Ganado Unified School District
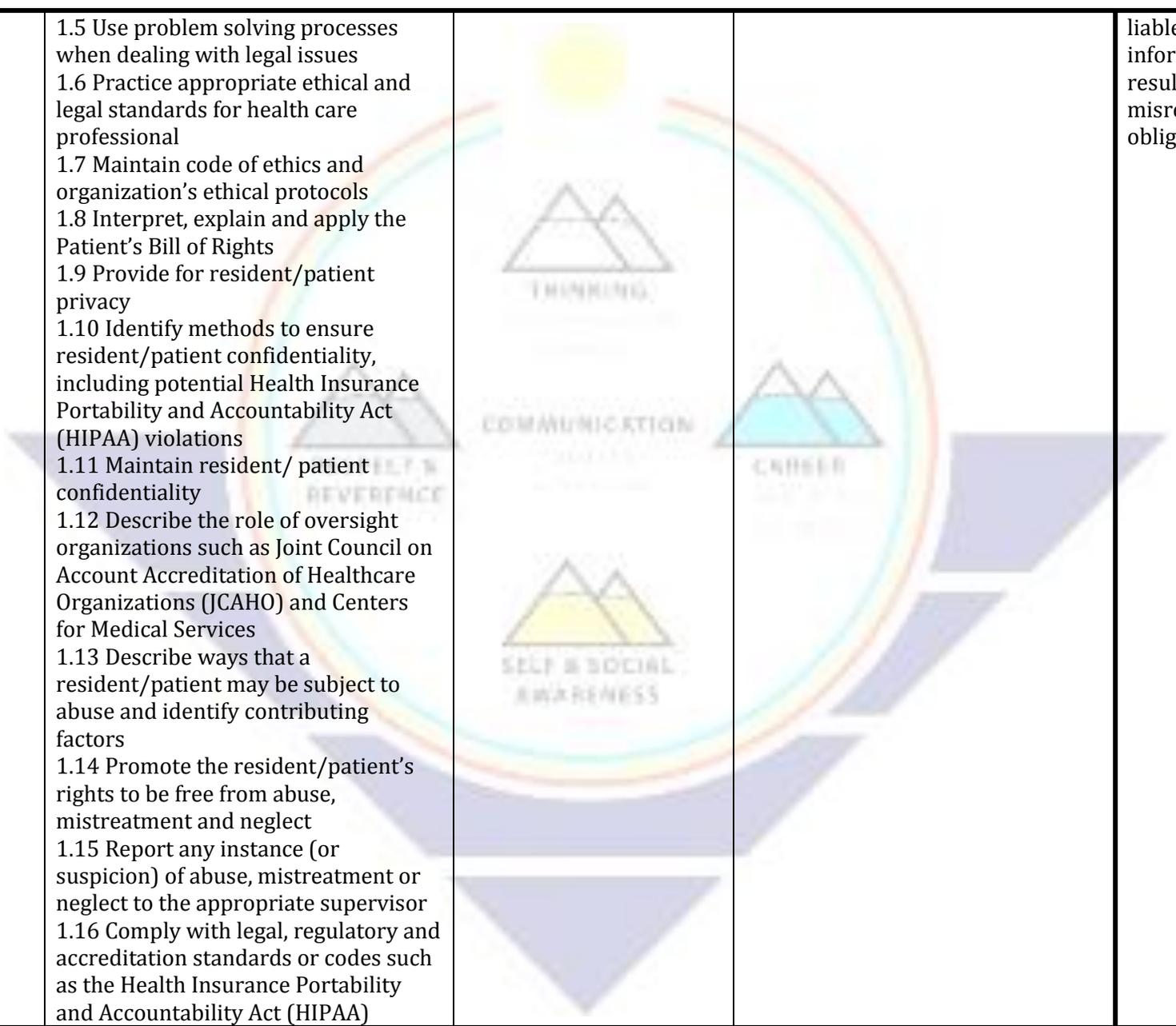# Nursing Services/11ᵗʰ Grade

PACING Guide SY 2018-2019: This course is an Online Course covered through the year through AES!

