

# Orange Public Schools

## Office of Innovation

### Introduction to Healthcare Careers In Society



Board Approval Date: October 11, 2022

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## Introduction to Healthcare Careers in Society

**Course Description:** This course is designed to introduce students to the many facets of the healthcare field. This includes exploration of various careers and an introduction to some basic skills. Field trips and speakers will be utilized to help students make career decisions wisely. Some basic medical terminology is incorporated to help students feel comfortable in the medical environment. Only students who have some interest in the possibility of working in health care are encouraged to enroll in this course.

## Scope and Sequence

Timeline	Concepts
Weeks 1 - 2	<b><i>Today's Healthcare System - 7 classes</i></b> Healthcare through the Centuries Healthcare Facilities  <b><i>Overview of Career Exploration - 7 classes</i></b> Career Planning - How to get the Job Meet the Professionals
Weeks 3 - 4	<b><i>Personal and Professional Qualities - 5 classes</i></b> Attributes and Values Stress Management and Personal Health  <b><i>Law, Ethics, and Professionalism - 5 classes</i></b> Legal and Ethical Responsibilities Privacy and Security - HIPAA Laws
Weeks 5 - 7	<b><i>Healthcare Communication - 5 classes</i></b> Basic Communication Communication with Patients and Barriers Records and Documentation  <b><i>Culture and Healthcare - 7 classes</i></b> Cultural, Social, and Ethnic Diversity Health Disparities and Health Equity
Weeks 8 - 10	<b><i>Infection Control - 7 classes</i></b> Standard Precautions Sterile Techniques Infectious Disease and Preventing the Spread  <b><i>Physical Exams - 7 classes</i></b> Use and Care of Lab Equipment Client Status and Safety Precautions

Unit I	History and Facilities	Grade(s)	9
Unit Plan Title:	Today's Healthcare System		
Overview/Rationale			
This unit focuses on recognizing the importance of major healthcare events throughout the ages in addition to identifying major healthcare facilities and the purpose of each.			
New Jersey Student Learning Standards			

- 2.2.12.A.3: Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
- 2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- 2.2.12.E.2: Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

#### Career Readiness, Life Literacies, and Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

#### Computer Science and Design Thinking

- 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility

#### Interdisciplinary Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

for accomplishing a specified task (e.g., W.11-12.6.). <ul style="list-style-type: none"> <li>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>		NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
21 <sup>st</sup> Century Skills: Check all that apply			
x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> <li>How did Romans emphasize preventive healthcare in ancient times?</li> <li>How have medical innovations improved healthcare through history?</li> <li>How are current trends affecting the healthcare profession?</li> <li>How has home healthcare grown rapidly in recent years and how do you think it will evolve in the future?</li> <li>How would you describe the basic differences between extended care, independent-living, and assisted-living facilities?</li> <li>How would you explain the idea behind the term “interdisciplinary team”?</li> <li>How would you describe healthcare trends and their effects on healthcare careers?</li> </ul>			
Enduring Understandings			
<ul style="list-style-type: none"> <li>Major healthcare events throughout the ages have built the path for modern medicine</li> <li>The goals of the healthcare system is to provide quality healthcare to the entire population, to be responsive to citizens’ expectations, and to ensure financial protection and fair distribution of financing.</li> <li>The healthcare industry is constantly evolving and nearly every day researchers find ways to improve the medical system.</li> </ul>			
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> <li>I can recognize the importance of major healthcare events throughout the ages.</li> <li>I can identify major healthcare facilities and the purpose of each.</li> <li>I can list four trends that influence healthcare.</li> </ul>			
Assessments			
Formative: Chap 1 Introduction to Career Exploration do nows and checkpoint questions			
Summative: Chap1 Introduction to Career Exploration highlight summary and Chap 1 review test			

Authentic: healthcare history presentation

Teaching and Learning Actions

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Student Led Modeling Support:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

*Activities: Including G/T, SE,  
and ELL Differentiation*

### **Special Education Students Modifications (Teacher Led Modeling Support):**

- Adhere to all modifications and health concerns stated in each IEP.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines

