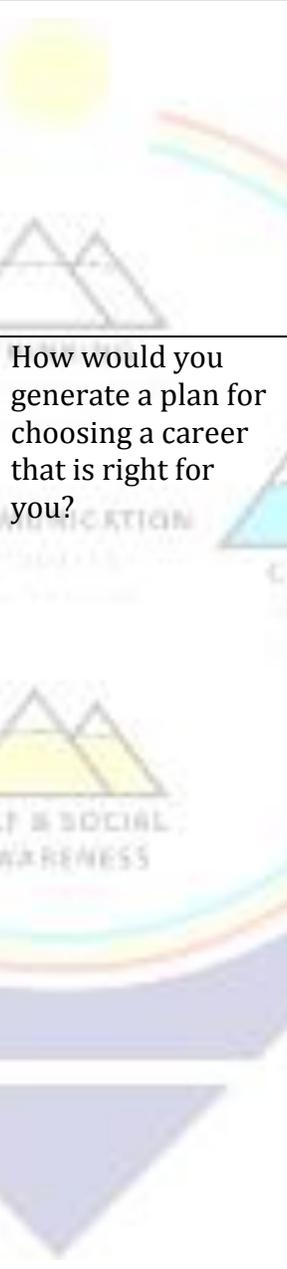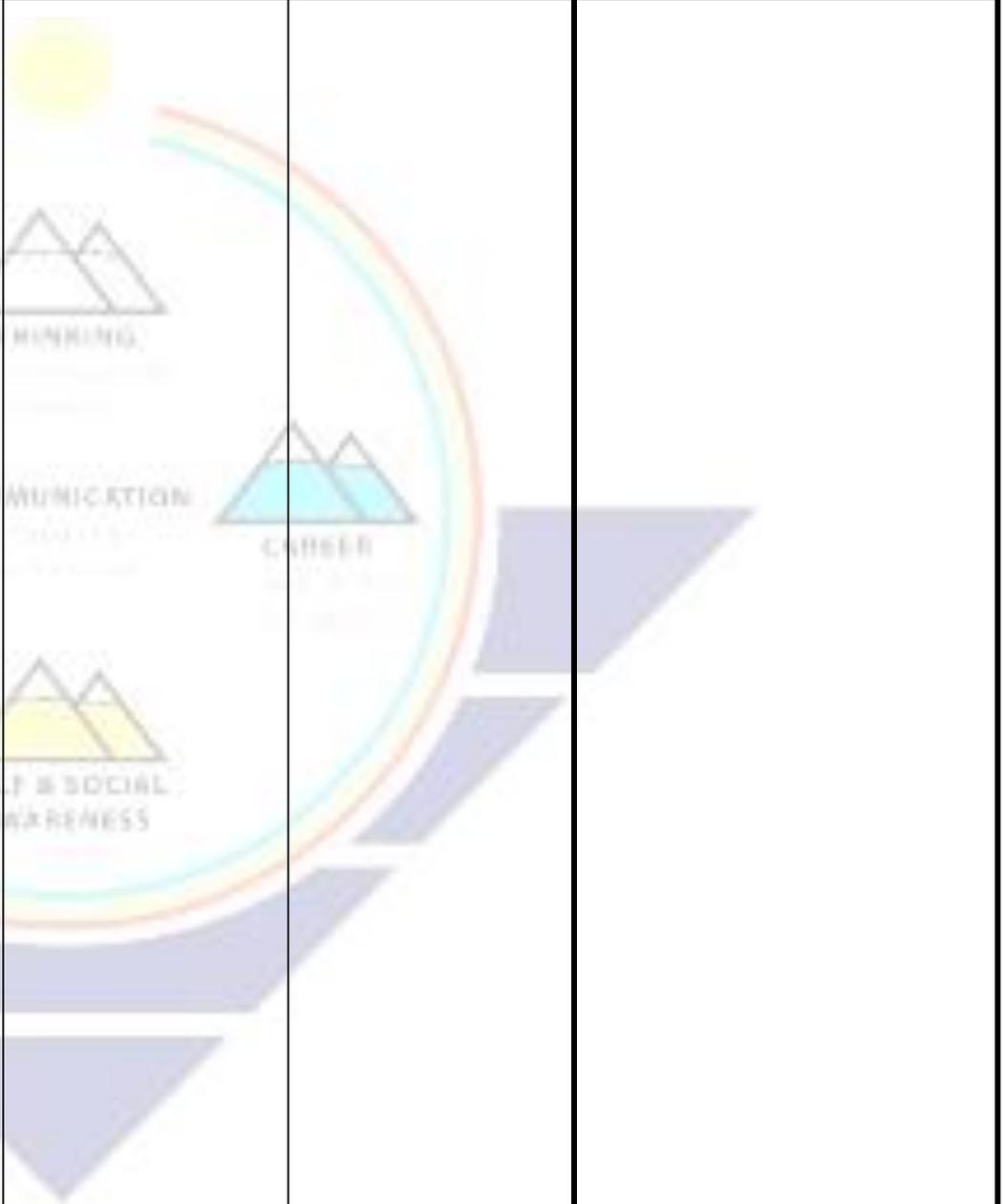# Ganado Unified School District
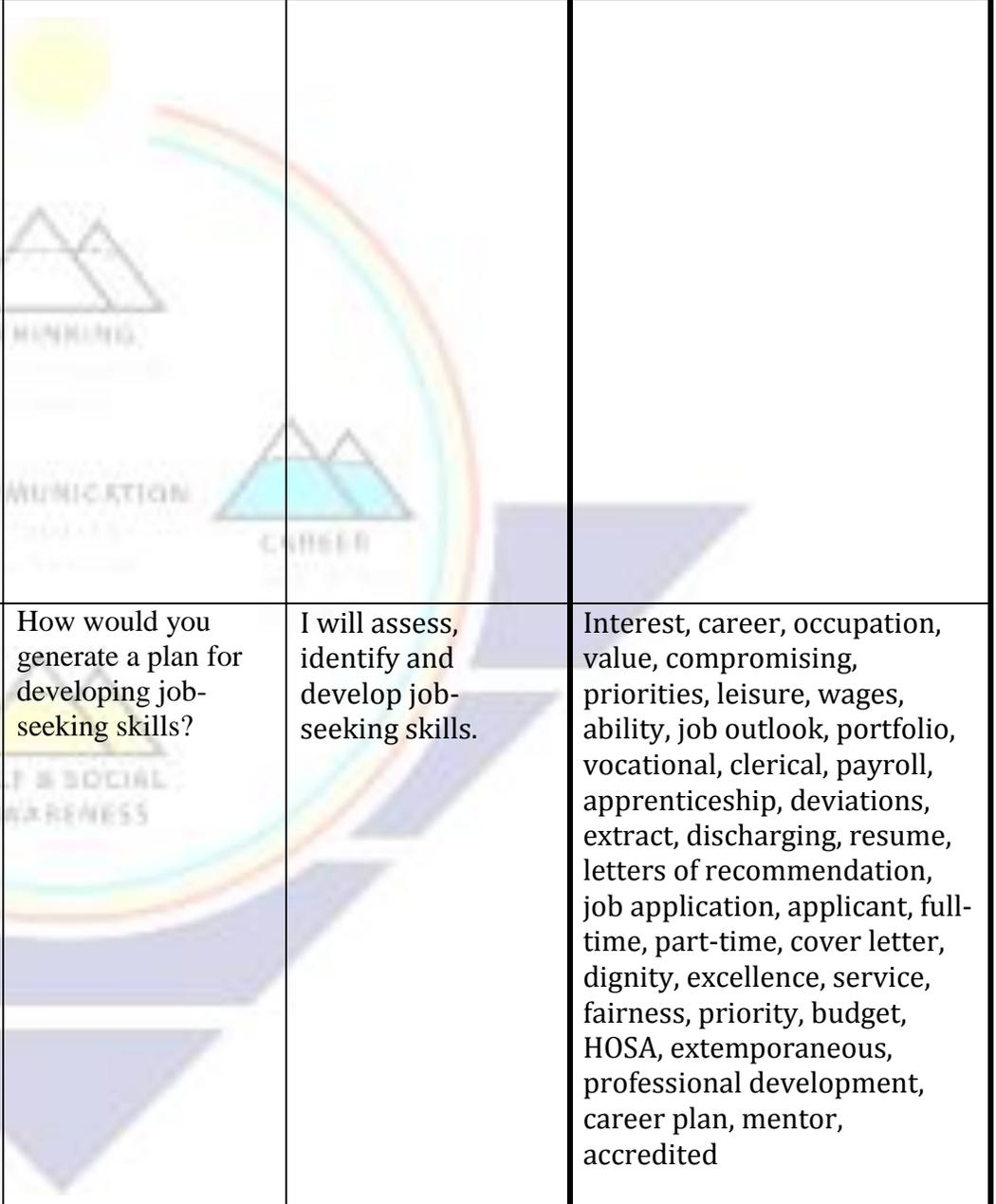# Nursing Services/10th Grade