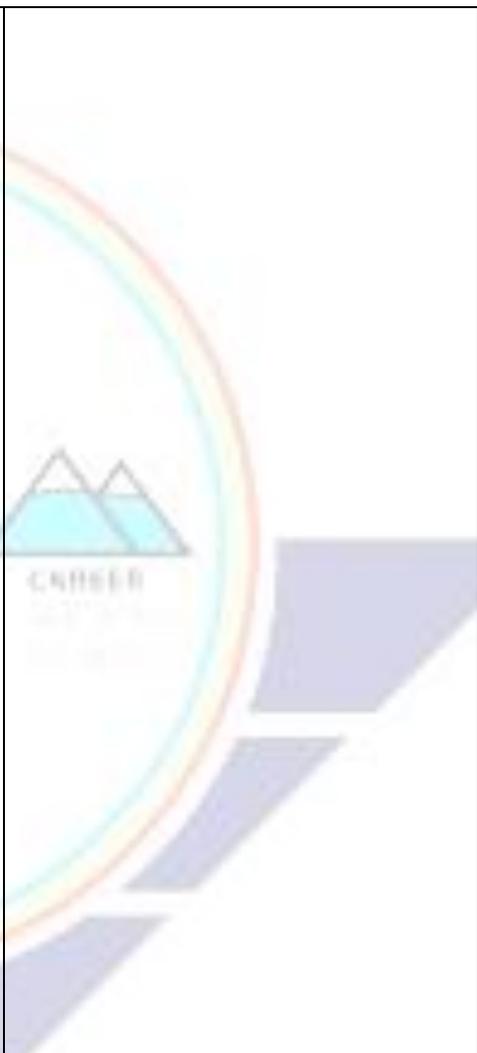| Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1ˢᵗ Quarter: **Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, Math, Guest Speakers** **Unit 1:**				
Chapter 4: Employability and Leadership	**Chapter 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	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,

	7.4 Demonstrate teamwork skills 7.5 Outline team dynamics Biases, prejudices, inferior, impatience, annoyance, communication, labeling, courteous, elements, gestures, pertinent, fax 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			full-time, part-time, cover letter, dignity, excellence, service, fairness, priority, budget, HOSA, extemporaneous, professional development, career plan, mentor, accredited
Unit 1: **Chapter 5:** Understanding Your Legal Obligations * *Patient's Rights* * *Your Legal Responsibilities* * *Medical Liability*	*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., incident reporting)	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, informed consent, resultant, defamatory, misrepresentation, obligation
	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			
Chapter 6: Medical Ethics * *Roles and Responsibilities of Health Care Worker* * *Recognizing and Reporting Illegal and Unethical Behaviors*	*Chapter 6* **Career Exploration** **8.0 ANALYZE AND DEVELOP LEGAL AND 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	Why is reporting an illegal or unethical incident important and how do you determine if an incident is reportable?	I will explain why following a code of ethics is important.	Ethics, appropriate, project, confidential, responsibility, harass
Chapter 7: Wellness * *Holistic Health* * *Understanding Human Needs* * *Cross-Cultural*	*Chapter 7:* **CTE/Nursing Services State Standards** **10.0 Assist The Resident/Patient in Meeting Nutritional Needs**	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,

Terms and Principles	**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 **10.5 -** Prepare and present meal in a home setting **10.6 -** Provide meals to the resident/patient **10.7 -** Prepare and position resident/patient for meals **10.8 -** Provide and restrict fluids as ordered **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			prejudge, traditional, prohibit
2nd Quarter: **Textbook,** **Workbook,** **Internet, Ppt,** **ECAP,Posters,** **Vocabulary,**	*Chapter 10:* **CTE/Nursing Services State Standards** **Standard 6.0 Use Correct Medical Terminology For Nursing Services**	You have several co-workers who have English as their second language. They are having problems learning and	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-,

Math, Guest Speakers **Chapter 10:** Medical Terminology * *Pronunciations* * *Word Elements* * *Terms* * *Abbreviations*	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 6.6 - Use medical terminology to interpret, transcribe and communicate information, data and observations (including sound alike and look alike terms)	understanding medical terminology. They cannot interpret certain terms. Explain how you would go about helping your co-workers to be more productive?		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**	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.	Terminology, word roots, suffixes, prefixes, combining vowels, metric prefixes, kilo-, hector-, deka-, deci-, centi-, milli-, meters

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		4. Identify metric measures of length and volume. Convert Greenwich time to 24-Hour time.