### **English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

### **At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

### **Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)

### **Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

<p><i>Learning Activities</i></p>	<p><b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 1 Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Healthcare Systems Module Unit 1: History of Healthcare Student worksheet and unit quiz</p> <p>Unit 2: Healthcare Delivery Systems Student worksheet and unit quiz</p> <p>Unit 3: Trends, Technology, and Emerging Issues Student worksheet and unit quiz</p> <p>Unit 4: Healthcare Economics Student worksheet and unit quiz</p> <p>Reflect and Reinforce Students will reflect in a journal about healthcare career pathways that interest them and educational requirements for them before sharing</p> <p>Healthcare Systems Module Test</p> <p><b>Virtual Internship</b> Rubin Webinar - Virtual Internship - World of Medical Careers - worksheet</p> <p><b>Virtual Field Trips</b> Virtual Healthcare Experience exit ticket</p> <p>Discovery Education - Genomics: Decoding the Language of Life Virtual Field Trip Discussion Questions</p>
<p>Experiences (virtual and live field trips)</p>	<p>Virtual Healthcare Experience <a href="https://de.ryerson.ca/games/nursing/hospital/index.html">https://de.ryerson.ca/games/nursing/hospital/index.html</a></p> <p>Rubin Webinar - Virtual Internship - World of Medical Careers <a href="https://www.youtube.com/watch?v=27_3HFyKhIs">https://www.youtube.com/watch?v=27_3HFyKhIs</a></p> <p>Discovery Education - Genomics: Decoding the Language of Life Virtual Field Trip <a href="https://www.discoveryeducation.com/info/illumina-genomics-vft/">https://www.discoveryeducation.com/info/illumina-genomics-vft/</a></p>
<p><b>Resources</b></p>	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a> Healthcare Systems Module Unit 1: History of Healthcare</p>	

Unit 2: Healthcare Delivery Systems

Unit 3: Trends, Technology, and Emerging Issues

Unit 4: Healthcare Economics

Chapter 1 Introduction to Career Exploration

Textbook: Dynamics of Healthcare in Society by Roxann DeLaet

Pacing/ Time Frame:

7 Class Periods (45 minute class periods)

Unit II	The Healthcare Careers	Grade(s)	9
Unit Plan Title:	Overview of Career Exploration		
Overview/Rationale			
This unit focuses on the five healthcare career pathways along with specific skills needed and educational requirements for each pathway; like: licensure, registration, and certification. In addition, typical work responsibilities and legal requirements .			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>1.2.12.C.1: Review career goals and determine steps necessary for attainment.</li><li>1.2.12.C.2: Modify Personalized Student Learning Plans to support declared career goals.</li><li>1.2.12.C.3: Identify transferable career skills and design alternate career plans.</li><li>1.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</li><li>1.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace</li><li>2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</li><li>2.2.12.E.2: Determine the effect of accessibility and affordability of healthcare on family, community, and global health</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>CRP1. Act as a responsible and contributing citizen and employee.</li><li>CRP2. Apply appropriate academic and technical skills.</li><li>CRP3. Attend to personal health and financial well-being.</li><li>CRP4. Communicate clearly and effectively and with reason.</li><li>CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>CRP6. Demonstrate creativity and innovation.</li><li>CRP7. Employ valid and reliable research strategies.</li><li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>CRP9. Model integrity, ethical leadership and effective management.</li><li>CRP10. Plan education and career paths aligned to personal goals.</li><li>CRP11. Use technology to enhance productivity.</li><li>CRP12. Work productively in teams while using cultural global competence.</li></ul>			
Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li><li>8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li></ul>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	