PACING Guide SY 2017-2018 (New textbooks/online resources are worth-coming)

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter: **Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, Math, Guest Speakers** **Unit 1:** **Chapter 1:** Introduction to Being a Health Care Worker	**Chapter 1-4** **1st four chapters are Pre-requisite for following chapters** **No standards available except older deleted version of standards**	Why is it important for health care workers to learn all of the complicated health care procedures and maintain confidentiality?	I will survey health care procedures and hypothesize the importance of maintaining and incorporating confidentiality.	1.1 primitive, predators, superstition, exorcise, trephining, intravenously, accurate, anatomy, observation, symptom, ethics, convents, monasteries, custodial, epidemics, vaccines, dissection, physiology, quackery, stethoscope, respiration, microbiology, microorganisms, pasteurization, antiseptic, asepsis, anesthesia, psychology, psychiatry, replicate, telemedicine, recipient, noninvasive, geriatric, phlebotomy 1.2 professional, accredited, entrepreneur, appearance, commitment, recommendations, courteous, maintain, converse, stance, hygiene, confidentiality, reprimanded
Chapter 2: Understanding Health Care Systems	**Chapter 2** **Career Exploration** 10.0 Analyze How Social, Organizational and Technological Systems Operate 10.1 Demonstrate basic knowledge of operations and functions of technology systems	What alternative would you suggest to the patient/client concerning health care availability?	I will analyze the types of Health Care Providers and Health Care Systems available and generate a directory for	2.1 Facilities, diagnostic, surgical, chronic, psychiatric, geriatric, convalescence ambulatory, specialties, outpatients, occupational therapy, recreational therapy, hydrotherapy, prosthetics,

	10.2 Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs 10.3 Explore the social, ethical, and human issues related to using technology in daily lives 10.5 Explore the impact of managing a career in a global economy		patient/clients.	immunizations, communicable, maternal, licensing, environmental sanitation, podiatry, hypertension, endowments, refer, audiology, obstetrics, orthopedics, chiropractic, urology, tend, managed care, radiology, therapeutic
Chapter 3: Finding the Right Occupation for You	**Chapter 3** **Career Exploration** **1.0 EVALUATE INDIVIDUAL STRENGTHS, VALUES AND PERSONALITY TRAITS** 1.1 Evaluate the importance of a positive self-concept 1.2 Explore and relate personal achievements, interests and skills to career options 1.3 Evaluate how personality traits, behavioral styles and personal values influence work habits 1.4 Evaluate how personality traits, behavioral styles and values align with career options **2.0 EXPLORE A VARIETY OF OCCUPATIONAL AREAS** 2.1 Demonstrate the use of technology and other resources to research and obtain career information 2.2 Research occupations within Career Pathways and Career Clusters 2.3 Explore various occupations and classify into career clusters 2.4 Identify the skills, educational	How would you generate a plan for choosing a career that is right for you?	I will categorize a variety of Heath Care Careers to formulate the career that is right for me	Interest, career, occupation, value, compromising, priorities, leisure, wages, ability, job outlook, portfolio, vocational, clerical, payroll, apprenticeship, deviations, extract, discharging, resume, letters of recommendation, job application, applicant, full-time, part-time, cover letter, dignity, excellence, service, fairness, priority, budget, HOSA, extemporaneous, professional development, career plan, mentor, accredited

requirements and program of study related to different occupations

2.5 Create a financial plan to reach at least one career option

3.0 DEMONSTRATE AN UNDERSTANDING OF ACADEMIC ACHIEVEMENT AND PERFORMANCE REQUIRED FOR MEETING CAREER GOALS

3.1 Investigate all postsecondary options; such as two and four year college, military, technical schools, apprenticeships, and on-the-job training

3.2 Assess the importance of educational achievement; appropriate course selection for career opportunities; life-long learning and success in the workplace

3.3 Analyze the education and training required to achieve career goals

3.4 Explore possible barriers to achieving career goals

4.0 DEMONSTRATE CAREER PLANNING SKILLS

4.1 Demonstrate skills to locate, understand and use career information

4.2 Research school and community resources to explore educational and occupational choices

4.3 Develop a 4-6 year career and educational plan

4.4 Develop, maintain, and update a career portfolio

6.0 DEVELOP COMMUNICATION SKILLS FOR PUBLIC AND WORKPLACE ENVIRONMENTS

	6.1 Utilize interpersonal skills to interact positively with others 6.2 Demonstrate active listening skills 6.3 Evaluate the impact of nonverbal communication 6.4 Demonstrate ability to take constructive criticism from others and apply it in a positive manner 6.5 Communicate using demonstration and presentation skills 6.6 Communicate using written communication skills 6.7 Evaluate and apply techniques for conflict resolution 6.8 Demonstrate a general understanding of behavioral styles and their impact on effective communication			
Chapter 4: Employability and Leadership	**Chapter 4** **Career Exploration** **7.0 DEVELOP LEADERSHIP AND TEAMWORK SKILLS REQUIRED FOR THE WORKPLACE** 7.1 Demonstrate responsibility, dependability, punctuality, cooperation, integrity, and positive attitude expected in the workplace 7.2 Adapt organizational and time management skills for task completion 7.3 Model and demonstrate leadership skills 7.4 Demonstrate teamwork skills 7.5 Outline team dynamics Biases, prejudices, inferior, impatience, annoyance, communication, labeling, courteous, elements, gestures, pertinent, fax	How would you generate a plan for developing job-seeking skills?	I will assess, identify and develop job-seeking skills.	Interest, career, occupation, value, compromising, priorities, leisure, wages, ability, job outlook, portfolio, vocational, clerical, payroll, apprenticeship, deviations, extract, discharging, resume, letters of recommendation, job application, applicant, full-time, part-time, cover letter, dignity, excellence, service, fairness, priority, budget, HOSA, extemporaneous, professional development, career plan, mentor, accredited