	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.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**			
Chapter 12: Measurement and the Scientific Process * *The Scientific Process* * *Measurement* * *Graphs, Charts, and Tables*	***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 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	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 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.	Scientific Methods, observations, hypothesis, controlled experiments, volume, mass, weight, estimate, accuracy, precision, data, variables, axes, proportions, metric prefixes, kilo-, hector-, deka-, deci-, centi-, milli-, meters

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).

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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.
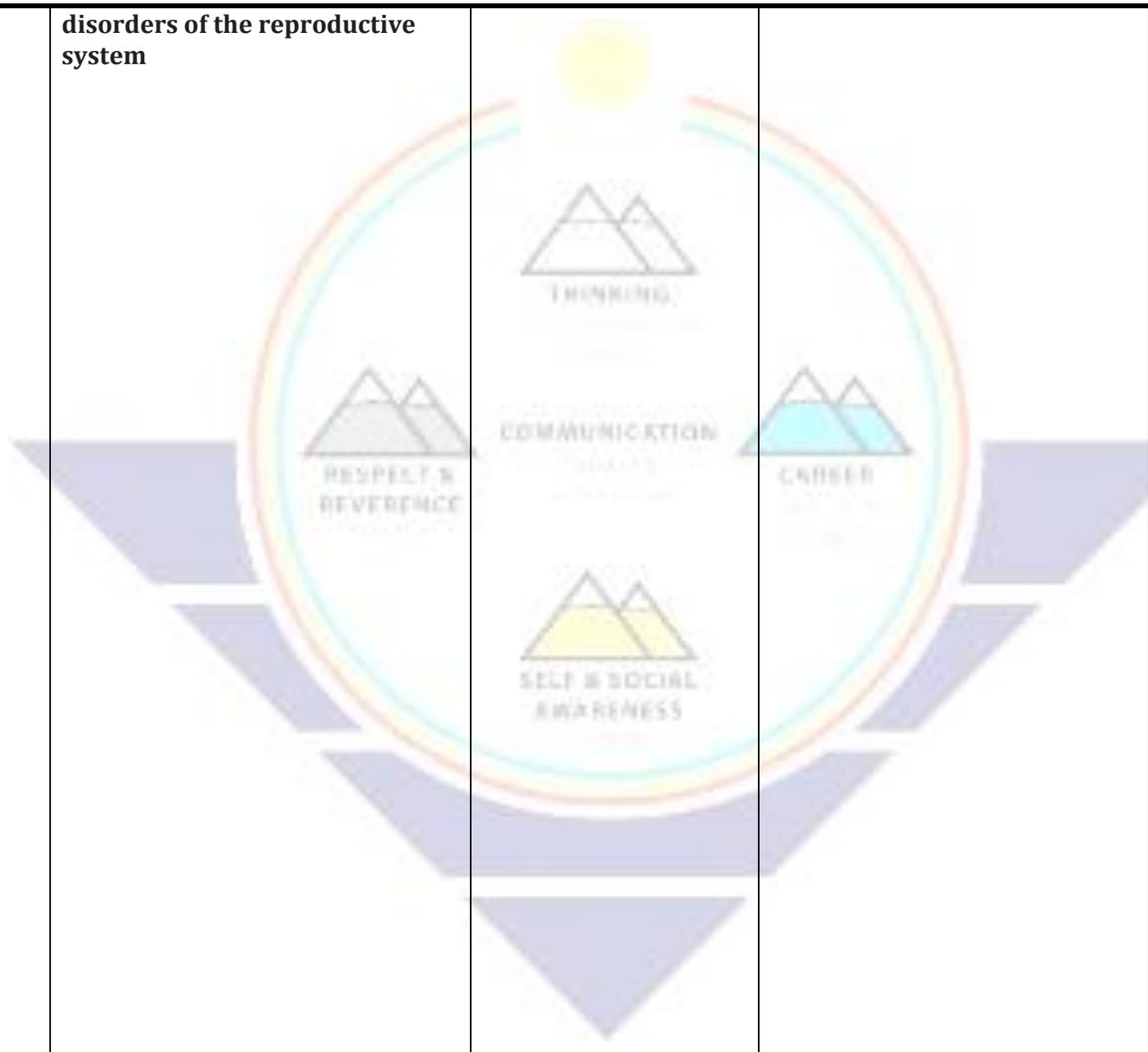
	Connections: SCHS-S1C4-02; SSHS-S5C5-01 **HS.MP.4.** Model with mathematics. **HS.MP.5.** Use appropriate tools strategically. **HS.MP.6.** Attend to precision. **HS.N-Q.2.** Define appropriate quantities for the purpose of descriptive modeling. **Connection: SSHS-S5C5-01**			
3rd Quarter: Textbook, 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*	*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**	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 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	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,