<ul style="list-style-type: none"> <li>● 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</li> <li>● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>	<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>				
<p align="center">21<sup>st</sup> Century Skills: Check all that apply</p>					
<table border="1"> <tr> <td>x</td> <td>Civic Literacy</td> </tr> </table>	x	Civic Literacy	<table border="1"> <tr> <td>x</td> <td>Communication</td> </tr> </table>	x	Communication
x	Civic Literacy				
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<table border="1"> <tr> <td>x</td> <td>Global Awareness</td> </tr> </table>	x	Global Awareness	<table border="1"> <tr> <td>x</td> <td>Critical Thinking and Problem Solving</td> </tr> </table>	x	Critical Thinking and Problem Solving
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<table border="1"> <tr> <td></td> <td>Financial, Economic, Business, &amp; Entrepreneurial Literacy</td> </tr> </table>		Financial, Economic, Business, & Entrepreneurial Literacy	<table border="1"> <tr> <td>x</td> <td>Creativity and Innovation</td> </tr> </table>	x	Creativity and Innovation
	Financial, Economic, Business, & Entrepreneurial Literacy				
x	Creativity and Innovation				
<table border="1"> <tr> <td>x</td> <td>Environmental Literacy</td> </tr> </table>	x	Environmental Literacy	<table border="1"> <tr> <td></td> <td>Other:</td> </tr> </table>		Other:
x	Environmental Literacy				
	Other:				
<p>Essential Question(s)</p>					
<ul style="list-style-type: none"> <li>● How can someone get reliable resources for information about healthcare careers?.</li> <li>● How would you explain the educational training and legal requirements for different professions?</li> <li>● How would you identify the different types of healthcare professions and how will these professions evolve in the future?</li> <li>● How is a health informatics occupation a good fit for someone who enjoys learning about many different health topics?</li> </ul>					

Enduring Understandings	
<ul style="list-style-type: none"> <li>• Careers in health sciences are divided into five categories, or pathways: therapeutic services; diagnostic services; health informatics; support services; and biotechnology research and development.</li> <li>• Education may involve different levels of study. The level of education needed varies for each health care career.</li> <li>• Health care workers are often required to lift, carry, pull, or push objects and patients. In some settings, patients require around-the-clock care, and therefore, workers are required to work in shifts.</li> <li>• Healthcare workers frequently deal with critical incidents and are required to participate in professional development to meet adaptations the field</li> </ul>	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> <li>• I can describe the five types of healthcare professionals and their roles</li> <li>• I can list the steps for planning a career in healthcare</li> <li>• I can define and differentiate licensure, registration, and certification</li> <li>• I can describe the typical work responsibilities: education, training, and legal requirements; employment; outlook; and average earnings of selected occupations</li> </ul>	
Assessments	
<ul style="list-style-type: none"> <li>• Formative: Chapter 2 Careers in Healthcare do nows and checkpoint questions</li> <li>• Summative: Chapter 2 Careers in Healthcare highlight summary and Chap2 review test</li> <li>• Authentic: Chapter 2 Careers in Healthcare Learn AES module quiz and test</li> </ul>	
Teaching and Learning Actions	
<i>Instructional Strategies</i>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Student Led Modeling Support:</p> <ul style="list-style-type: none"> <li>• Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> </ul>

	<ul style="list-style-type: none"> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p>Teacher Led learning:</p> <ul style="list-style-type: none"> <li>● Students will journal about the importance of continuing education and professional organizations in the career development process, how a career is like a path or ladder and potential careers in the health industry. A class discussion will follow</li> <li>● Students will create and give a presentation about careers in health care. The presentations will describe opportunities, education, credentials, workplace environments and advancement patterns in the selected careers.</li> </ul>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Special Education Students Modifications (Teacher Led Modeling Support):</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)</li> </ul>