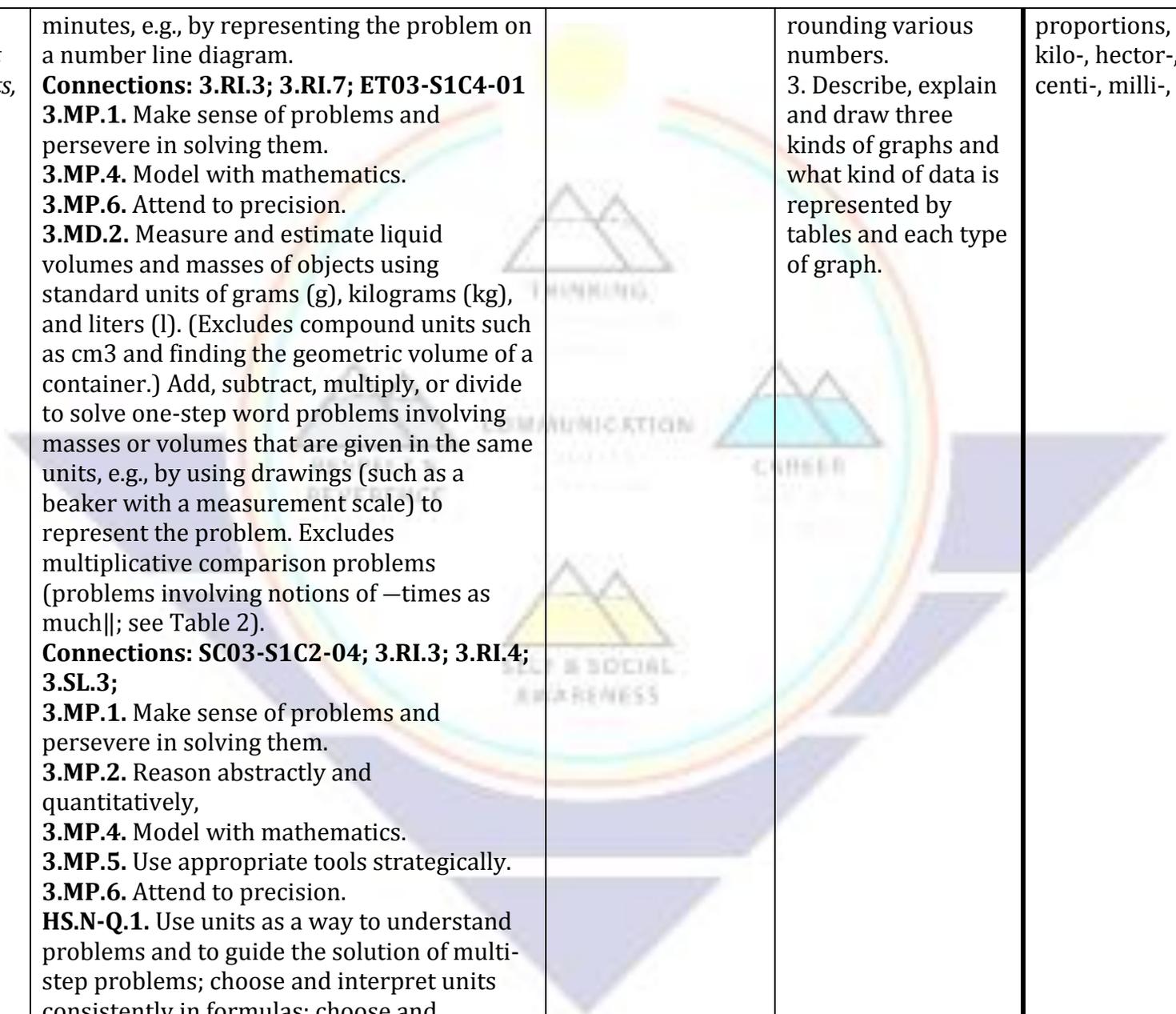|				
	machine, cover page, recipient, attachment, memorandum, username, internet, Web site, credible, reliable, etiquette, HEDIS, antagonist, homeostasis, invasive, tomography, transversely, contingency, observation, subjective, objective, flushed, distress, documentation, legible, narrative, confidential, sufficient			
Chapter 8: Teamwork	**Chapter 8** **7.0 DEVELOP LEADERSHIP AND TEAMWORK SKILLS REQUIRED FOR THE WORKPLACE** 7.1 Demonstrate responsibility, dependability, punctuality, cooperation, integrity, and positive attitude expected in the workplace 7.2 Adapt organizational and time management skills for task completion 7.3 Model and demonstrate leadership skills 7.4 Demonstrate teamwork skills 7.5 Outline team dynamics	Predict the outcome of developing leadership and teamwork skills in the work-place.	I will differentiate what constitutes teamwork and justify being a team-player.	Teamwork, dynamics, conflict, cohesiveness, interdisciplinary, delegation, feedback, discipline, collaborate, interdependent, goals, mission statement, prioritize, roles, tasks, productivity, compromise, facilitator
2nd Quarter: **Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, Math, Guest Speakers** **Unit 1: Chapter 5:**	**Chapter 5** **CTE State Standards** **1.0 Demonstrate Ethical and Legal Conduct in All Nursing Related Activities** 1.1 Examine ethical and legal issues in the nursing services field 1.2 Examine personal ethics, morals and values 1.3 Compare and contrast behaviors and practices that could result in malpractice, liability or negligence 1.4 Explain risk management protocols (e.g.,	Why is it important for health care workers to understand the Patient's/Client's Bill of Rights?	I will explain the importance of establishing the patient/client's bill of rights.	Minor, law, living will, durable power of attorney, continuity of care Ombudsman, licensure, certification, registration, relevant, written consent, The Health Insurance Portability and Accountability Act (HIPAA), exempt, contracts, directive, legal disability, Civil law, tort, scope of practice, malpractice, liable, diagnosis,

| Understanding Your Legal Obligations
* *Patient's Rights*
* *Your Legal Responsibilities*
* *Medical Liability* | incident reporting)
1.5 Use problem solving processes when dealing with legal issues
1.6 Practice appropriate ethical and legal standards for health care professional
1.7 Maintain code of ethics and organization's ethical protocols
1.8 Interpret, explain and apply the Patient's Bill of Rights
1.9 Provide for resident/patient privacy
1.10 Identify methods to ensure resident/patient confidentiality, including potential Health Insurance Portability and Accountability Act (HIPAA) violations
1.11 Maintain resident/ patient confidentiality
1.12 Describe the role of oversight organizations such as Joint Council on Account Accreditation of Healthcare Organizations (JCAHO) and Centers for Medical Services
1.13 Describe ways that a resident/patient may be subject to abuse and identify contributing factors
1.14 Promote the resident/patient's rights to be free from abuse, mistreatment and neglect
1.15 Report any instance (or suspicion) of abuse, mistreatment or neglect to the appropriate supervisor
1.16 Comply with legal, regulatory and accreditation standards or codes such as the Health Insurance Portability and Accountability Act (HIPAA)
1.17 Adhere to the standards for workers' rights, harassment, labor and employment laws | | | informed consent, resultant, defamatory, misrepresentation, obligation |
| **Chapter 6:** Medical Ethics
* *Roles and* | ***Chapter 6***
Career Exploration
8.0 ANALYZE AND DEVELOP LEGAL AND | Why is reporting an illegal or unethical incident important | I will explain why following a code of ethics is important. | Ethics, appropriate, project, confidential, responsibility, harass |

