12.0 Perform home health-care services. – The student will be able to:</p> <p>12.1 Establish and follow a collaborative care plan with patient and family.</p> <p>12.2 Perform patient-related cleaning tasks and laundry per care plan.</p> <p>12.3 Identify methods for medication storage.</p>

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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.