	<p><b>Students With A 504:</b></p> <p>Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</p> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<i>Learning Activities</i>	<p><b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 2 Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Healthcare Careers Unit 1: Careers in Healthcare Student worksheet and unit quiz</p> <p>Unit 2: Choosing a Career in Healthcare Student worksheet and unit quiz</p> <p>Reflect and Reinforce Students will journal about the importance of continuing education and professional organizations in the career development process, how a career is like a path or ladder and potential careers in the health industry. A class discussion will follow</p> <p>Students will create and give a presentation about careers in health care. The presentations will describe opportunities, education, credentials, workplace environments and advancement patterns in the selected careers.</p> <p>Healthcare Careers Module Test</p> <p><b>Virtual Field Trips</b> Sequoia Hospital Catheterization Lab - virtual tour - exit ticket Red Cross Services - virtual tour - discussion questions Sonrisas Dental Health - virtual tour - exit ticket</p>
Experiences (virtual and live field trips)	<p>Sequoia Hospital Catheterization Lab - virtual tour <a href="https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#sequoia">https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#sequoia</a></p> <p>Red Cross Services - virtual tour <a href="https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#redcross">https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#redcross</a></p>

	<p>Sonrisas Dental Health - virtual tour</p> <p><a href="https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#sonrisas">https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#sonrisas</a></p>
Resources	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a></p> <p>Healthcare Careers Module</p> <p>Unit 1: Careers in Healthcare</p> <p>Unit 2: Choosing a Career in Healthcare</p> <p>Chapter 2 Careers in Healthcare</p> <p>Textbook: Dynamics of Healthcare in Society by Roxann DeLaet</p>	
Pacing/ Time Frame:	10 Class Periods (45 minute class periods)

Unit III	Attributes and Values	Grade(s)	9
Unit Plan Title:	Personal and Professional Qualities		
Overview/Rationale			
This unit focuses on ideal personal characteristics of a health care worker as they discuss appropriate appearance and traits and reflect on their own traits, noting strengths and weaknesses. In addition, the unit focuses on identifying important values in healthcare and how they are developed.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>• 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li><li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li><li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li><li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li><li>• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>• CRP1. Act as a responsible and contributing citizen and employee.</li><li>• CRP2. Apply appropriate academic and technical skills.</li><li>• CRP3. Attend to personal health and financial well-being.</li><li>• CRP4. Communicate clearly and effectively and with reason.</li><li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>• CRP6. Demonstrate creativity and innovation.</li><li>• CRP7. Employ valid and reliable research strategies.</li><li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>• CRP9. Model integrity, ethical leadership and effective management.</li><li>• CRP10. Plan education and career paths aligned to personal goals.</li><li>• CRP11. Use technology to enhance productivity.</li><li>• CRP12. Work productively in teams while using cultural global competence.</li></ul>			
Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>• 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>• 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li><li>• 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li><li>• 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</li></ul>		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	

<ul style="list-style-type: none"> <li>● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How would you describe the good behavior, personal attributes, and values a healthcare professional should possess?
- How would you describe a value system and how does it impact a person's life?
- How would you describe the different types of stresses and the strategies for dealing with stress?

Enduring Understandings

- It is important for health care workers to take pride in their personal appearance. They must practice healthy habits and wear professional garments. When health care workers present a positive self-image, patients are more likely to feel confident about the care they receive
- Because health care workers come into close contact with patients and co-workers, they must be mindful of personal hygiene.

<ul style="list-style-type: none"> <li>All health care workers must be committed to developing desirable traits and display a positive attitude in their daily activities.</li> </ul>	
<b>Student Learning Targets/Objectives</b>	
<ul style="list-style-type: none"> <li>I can recognize personal qualities and skills that are important for healthcare providers</li> <li>I can list professional attributes that benefit all healthcare workers</li> <li>I can Identify and describe values and how they are developed</li> <li>I can detect stress producers and understand strategies to cope with stress</li> <li>I can recognize the importance of good health behaviors, personal hygiene, and grooming for the healthcare professional</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>Formative: Chapter 10 Personal Qualities do nows and checkpoint questions</li> <li>Summative: Chapter 10 Personal Qualities highlight summary and review test</li> <li>Authentic: Chapter 10 Personal Qualities Learn AES module quiz and test</li> </ul>	
<b>Teaching and Learning Actions</b>	
<i>Instructional Strategies</i>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Student Led Modeling Support:</p> <ul style="list-style-type: none"> <li>Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul>
<i>Activities: Including G/T, SE, and ELL Differentiation</i>	<p><b>Special Education Students Modifications (Teacher Led Modeling Support):</b></p> <ul style="list-style-type: none"> <li>Adhere to all modifications and health concerns stated in each IEP.</li> <li>Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.</li> </ul>