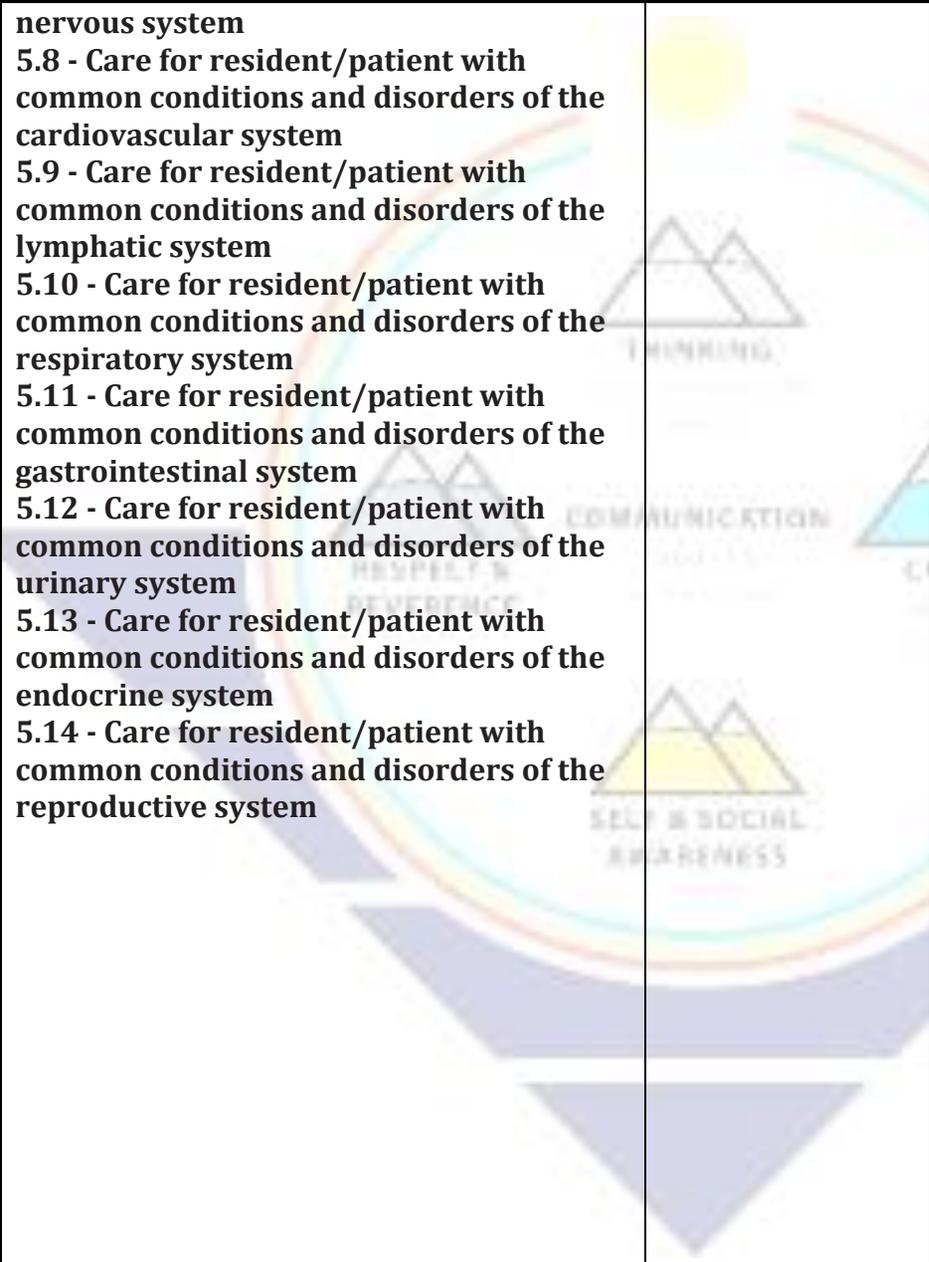|				
Responsibilities of Health Care Worker ** Recognizing and Reporting Illegal and Unethical Behaviors*	**ETHICAL BEHAVIORS** 8.1 Describe a workplace attendance policy 8.2 Choose ethical courses of action in school and work settings 8.3 Describe the relationship and roles of supervisors, employees and co-workers 8.4 Determine rules of safe and appropriate conduct when using the internet and email 8.5 Explain the consequences of illegal and unethical use of information technology 8.6 Explain the consequences of sexual harassment 8.7 Identify legal implications of discrimination	and how do you determine if an incident is reportable?		
Chapter 7: Wellness ** Holistic Health* ** Understanding Human Needs* ** Cross-Cultural Terms and Principles*	***Chapter 7:*** **CTE/Nursing Services State Standards** **10.0 Assist The Resident/Patient in Meeting Nutritional Needs** **10.1 -** Explain optimal nutritional status for the resident/patient across the life span **10.2 -** Recognize personal, cultural and religious variations in diet **10.3 -** Examine therapeutic diets **10.4 -** Demonstrate procedure for ensuring resident/patient receives the diet as ordered and appropriate actions for inaccuracies **10.10 -** Demonstrate use of assistive eating devices **10.11 -** Measure and record appropriate nutritional data, including meal percentage, intake and output	Justify why the statement "All people are alike; they are human" is or is not wrong in terms of cultural awareness?	I will explain why wellness and preventive care are essential to the psychological and physiological needs of multi-cultural health care facilities.	Infirmity, holistic, aerobic, elimination, self-esteem, value, friction, stability, aggressiveness, hostility, idolizing, prejudge, traditional, prohibit

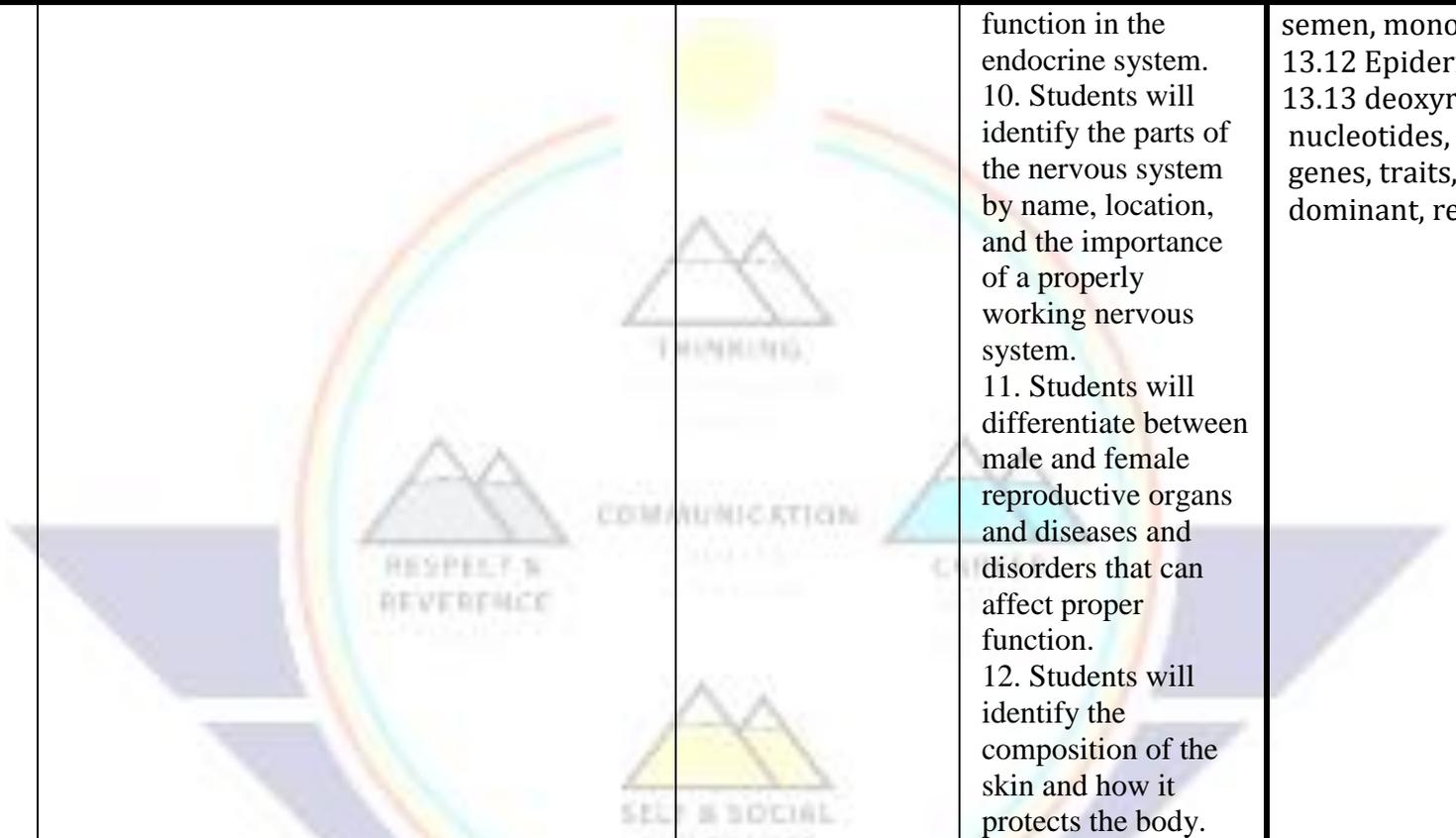|				
Chapter 10: Medical Terminology *Pronunciations* *Word Elements* *Terms* *Abbreviations*	***Chapter 10:*** **CTE/Nursing Services State Standards** **Standard 6.0 Use Correct Medical Terminology For Nursing Services** 6.1 - Apply knowledge of body systems and functions as a basis for using medical terminology 6.2 - Pronounce technical terms correctly 6.3 - Demonstrate use of common symbols, roots, and abbreviations 6.4 - Demonstrate use of common prefixes and suffixes 6.5 - Demonstrate specific vocabulary, procedures, abbreviations and word elements for defined work areas	You have several co-workers who have English as their second language. They are having problems learning and understanding medical terminology. They cannot interpret certain terms. Explain how you would go about helping your co-workers to be more productive?	I will define roots, prefixes, and suffixes in order to create new medical terminology and analyze terminology to infer meaning commonly used by health care workers.	Terminology, word roots, suffixes, prefixes, combining vowels, metric prefixes, kilo-, hector-, deka-, deci-, centi-, milli-, meters
Chapter 11: Medical Math *Math Review* *The Metric System* *The 24-Hour Clock/Military Time*	***Chapter 11:*** **Math Common Core Standards** **3.MD.1.** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **Connections: 3.RI.3; 3.RI.7; ET03-S1C4-01** **3.MP.1.** Make sense of problems and persevere in solving them. **3.MP.4.** Model with mathematics. **3.MD.2.** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such	Why it imperative that health care workers be able to use metrics, military time, and basic math computations?	1. Add and Subtract whole numbers, decimals, and percentages. 2. Multiply and divide whole numbers, fractions, mixed numbers, decimals, and percentages. 3. Convert decimals to percentages and percentages to decimals. 4. Identify metric measures of length	Terminology, word roots, suffixes, prefixes, combining vowels, metric prefixes, kilo-, hector-, deka-, deci-, centi-, milli-, meters