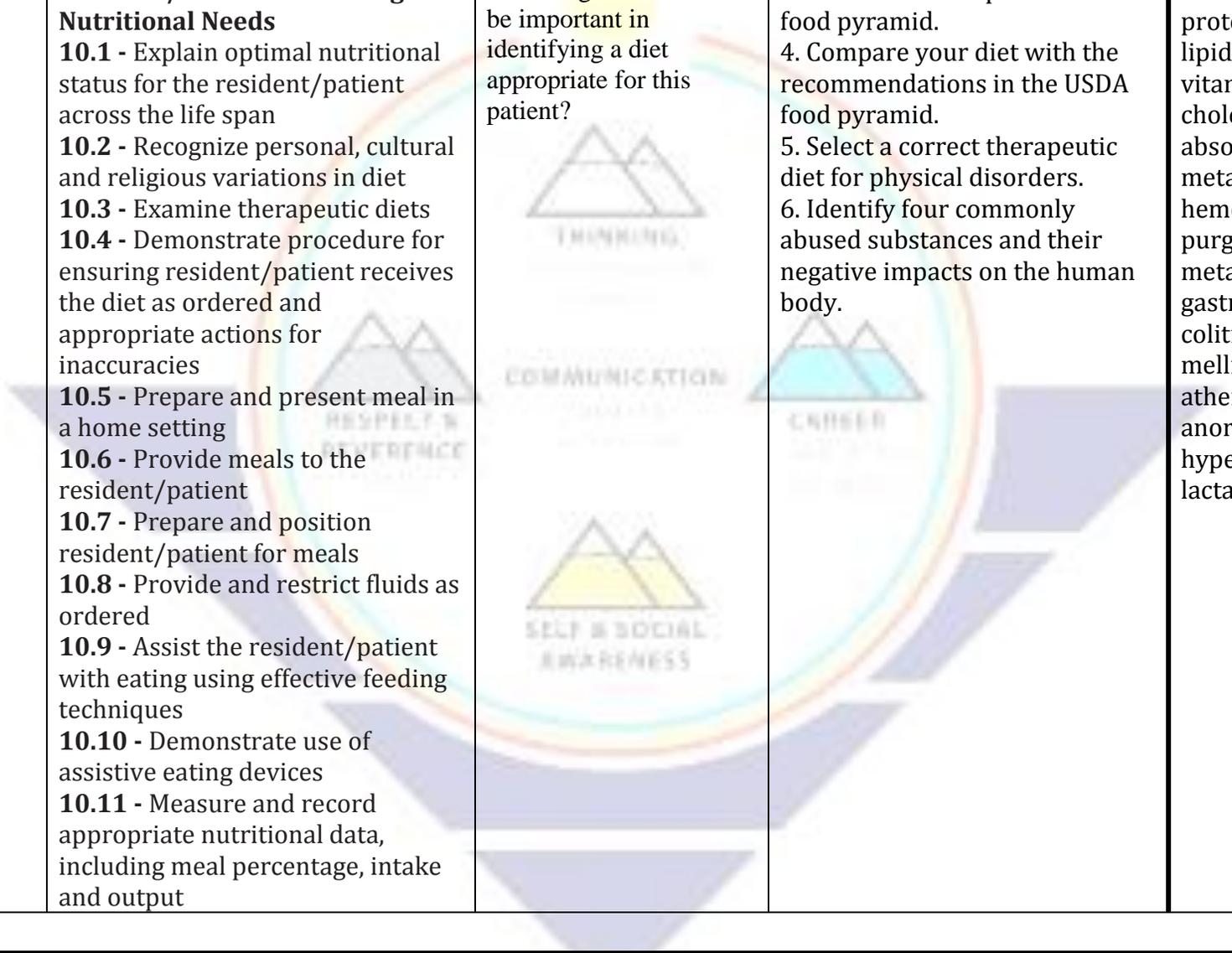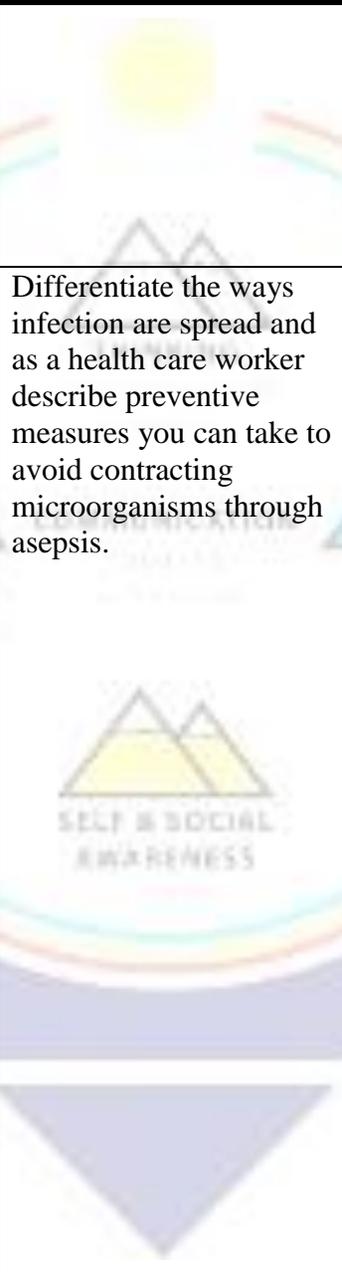|				
The Digestive System *The Urinary System* *The Endocrine System* *The Nervous System* *The Reproductive System* *The Integumentary System* *Genetics*	**disorders of the muscular system** **5.6 - Care for resident/patient with common conditions and disorders of the skeletal system** **5.7 - Care for residents/patients with common conditions and disorders of the 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**		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 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. 13. Students will be introduced to DNA and how genetics impact the body and disease.	spontaneous, lateral, fixation, 13.3 Digestion, elastic, myosin, actin, contraction, voluntary, contract, involuntary, axis, deteriorate 13.4 Oxygen, waste products, adequate, oxygenated, unoxygenated, carbon 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,