	<ul style="list-style-type: none"> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p><i>Learning Activities</i></p>	<p><b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 10 Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Personal Qualities Unit 1: Personal Characteristics student worksheet and quiz</p> <p>Unit 2: Healthcare Team student worksheet and quiz</p> <p>Unit 3: Personal Management Skills student worksheet and quiz</p> <p>Reflect and Reinforce</p>

	<p>Students work in groups using the problem-solving methodology to solve various health care related scenarios. Once the students have a solution they should present it to the class.</p> <p>Personal Qualities Module Test</p> <p><b>Guest Speaker</b> Orange High School Nurse live Guest Speaker - Discussion Questions</p>
Experiences (virtual and live field trips)	Orange High School Nurse live Guest Speaker
Resources	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a></p> <p>Personal Qualities Module</p> <p>Unit 1: Personal Characteristics</p> <p>Unit 2: Healthcare Team</p> <p>Unit 3: Personal Management Skills</p> <p>Chapter 10 Personal Qualities</p> <p>Textbook: Dynamics of Healthcare in Society by Roxann DeLaet</p>	
Pacing/ Time Frame:	3 Class Periods (45 minute class periods)

Unit IV	Legal and Ethical Responsibilities	Grade(s)	9
Unit Plan Title:	Law, Ethics, and Professionalism		
Overview/Rationale			
This unit focuses on understanding healthcare related laws, differentiating between intentional and unintentional torts, explaining patient rights and the importance of protecting those rights, and identifying ethical principles.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</li><li>2.2.12.E.2: Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</li><li>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li><li>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li><li>2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>CRP1. Act as a responsible and contributing citizen and employee.</li><li>CRP2. Apply appropriate academic and technical skills.</li><li>CRP3. Attend to personal health and financial well-being.</li><li>CRP4. Communicate clearly and effectively and with reason.</li><li>CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>CRP6. Demonstrate creativity and innovation.</li><li>CRP7. Employ valid and reliable research strategies.</li><li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>CRP9. Model integrity, ethical leadership and effective management.</li><li>CRP10. Plan education and career paths aligned to personal goals.</li><li>CRP11. Use technology to enhance productivity.</li><li>CRP12. Work productively in teams while using cultural global competence.</li></ul>			
Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li><li>8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li><li>8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial</li></ul>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	

revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.		RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	
<ul style="list-style-type: none"><li>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li><li>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li><li>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li></ul>		NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
		NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
		NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
		WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
21 <sup>st</sup> Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
x	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"><li>How would you identify and explain healthcare-related laws?</li><li>How would you describe a consent form and its parameters?</li><li>How does membership in a professional association benefit health-related careers?</li><li>How would you explain the Health Insurance Portability and Accountability Act?</li><li>How are healthcare professionals responsible for protecting patients rights?</li></ul>			
Enduring Understandings			
<ul style="list-style-type: none"><li>Scope of practice is what health care workers should and should not do according to their profession.</li><li>Informed consent means that competent patients have been given a clear explanation of a procedure or test, its benefits, its risks, and the consequences of not performing the procedure or test as well as alternative</li></ul>			

options before giving their voluntary permission to have the procedure or test performed. Emergencies, minor procedures, and simple tests are exceptions to informed consent.