	as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Excludes multiplicative comparison problems (problems involving notions of —times as much‖; see Table 2). **Connections: SC03-S1C2-04; 3.RI.3; 3.RI.4; 3.SL.3;** **3.MP.1.** Make sense of problems and persevere in solving them. **3.MP.4.** Model with mathematics. **3.MP.6.** Attend to precision. **HS.N-Q.1.** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. **Connections: SCHS-S1C4-02; SSHS-S5C5-01** **HS.MP.4.** Model with mathematics. **HS.N-Q.2.** Define appropriate quantities for the purpose of descriptive modeling. **Connection: SSHS-S5C5-01**		and volume. Convert Greenwich time to 24-Hour time.	
Chapter 12: Measurement and the Scientific Process * *The Scientific*	*Chapter 12:* **Math Common Core Standards** **3.MD.1.** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in	Why is precision and accuracy important when making measurements?	1. List the eight basic steps of scientific methods. 2. Describe the process of estimating and	Scientific Methods, observations, hypothesis, controlled experiments, volume, mass, weight, estimate, accuracy, precision, data, variables, axes,

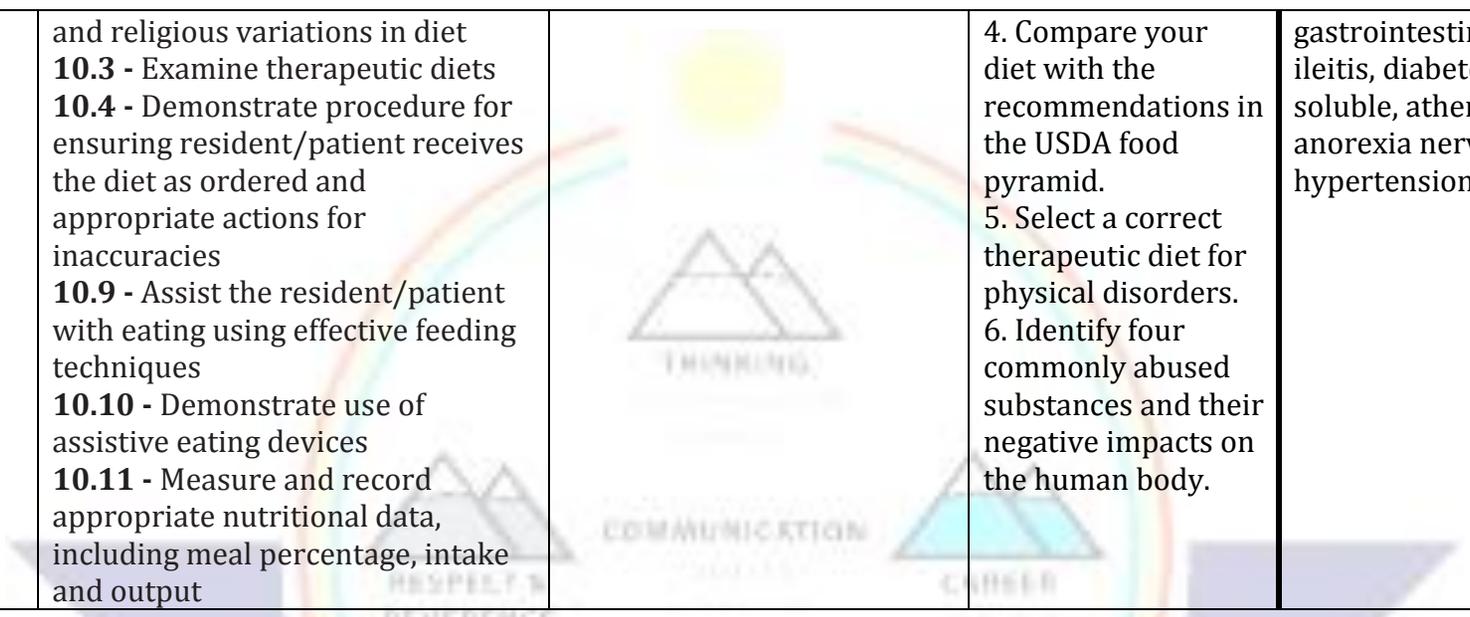| Process
* Measurement
* Graphs, Charts, and Tables | minutes, e.g., by representing the problem on a number line diagram.
Connections: 3.RI.3; 3.RI.7; ET03-S1C4-01
3.MP.1. Make sense of problems and persevere in solving them.
3.MP.4. Model with mathematics.
3.MP.6. Attend to precision.
3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Excludes multiplicative comparison problems (problems involving notions of —times as much‖; see Table 2).
Connections: SC03-S1C2-04; 3.RI.3; 3.RI.4; 3.SL.3;
3.MP.1. Make sense of problems and persevere in solving them.
3.MP.2. Reason abstractly and quantitatively,
3.MP.4. Model with mathematics.
3.MP.5. Use appropriate tools strategically.
3.MP.6. Attend to precision.
HS.N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and | | rounding various numbers.
3. Describe, explain and draw three kinds of graphs and what kind of data is represented by tables and each type of graph. | proportions, metric prefixes, kilo-, hector-, deka-, deci-, centi-, milli-, meters |