	disorders of the reproductive system			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, semen, monogamous, 13.12 Epidermis, sloughed, 13.13 deoxyribonucleic acid, nucleotides, chromosomes, genes, traits, genome,

THINKING

COMMUNICATION

RESPECT & REVERENCE

CAREER

SELF & SOCIAL AWARENESS

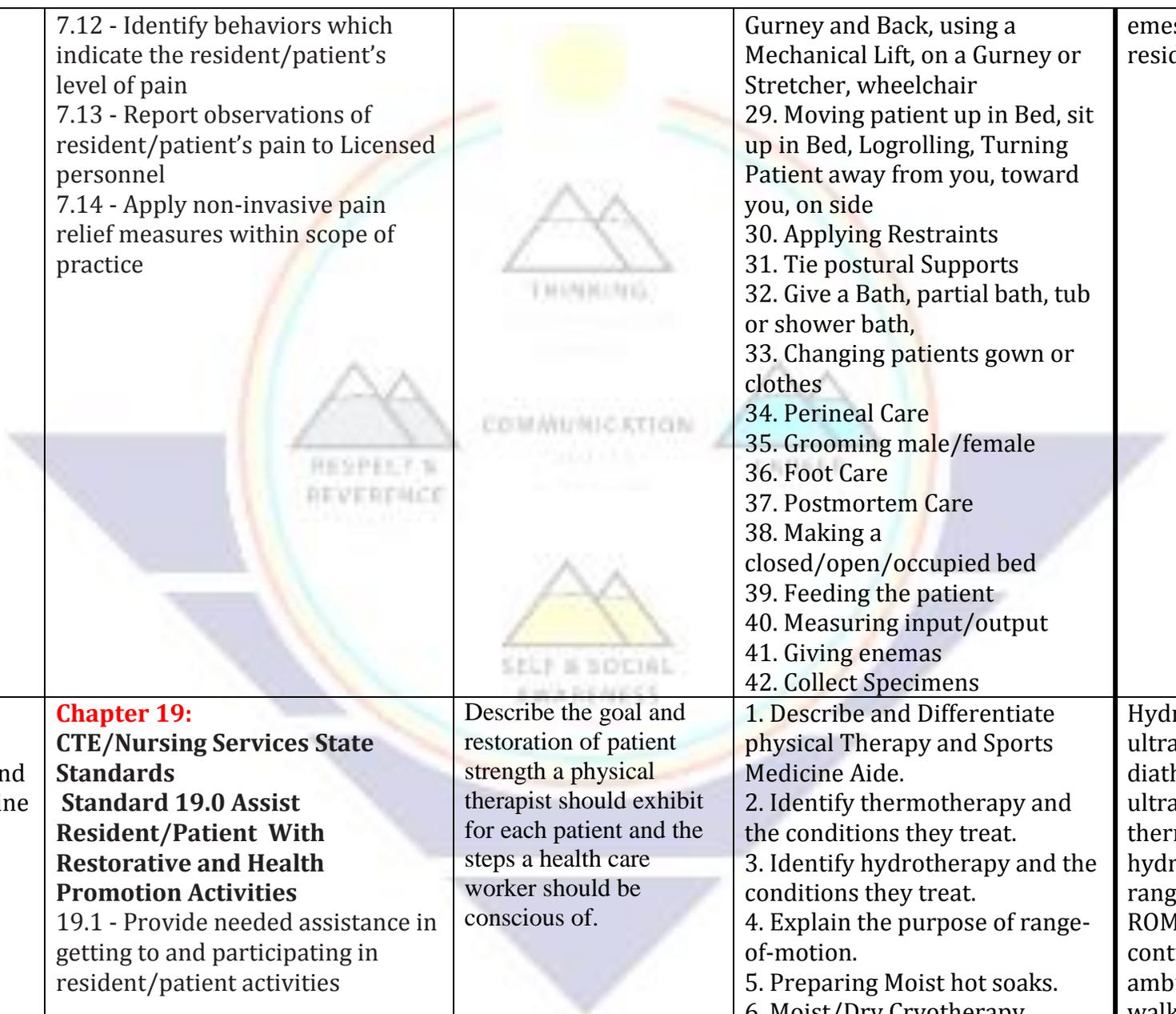|				alleles, dominant, recessive,
Chapter 14: Human Growth and Development *Development and Behavior* *Aging and Role Change* *Disabilities and Role Change* *End-of-Life Issues*	**Chapter 14:** **CTE/Nursing Services State Standards** **5.0 ANALYZE HUMAN BODY SYSTEMS RELATIVE TO COMMON CONDITIONS AND DISORDERS AND THEIR CARE** **5.1 - Differentiate between wellness and illness** **5.2 - Recognize abnormal 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 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 identify how people cope with death and pain, including a lengthy terminal illness, pain management, hospice care, and ethics of euthanasia.	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, episodes, intoxication, hereditary, hemoglobin, hernial, meninges, dysfunction, enzyme, deficiency, coma, amputation, opportunistic infections, disorientation, arteriosclerosis, lipid, progressive, isolated, impending, philosophy