#### Student Learning Targets/Objectives

- I can understand healthcare related laws
- I can realize the difference between intentional and unintentional torts
- I can explain the importance of protecting patients rights
- I can identify ethical principles and dilemmas
- I can understand ethical decision making and the ethical code for healthcare professionals
- I can define characteristics of a professional attitude and behavior

#### Assessments

- Formative: Chapter 11 Legal and Ethical Responsibilities do nows and checkpoint questions
- Summative: Chapter 11 Legal and Ethical Responsibilities highlight summary and review test
- Authentic: Chapter 11 Legal and Ethical Responsibilities Learn AES module quiz and test

#### Teaching and Learning Actions

##### *Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Individual Learning- Students will participate in online learning modules that will lecture and quiz them throughout each unit

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Student Led Modeling Support:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

*Activities: Including G/T, SE,  
and ELL Differentiation*

**Special Education Students Modifications (Teacher Led Modeling Support):**

- Adhere to all modifications and health concerns stated in each IEP.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)

**Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

<p><i>Learning Activities</i></p>	<p><b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 11 Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Legal and Ethical Responsibilities Unit 1: Civil and Criminal Law student worksheet and quiz</p> <p>Unit 2: Privacy and Security student worksheet and quiz</p> <p>Unit 3: Advanced Directives and Client Rights student worksheet and quiz</p> <p>Unit 4: Liability and Ethics student worksheet and quiz</p> <p>Unit 5: Workplace Law student worksheet and quiz</p> <p>Reflect and Reinforce Students research an ethical issue and then write a brief position statement. Following this they will debate the topic per a modified Lincoln-Douglas debate format.</p> <p>Students compare published professional code of ethics and professional scope of practice materials from various sources in small groups</p> <p>Legal and Ethical Responsibilities Module Test</p> <p><b>Virtual Field Trip</b> American Health Ethics Forum - virtual conference - exit ticket</p>
<p>Experiences (virtual and live field trips)</p>	<p>American Health Ethics Forum - virtual conference <a href="https://www.youtube.com/watch?v=oeHJJvQS1gk">https://www.youtube.com/watch?v=oeHJJvQS1gk</a> <a href="https://www.youtube.com/watch?v=1DCM4OndATc">https://www.youtube.com/watch?v=1DCM4OndATc</a></p>
<p>Resources</p>	

Online Learning Modules: <https://learn.aeseducation.com/>

Unit 1: Civil and Criminal Law

Unit 2: Privacy and Security

Unit 3: Advanced Directives and Client Rights

Unit 4: Liability and Ethics

Unit 5: Workplace Law

Chapter 11 Legal and Ethical Responsibilities

Textbook: Dynamics of Healthcare in Society by Roxann DeLaet

Pacing/ Time Frame:

10 Class Periods (45 minute class periods)

Unit V	Communication with Patients/Colleagues and Documentation	Grade(s)	9
Unit Plan Title:	Healthcare Communication		
Overview/Rationale			
This unit focuses on the importance of the communication process in healthcare. The unit differentiates among the three common modes of communication and how they are used in healthcare, describes the different methods and types of effective communication with patients, and explains the importance of accuracy and security in healthcare recording and reporting.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li><li>● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li><li>● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</li><li>● 2.2.12.A.1: Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</li><li>● 2.2.12.A.3: Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>● CRP1. Act as a responsible and contributing citizen and employee.</li><li>● CRP2. Apply appropriate academic and technical skills.</li><li>● CRP3. Attend to personal health and financial well-being.</li><li>● CRP4. Communicate clearly and effectively and with reason.</li><li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>● CRP6. Demonstrate creativity and innovation.</li><li>● CRP7. Employ valid and reliable research strategies.</li><li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● CRP9. Model integrity, ethical leadership and effective management.</li><li>● CRP10. Plan education and career paths aligned to personal goals.</li><li>● CRP11. Use technology to enhance productivity.</li><li>● CRP12. Work productively in teams while using cultural global competence.</li></ul>			

Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>● 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li><li>● 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li><li>● 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</li><li>● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li><li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li><li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li></ul>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	
21 <sup>st</sup> Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation

x	Environmental Literacy	Other:
Essential Question(s)		
<ul style="list-style-type: none"> <li>How would you describe effective communication in healthcare and how will this evolve?</li> <li>How would you describe common barriers in communication and ways to overcome them?</li> <li>How do you effectively complete patient information records and how do you think patient information records will evolve in the future?</li> </ul>		
Enduring Understandings		
<ul style="list-style-type: none"> <li>Communication is the process of exchanging messages including verbal, written, and nonverbal.</li> <li>Clarification occurs when the receiver asks questions to get a more concise explanation or to clear up any confusion about the message.</li> <li>Environmental communication barriers include noise and activity levels, physical arrangement and comfort, and time.</li> </ul>		
Student Learning Targets/Objectives		
<ul style="list-style-type: none"> <li>I can explain how the communication process is important in healthcare</li> <li>I can differentiate among the three most common modes of communication and how they are used in healthcare</li> <li>I can describe the different methods of and types of successful patient communication</li> <li>I can explain the importance of accuracy and security in healthcare recording and reporting</li> <li>I can identify the most common communication challenges in healthcare and know to overcome them</li> <li>I can use effective telephone manners in communication</li> </ul>		
Assessments		
<ul style="list-style-type: none"> <li>Formative: Chapter 16 Communications do nows and checkpoint questions</li> <li>Summative: Chapter 16 Communications highlight summary and review test</li> <li>Authentic: Chapter 16 Communications Learn AES module quiz and test</li> </ul>		
Teaching and Learning Actions		
<i>Instructional Strategies</i>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Individual Learning- Students will participate in online learning modules that will lecture and quiz them throughout each unit</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Student Led Modeling Support:</p>	

	<ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul>
Activities: Including G/T, SE, and ELL Differentiation	<p><b>Special Education Students Modifications (Teacher Led Modeling Support):</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Learning Activities	<b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 16

	<p>Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Communications  Unit 1: Basic Communication  student worksheet and quiz</p> <p>Unit 2: Interpersonal Communication  student worksheet and quiz</p> <p>Unit 3: Communication Barriers  student worksheet and quiz</p> <p>Unit 4: Communication with Patients  student worksheet and quiz</p> <p>Unit 5: Documentation  student worksheet and quiz</p> <p>Reflect and Reinforce  Students will journal about: the importance of being a good listener; attitudes and behaviors that promote positive interactions; and how to overcome communication barriers. A class discussion can follow.</p> <p>Communications Module Test</p> <p><b>Field Trip</b>  Trip to SPACE - Participation and Exit ticket</p>
Experiences (virtual and live field trips)	Trip to SPACE at OHS, meeting with counselor
<b>Resources</b>	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a>  Chapter 16 Communications  Unit 1: Basic Communication  Unit 2: Interpersonal Communication  Unit 3: Communication Barriers  Unit 4: Communication with Patients  Unit 5: Documentation</p> <p>Textbook: Dynamics of Healthcare in Society by Roxann DeLaet</p>	
Pacing/ Time Frame:	10 Class Periods (45-minute class periods)

Unit VI	Cultural, Social, and Ethnic Diversity	Grade(s)	9
Unit Plan Title:	Culture and Healthcare		
Overview/Rationale			
This unit focuses on cultural and ethnic differences that you may encounter in the workplace and explain how they relate to healthcare. In addition, it describes how people of different races and cultures vary physically and psychologically, understanding cultural differences involving pain/gender roles/food-nutrition preferences, and identifying differences among individuals based on socioeconomic factors/age/and religion.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</li><li>2.4.12.C.4: Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</li><li>2.2.12.E.2: Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</li><li>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li><li>2.1.12.B.2: Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</li><li>2.4.12.A.1: Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>CRP1. Act as a responsible and contributing citizen and employee.</li><li>CRP2. Apply appropriate academic and technical skills.</li><li>CRP3. Attend to personal health and financial well-being.</li><li>CRP4. Communicate clearly and effectively and with reason.</li><li>CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>CRP6. Demonstrate creativity and innovation.</li><li>CRP7. Employ valid and reliable research strategies.</li><li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>CRP9. Model integrity, ethical leadership and effective management.</li><li>CRP10. Plan education and career paths aligned to personal goals.</li><li>CRP11. Use technology to enhance productivity.</li><li>CRP12. Work productively in teams while using cultural global competence.</li></ul>			
Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li></ul>		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	

<ul style="list-style-type: none"> <li>● 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li> <li>● 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</li> <li>● 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>	<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How would you describe the potential impact socioeconomic factors, age, culture, and religion have on a person's health or interaction with healthcare professionals?
- How might lack of affordability and adequate housing affect a person's health and what can be done to mitigate this problem?
- How would you describe traditional therapies classified as folk medicine?