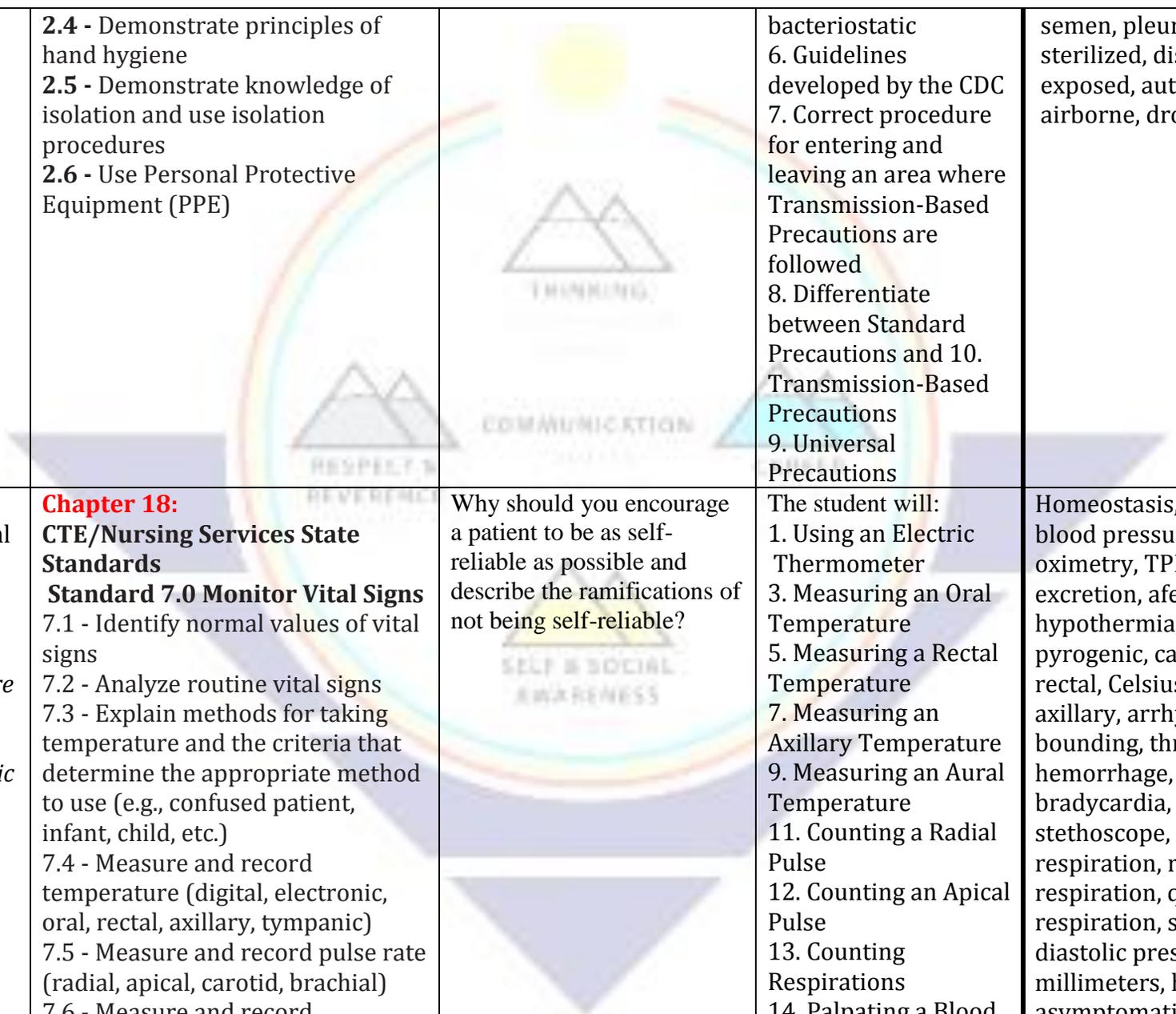|				
	interpret the scale and the origin in graphs and data displays. **Connections: SCHS-S1C4-02; SSHS-S5C501** **HS.MP.4.** Model with mathematics. **HS.MP.5.** Use appropriate tools strategically. **HS.MP.6.** Attend to precision. **HS.N-Q.2.** Define appropriate quantities for the purpose of descriptive modeling. **Connection: SSHS-S5C5-01**			
3rd Quarter: **Textbook,** **Workbook,** **Internet, Ppt,** **Posters,** **Vocabulary,** **Math, Guest** **Speakers** **Chapter 13:** *Overview of the body* *The Skeletal System* *The Muscular System* *The Circulatory System* *The Lymphatic System* *The Digestive System* *The Urinary*	*Chapter 13:* **CTE/Nursing Services State Standards** **5.0 ANALYZE HUMAN BODY SYSTEMS RELATIVE TO COMMON CONDITIONS AND DISORDERS AND THEIR CARE** **5.1 - Differentiate between wellness and illness** **5.2 - Recognize abnormal changes in body function and report such changes to a supervisor** **5.3 - Observe and report abnormal signs and symptoms of common diseases and conditions** **5.4 - Care for resident/patient with common conditions and disorders of the Integumentary system** **5.5 - Care for resident/patient with common conditions and disorders of the muscular system** **5.6 - Care for resident/patient with common conditions and disorders of the skeletal system** **5.7 - Care for residents/patients with common conditions and disorders of the**	Why is "how your body functions" a significant element every health care worker should know?	1. The student will describe the relationship between cells, tissues, organs, and major body functions and why the overall structure is vital to the body. 2. The student will identify names, locations and functions of bones and joints of the skeletal system. 3. The student will identify the purpose of the muscular system, including the names and location s of muscles and how they control movement. 4. The student will infer the functions of	13.1 Cell, microscopic, function, nutrients, reproduction, nucleus, cytoplasm, cell membrane, tissues, epithelial, connective tissue, disease, composed, structure, anterior, distal, anatomical position, plane, posterior, sacral region, vessels, tone, 13.2 Circulation, components, conception, embryo, cartilage, flexible, brittle, porous, axial, appendicular, penetrates, calcify, sedentary, spontaneous, lateral, fixation, 13.3 Digestion, elastic, myosin, actin, contraction, voluntary, contract, involuntary, axis, deteriorate 13.4 Oxygen, waste products, adequate, oxygenated, unoxygenated, carbon

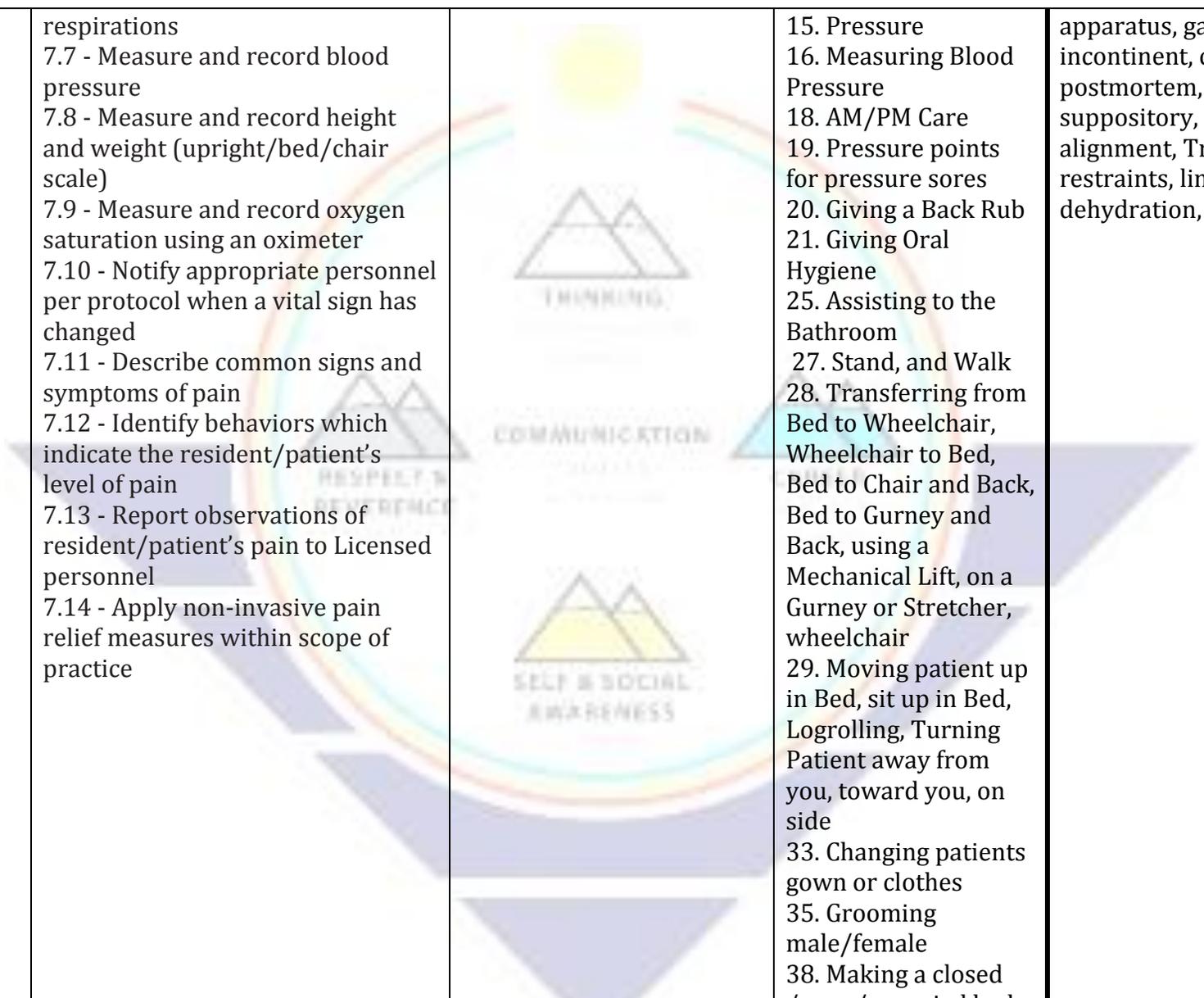|			
System ** The Endocrine* *System* ** The Nervous* *System* ** The* *Reproductive* *System* ** The* *Integumentary* *System* ** Genetics*	**nervous system** **5.8 - Care for resident/patient with common conditions and disorders of the cardiovascular system** **5.9 - Care for resident/patient with common conditions and disorders of the lymphatic system** **5.10 - Care for resident/patient with common conditions and disorders of the respiratory system** **5.11 - Care for resident/patient with common conditions and disorders of the gastrointestinal system** **5.12 - Care for resident/patient with common conditions and disorders of the urinary system** **5.13 - Care for resident/patient with common conditions and disorders of the endocrine system** **5.14 - Care for resident/patient with common conditions and disorders of the reproductive system**		arteries, veins, blood, and the heart. 5. The student will gain knowledge of how the lymphatic system helps the body fight disease and build immunity. 6. The student will identify the respiratory system, the lungs, and how they function to provide oxygen and remove carbon dioxide and water vapor. 7. The student will explain how the body breaks down food into nutrients, and how it eliminates waste in the digestive system. 8. Students will identify the urinary system process of maintaining the water balance within the body. 9. Students will learn the names and locations of the glands and how they	dioxide, primarily, extremities, 13.5 Interstitial, plasma, lymphocytes, monocytes, antigens, antibodies, phagocytes, active immunity, passive immunity, parasitic, 13.6 Inspiration/inhalation, expiration/exhalation, pouch, cilia, pollutants, malignant, 13.7 Absorption, anus, alimentary canal, secretion, amylase, bolus, peristalsis, sphincter, chime, minute, villi, feces, evacuated, insulin, flatulence, defecation, metabolism, diarrhea, epigastric, jaundice, 13.8 Nephron, mechanism, obstruction, dialysis, infuses, peritoneal cavity, edema, 13.9 Metabolism, excreted, sebaceous, lacrimal, hormones, pigmentation, 13.10 stimuli, peripheral, ganglia, neuron, duct, pigmented, scattering, equilibrium, ossicles, amplify, translate, receptors, subcutaneous, 13.11 sex cells, fetus, estrogen, matures, ovum, endometrium, menstruation, spermatozoa, testosterone,