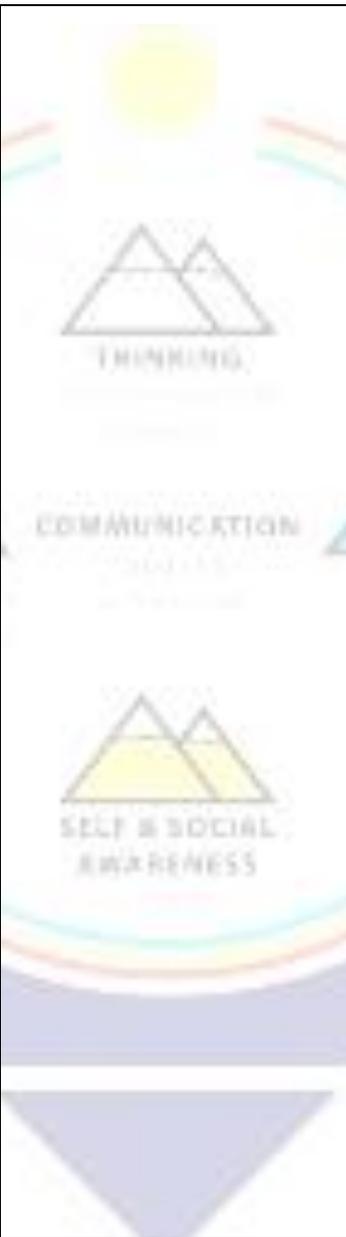|				
Chapter 15: **5.0 ANALYZE HUMAN BODY SYSTEMS RELATIVE TO COMMON CONDITIONS AND DISORDERS AND THEIR CARE** **5.1 - Differentiate between wellness and illness** **5.2 - Recognize abnormal changes in body function and report such changes to a supervisor** **5.3 - Observe and report abnormal signs and symptoms of common diseases and conditions**	**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. The student will identify and define all key terms in each section. 2. Types of mental illness; anxiety, mood, personality, attention, eating, drug, and Alzheimer's. 3. Causes of mental illness; biological, environmental, and social. 4. 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*	**Chapter 16:** **CTE/Nursing Services State Standards**	A patient comes to the clinic complaining of a digestive disorder. Why	1. Identify the five basic nutrients and explain how they maintain body function.	Vitality, resistance, regulate, essential, cellulose,

| *Therapeutic Diets | **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 and religious variations in diet
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10.5 - Prepare and present meal in a home setting
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10.7 - Prepare and position resident/patient for meals
10.8 - Provide and restrict fluids as ordered
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 | would having knowledge of nutrition be important in identifying a diet appropriate for this patient? | 2. Perform volume conversions.
3. Examine and explain the USDA food pyramid.
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. | malnutrition, metabolize, calorie, protein, amino acids, lipids, minerals, vitamins, digestion, cholesterol, absorption, excreted, metabolism, hemoglobin, binging, purging, obesity, metabolic, deficient, 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* **Bloodborne Diseases and 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 **2.4 -** Demonstrate principles of hand hygiene **2.5 -** Demonstrate knowledge of isolation and use isolation procedures **2.6 -** Use Personal Protective Equipment (PPE)	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 bacteriostatic 6. Guidelines developed by the CDC 7. Correct procedure for entering and leaving an area where Transmission-Based 8.Precautions are followed 9. Differentiate between Standard Precautions and 10. Transmission-Based Precautions 11. Universal Precautions 12. Ethical and legal issues related to bloodborne diseases	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, semen, pleural fluid, sterilized, disinfection, exposed,

			autoclaves, airborne, droplet, microns
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 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	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 2. Thermometer 3. Measuring an Oral 4. Temperature 5. Measuring a Rectal 6. Temperature 7. Measuring an Axillary 8. Temperature 9. Measuring an Aural 10. Temperature 11. Counting a Radial Pulse 12. Counting an Apical Pulse 13. Counting Respirations 14. Palpating a Blood 15. Pressure 16. Measuring Blood 17. Pressure 18. AM/PM Care 19. Pressure points for pressure sores 20. Giving a Back Rub 21. Giving Oral Hygiene 22. Elimination-Offering a 23. Bed Pan, Urinal, Bedside 24. Commode 25. Assisting to the 26. Bathroom, to Dangle 27. Stand, and Walk 28. Transferring from Bed to Wheelchair, Wheelchair to Bed, Bed to Chair and Back, Bed to	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, apparatus, gauge, inflated, incontinent, catheters, stoma, postmortem, laxative, suppository, ambulation, alignment, Trochanter, restraints, limb,