			function in the endocrine system. 10. Students will identify the parts of the nervous system by name, location, and the importance of a properly working nervous system. 11. Students will differentiate between male and female reproductive organs and diseases and disorders that can affect proper function. 12. Students will identify the composition of the skin and how it protects the body.	semen, monogamous, 13.12 Epidermis, sloughed, 13.13 deoxyribonucleic acid, nucleotides, chromosomes, genes, traits, genome, alleles, dominant, recessive,
Chapter 14: Human Growth and Development *Development and Behavior* *Aging and Role Change* *Disabilities and Role Change* *End-of-Life*	**Chapter 14:** **CTE/Nursing Services State Standards** **5.0 ANALYZE HUMAN BODY SYSTEMS RELATIVE TO COMMON CONDITIONS AND DISORDERS AND THEIR CARE** **5.1 - Differentiate between wellness and illness** **5.2 - Recognize abnormal**	Why human growth is divided into stages and describe the characteristics of each stage of development.	1. Design a bulletin board representing one stage of growth and development, including age-specific communication requirements from 6 weeks thru geriatrics. 2. Students will	Continuum, zygote, coordination, adolescent, decade, viable, prone, supine, heterogeneous, adaptation, reflexes, stamina, alveolar-capillary, constipation, propensity, retention, environment, adapt, syndrome, congenital conditions, debilitating, embryonic, neurological,

Issues	changes in body function and report such changes to a supervisor 5.3 - Observe and report abnormal signs and symptoms of common diseases and conditions		identify how people cope with death and pain, including a lengthy terminal illness, pain management, hospice care, and ethics of euthanasia.	episodes, intoxication, hereditary, hemoglobin, hernial, meninges, dysfunction, enzyme, deficiency, coma, amputation, opportunistic infections, disorientation, arteriosclerosis, lipid
Chapter 15: **5.0 ANALYZE HUMAN BODY SYSTEMS RELATIVE TO COMMON CONDITIONS AND DISORDERS AND THEIR CARE**	**Chapter 15:** **5.0 ANALYZE HUMAN BODY SYSTEMS RELATIVE TO COMMON CONDITIONS AND DISORDERS AND THEIR CARE** **5.1 - Differentiate between wellness and illness** **5.2 - Recognize abnormal changes in body function and report such changes to a supervisor** **5.3 - Observe and report abnormal signs and symptoms of common diseases and conditions**	Why would a health care worker need a knowledge of mental health, common types of mental illness and techniques for treating mental illness?	1. Types of mental illness; anxiety, mood, personality, attention, eating, drug, and Alzheimer's. 2. Causes of mental illness; biological, environmental, and social. 3. Techniques used to treat mental illness; medication, psychotherapy, hospitalization, music, pet, and art.	Mental illness, anxiety, anxiety disorder, phobia, obsession, compulsion, PTSD, bipolar disorder, psychosis, major depressive disorder, schizophrenia, paranoia, attention deficit hyperactivity disorder, drug, drug addiction, Alzheimer's disease, psychotherapy, psychiatrist, psychologist, withdrawal
Chapter 16: * *Basic Nutrition* * *Therapeutic Diets*	**Chapter 16:** **CTE/Nursing Services State Standards** **Standard 10.0 Assist the Resident/Patient in Meeting Nutritional Needs** **10.1 -** Explain optimal nutritional status for the resident/patient across the life span **10.2 -** Recognize personal, cultural	A patient comes to the clinic complaining of a digestive disorder. Why would having knowledge of nutrition be important in identifying a diet appropriate for this patient?	1. Identify the five basic nutrients and explain how they maintain body function. 2. Perform volume conversions. 3. Examine and explain the USDA food pyramid.	Vitality, resistance, regulate, essential, cellulose, malnutrition, metabolize, calorie, protein, amino acids, lipids, minerals, vitamins, digestion, cholesterol, absorption, excreted, metabolism, hemoglobin, binging, purging, obesity, metabolic, deficient,

	and religious variations in diet **10.3 -** Examine therapeutic diets **10.4 -** Demonstrate procedure for ensuring resident/patient receives the diet as ordered and appropriate actions for inaccuracies **10.9 -** Assist the resident/patient with eating using effective feeding techniques **10.10 -** Demonstrate use of assistive eating devices **10.11 -** Measure and record appropriate nutritional data, including meal percentage, intake and output		4. Compare your diet with the recommendations in the USDA food pyramid. 5. Select a correct therapeutic diet for physical disorders. 6. Identify four commonly abused substances and their negative impacts on the human body.	gastrointestinal, colitis, ileitis, diabetes mellitus, soluble, atherosclerosis, anorexia nervosa, hypertension, lactation
4th Quarter: **Textbook,** **Workbook,** **Internet, Ppt,** **ECAP, Posters,** **Vocabulary,** **Math, Guest** **Speakers** **Chapter 17:** *The Natur4e of Microorganisms* *Asepsis and Standard Precautions* *Transmission-Based Precautions*	**Chapter 17:** **CTE/Nursing Services State Standards** **Standard 2.0 USE STANDARD PRECAUTIONS AND SAFETY MEASURES APPROPRIATE FOR NURSING SERVICES** **2.1 -** Explain the infectious process and modes of transmission of disease **2.2 -** Apply Center for Disease Control (CDC) and Prevention guidelines related to body substances and Standard Precautions **2.3 -** Demonstrate general principles of asepsis	Differentiate the ways infection are spread and as a health care worker describe preventive measures you can take to avoid contracting microorganisms through asepsis.	1. Chapter vocabulary Conditions affecting the growth of bacteria 2. Ways microorganisms and viruses are spread 3. Generalized and localized infections 4. Terms related to medical asepsis and their meanings Standard Precautions guidelines 5. Handwashing techniques Difference between bactericidal and	Microorganisms, viruses, anaerobic, saprophytes, parasites, pathogenic, nonpathogenic, decompose, rickettsiae, spirochetes, host, urethritis, cystitis, salmonella, toxins, enterotoxin, protest, susceptible, chain of infection, contaminated, generalized, localized, aseptic technique, nosocomial infection, Standard Precautions, transmitting, amniotic fluid, peritoneal fluid, cerrospinal fluid, interstitial fluid,