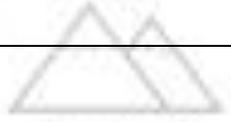|			Gurney and Back, using a Mechanical Lift, on a Gurney or Stretcher, wheelchair 29. Moving patient up in Bed, sit up in Bed, Logrolling, Turning Patient away from you, toward you, on side 30. Applying Restraints 31. Tie postural Supports 32. Give a Bath, partial bath, tub or shower bath, 33. Changing patients gown or clothes 34. Perineal Care 35. Grooming male/female 36. Foot Care 37. Postmortem Care 38. Making a closed/open/occupied bed 39. Feeding the patient 40. Measuring input/output 41. Giving enemas 42. Collect Specimens	emesis, dehydration, residual
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				
Chapter 19: Therapeutic Techniques and Sports Medicine	**Chapter 19:** **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	Describe the goal and restoration of patient strength a physical therapist should exhibit for each patient and the steps a health care worker should be conscious of.	1. Describe and 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. 5. Preparing Moist hot soaks. 6. Moist/Dry Cryotherapy	Hydrotherapy, ultraviolet light, diathermy, ultrasound, thermotherapy, hydroculator pad, range-of-motion, ROM, flexibility, contraction, gurney, ambulation, crutch, walker, prosthesis

	19.2 - Apply restorative activities when caring for the resident/patient 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 19.8 - Direct resident/patient in active range of motion exercises 19.9 - Assist and instruct resident/patient to be independent in the activities of daily living 19.10 - Use family/significant others as a resource and source of social and emotional support 19.11 - Assist resident/patient in planned recreational activities 19.12 - Assist the resident/patient with activities that support and encourage social relationships 19.13 - Assist resident/patient in achieving optimal wellness	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

| Chapter 20: Medical Assisting and Laboratory Skills
* Medical Assisting Skills
* Pharmacology and Medication Administration
* Laboratory Skills | **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
16.3 - Demonstrate procedure for discharging a resident/patient
16.4 - Maintain safekeeping of resident/patient's belongings | 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 positions by name.
3. Write a formula for calculation medication administration.
4. Identify common prescription abbreviations.
5. Identify laboratory guidelines and safety procedures.
6. Admit patients
Measure height and weight on a standing/digital/chair/mechanical lift scale
7. Measure height and weight of an adult, child, infant
8. Measuring head circumference
9. Move a patient to another room
10. Discharging a patient
Identify examination positions
11. Test visual acuity with a Snellen Chart
12. Use a microscope
13.Gather and test specimens | Hydroencephaly, diagnosis, baseline, PDR, antibodies, contraceptives, diuretics, parenteral, topical, formula, uniformity, hazardous, reagents, acids, monocular, binocular, provider, resistant, agglutination, heparinized, polycythemia |
| Chapter 21: | **Chapter 21:**
CTE/Nursing Services State Standards | As a health care worker why is it just as much your responsibility to | 1. Define OSHA and explain the agency's role in safety | Comply, ergonomic, mandates, implement, biohazard, abreast, |

| * General Safety and Injury Prevention
* Patient Safety
*Disaster Preparedness
* Principles of Body Mechanics
* First Aid
* Cardiopulmo-nary Resuscitation (CPR) | **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) | clean up liter and wipe up spills on the floor as it is the housekeeping staff? Describe examples of liabilities if left neglected. | 2. Differentiate between IIPP, hazard communication, and exposure control.
3. Name places to find information about hazards in a facility.
Explain the health care worker's role in maintaining a safe workplace.
4. Identify 14 general safety rules
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.

1. Follow safe practice guidelines when caring for patients.
2. Identify what you are responsible for knowing and doing when a disaster occurs.
3. Identify the steps for using a fire extinguisher using the PASS acronym.
4. Demonstrate correct lifting and moving of objects. | 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 |

| | | | 5. Demonstrate the procedures for:
   • Mouth-to-mouth breathing
   • Obstructive airway
   • Serious wounds
   • Preventing shock
   • Splints
   • Slings
   • Bandaging
6. Demonstrate the procedures for cardiopulmonary resuscitation (CPR) | |
| **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.
Concept 2: Models and Simulations
PO 2: Propose or create a model, simulation, or system. | | | |

	Concept 3: Trends and Possibilities **Analyze patterns and trends and their logical links to form inferences, and forecast possibilities providing novel insights.**			
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* *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.*			

	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. *c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.* *d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.* *e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.* *f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*		
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. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.WHST.2)		
Common Core Social Studies	*Social Studies HS-S2C1-06* *Apply the skills of historical analysis to current social, political,*		

	geographical, and economic issues facing the world.			
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.* *9-10.RL.2* *Determine a theme or central idea of a text and analyze in detail 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.*			
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.*			