			bacteriostatic 6. Guidelines developed by the CDC 7. Correct procedure for entering and leaving an area where Transmission-Based Precautions are followed 8. Differentiate between Standard Precautions and 10. Transmission-Based Precautions 9. Universal Precautions	semen, pleural fluid, sterilized, disinfection, exposed, autoclaves, airborne, droplet, microns
* Bloodborne Diseases and Precautions	2.4 - Demonstrate principles of hand hygiene 2.5 - Demonstrate knowledge of isolation and use isolation procedures 2.6 - Use Personal Protective Equipment (PPE)			
Chapter 18: Measuring Vital Signs * Temperature, Pulse, and Respiration * Blood Pressure Nursing Skills and Assistive and Therapeutic Techniques	Chapter 18: CTE/Nursing Services State Standards Standard 7.0 Monitor Vital Signs 7.1 - Identify normal values of vital signs 7.2 - Analyze routine vital signs 7.3 - Explain methods for taking temperature and the criteria that determine the appropriate method to use (e.g., confused patient, infant, child, etc.) 7.4 - Measure and record temperature (digital, electronic, oral, rectal, axillary, tympanic) 7.5 - Measure and record pulse rate (radial, apical, carotid, brachial) 7.6 - Measure and record	Why should you encourage a patient to be as self-reliable as possible and describe the ramifications of not being self-reliable?	The student will: 1. Using an Electric Thermometer 3. Measuring an Oral Temperature 5. Measuring a Rectal Temperature 7. Measuring an Axillary Temperature 9. Measuring an Aural Temperature 11. Counting a Radial Pulse 12. Counting an Apical Pulse 13. Counting Respirations 14. Palpating a Blood	Homeostasis, respiration, blood pressure, pulse oximetry, TPR, oxidation, excretion, afebrile, febrile, hypothermia, pyrexia, pyrogenic, calibration, oral, rectal, Celsius, Fahrenheit, axillary, arrhythmia, bounding, thread, hemorrhage, tachycardia, bradycardia, apex, stethoscope, rate of respiration, rhythm of respiration, quality of respiration, systolic pressure, diastolic pressure, millimeters, hypertension, asymptomatic, hypotension,

	respirations 7.7 - Measure and record blood pressure 7.8 - Measure and record height and weight (upright/bed/chair scale) 7.9 - Measure and record oxygen saturation using an oximeter 7.10 - Notify appropriate personnel per protocol when a vital sign has changed 7.11 - Describe common signs and symptoms of pain 7.12 - Identify behaviors which indicate the resident/patient's level of pain 7.13 - Report observations of resident/patient's pain to Licensed personnel 7.14 - Apply non-invasive pain relief measures within scope of practice		15. Pressure 16. Measuring Blood Pressure 18. AM/PM Care 19. Pressure points for pressure sores 20. Giving a Back Rub 21. Giving Oral Hygiene 25. Assisting to the Bathroom 27. Stand, and Walk 28. Transferring from Bed to Wheelchair, Wheelchair to Bed, Bed to Chair and Back, Bed to Gurney and Back, using a Mechanical Lift, on a Gurney or Stretcher, wheelchair 29. Moving patient up in Bed, sit up in Bed, Logrolling, Turning Patient away from you, toward you, on side 33. Changing patients gown or clothes 35. Grooming male/female 38. Making a closed /open/occupied bed	apparatus, gauge, inflated, incontinent, catheters, stoma, postmortem, laxative, suppository, ambulation, alignment, Trochanter, restraints, limb, emesis, dehydration, residual
Chapter 19:	**Chapter 19:**	Describe the goal and	1. Describe and	Hydrotherapy, ultraviolet

Therapeutic Techniques and Sports Medicine	**CTE/Nursing Services State Standards** **Standard 19.0 Assist Resident/Patient With Restorative and Health Promotion Activities** 19.1 - Provide needed assistance in getting to and participating in resident/patient activities 19.3 - Promote the resident/patient's right to make personal choices to accommodate their needs 19.4 - Promote resident/patient's independence 19.5 - Allow the resident/patient to make personal choices, providing and reinforcing other behavior consistent with the resident/patient's dignity 19.6 - Assist resident/patient to participate in activities 19.7 - Perform passive range of motion exercises	restoration of patient strength a physical therapist should exhibit for each patient and the steps a health care worker should be conscious of.	Differentiate physical Therapy and Sports Medicine Aide. 2. Identify thermotherapy and the conditions they treat. 3. Identify hydrotherapy and the conditions they treat. 4. Explain the purpose of range-of-motion. 6. Moist/Dry Cryotherapy Range-of-motion 7. Wrapping and Taping an ankle 8. Apply Antiembolism Hose 9. Ambulating with a Gait Belt 10. Walking with canes, crutches, walkers	light, diathermy, ultrasound, thermotherapy, hydroculator pad, range-of-motion, ROM, flexibility, contraction, gurney, ambulation, crutch, walker, prosthesis
Chapter 20: Medical Assisting and Laboratory Skills * Medical Assisting Skills * Pharmacology and Medication Administration	**Chapter 20:** **CTE/Nursing Services State Standards** **Standard 16.0 Assist With Admission, Transfer, and Discharge of Resident/Patient** 16.1 - Demonstrate procedure for admitting a resident/patient 16.2 - Demonstrate procedure for resident/patient transfer	Why is following the rules and working as a team an important expectation of all health care workers?	1. Explain the process of admitting, registering, transferring, and discharging a patient. 2. Measure, and record height and weight of an adult, child, and infant. Identify examination	Hydroencephaly, diagnosis, baseline, PDR, antibodies, contraceptives, diuretics, parenteral, topical, formula, uniformity, hazardous, reagents, acids, monocular, binocular, provider, resistant, agglutination, heparinized, polycythemia

			positions by name. 6. Admit patients Measure height and weight on a standing/digital/chair/mechanical lift scale	
* Laboratory Skills	16.3 - Demonstrate procedure for discharging a resident/patient 16.4 - Maintain safekeeping of resident/patient's belongings			
Chapter 21: ***** General Safety and Injury Prevention * Patient Safety *Disaster Preparedness * Principles of Body Mechanics * First Aid * Cardiopulmo-nary Resuscitation (CPR)	**Chapter 21:** **CTE/Nursing Services State Standards** **Standard 2.0 Use Standard Precautions and Safety Measures Appropriate For Nursing Services** 2.1 Explain the infectious process and modes of transmission of disease 2.2 Apply Center for Disease Control (CDC) and Prevention guidelines related to body substances and Standard Precautions 2.3 Demonstrate general principles of asepsis 2.4 Demonstrate principles of hand hygiene 2.5 Demonstrate knowledge of isolation and use isolation procedures 2.6 Use Personal Protective Equipment (PPE)	As a health care worker why is it just as much your responsibility to clean up liter and wipe up spills on the floor as it is the housekeeping staff? Describe examples of liabilities if left neglected.	1. Define OSHA and explain the agency's role in safety 2. Differentiate between IIPP, hazard communication, and exposure control. 5. Explain how to use ambulation devices, transportation devices, postural supports, and side rails safely. 6. List the three elements required to start a fire. 7. Explain four ways to prevent fires. 8. Explain the role of a defibrillator in restoring normal heart beat.	Comply, ergonomic, mandates, implement, biohazard, abreast, horseplay, frayed, shock, malfunctioning, ambulation devices, gurney, postural supports, restricts, principles, observant, designated, flammable, potential, efficiency, load, gravity, crouch, alignment, cardiopulmonary, definitive, priorities, fracture, contusion, laceration, protrusion, spurts, dressings, saturated, ingestion, swathe, insulin shock, cardiac, resuscitation, oxygenated, defribillation, heel, interlace, compressions
Technology Standard	**Strand 1: Creativity and Innovation** **This strand requires that students demonstrate creative**			

	thinking, construct knowledge, and develop innovative products and processes using technology. **Concept 1: Knowledge and Ideas** Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding. **PO 1:** Analyze, evaluate, and synthesize information to generate new ideas, processes, or products.		
Common Core Reading	**Reading Standards for Informational Text** **Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)** **Reading Standards for Literacy in Science and Technical Subjects** **Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (9-10.RST.2)** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects** **a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to**		

	aiding comprehension.		
Common Core Writing	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects** **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** **a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**		
Common Core Science	**Science HS-S1C1-01** **Evaluate scientific information for relevance to a given problem.** **Science HS-S1C1-02** **Develop questions from observations that transition into testable hypotheses.**		
Common Core Math	**Math HS.N-Q.1** **Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.**		