Enduring Understandings

- Cultural competency refers to a set of behaviors, attitudes, and policies of healthcare professionals that enable them to better work with patients from diverse backgrounds and ethnic groups.
- In healthcare, equality means that everyone receives the same treatment or medication, while equity means that access to doctors, medications, and care is offered in a fair and just manner to everyone.
- Patient experience and quality customer service is increasingly important in healthcare. The healthcare market is competitive, and your patients are your customers. Healthcare workers are responsible for the satisfaction of their patients

#### Student Learning Targets/Objectives

- I can name cultural and ethical differences that you may encounter in the workplace and explain how they may relate to healthcare
- I can describe how people of different races and cultures vary physically and psychologically
- I can give examples of cultural differences involving reactions to pain, gender roles, time orientation, and food and nutrition preferences.
- I can identify differences among individuals based on socioeconomic factors, age, and religion
- I can describe examples of diverse healthcare practices, including natural remedies and complementary and alternative treatments
- I can identify health disparities and equity.
- I can define health literacy, cultural competency, and linguistic competency and identify the need for customer service in healthcare.

#### Assessments

- Formative: Chapter 13 Cultural, Social, and Ethnic Diversity do nows and checkpoint questions
- Summative: Chapter 13 Cultural, Social, and Ethnic Diversity highlight summary and review test
- Authentic: Chapter 13 Cultural, Social, and Ethnic Diversity Learn AES module test and Cultural and Ethnicity project presentations

#### Teaching and Learning Actions

##### *Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Individual Learning- Students will participate in online learning modules that will lecture and quiz them throughout each unit

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Student Led Modeling Support:

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

	<ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul>
Activities: Including G/T, SE, and ELL Differentiation	<p><b>Special Education Students Modifications (Teacher Led Modeling Support):</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>

<p><i>Learning Activities</i></p>	<p><b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 13 Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Cultural, Social, and Ethnic Diversity Unit 1: Cultural, Social, and Ethnic Diversity student worksheet and quiz</p> <p>Cultural, Social, and Ethnic Diversity Module Test</p> <p>Reflect and Reinforce Students select and read a culture guide from one of five countries and then answer questions to help reinforce the concepts of religion and culture diversity, and their impact on healthcare.</p> <p>Students research the demographics of a location and then determine the cultural diversity of the area. Next, they predict potential areas of concern, and to suggest an action plan or guidelines to address the diversity in the location.</p> <p>Cultural and Ethnicity Project Presentation</p> <p><b>Virtual Internship</b> Rubin Webinars - virtual internships - Inclusion, Access, Equity, and Diversity - worksheet</p>
<p>Experiences (virtual and live field trips)</p>	<p>Rubin Webinars - virtual internships - Inclusion, Access, Equity, and Diversity <a href="https://www.youtube.com/watch?v=qKHZrQMLeVU&amp;t=1s">https://www.youtube.com/watch?v=qKHZrQMLeVU&amp;t=1s</a></p>
<p>Resources</p>	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a> Unit 1: Cultural, Social, and Ethnic Diversity</p> <p>Chapter 13 Cultural, Social, and Ethnic Diversity Textbook: Dynamics of Healthcare in Society by Roxann DeLaet</p>	
<p>Pacing/ Time Frame:</p>	<p>5 Class Periods (45 minute class periods)</p>

Unit VII	Infectious Diseases and Preventing the Spread	Grade(s)	9
Unit Plan Title:	Infection Control		
Overview/Rationale			
This unit focuses on identifying the most common safety precautions and preventive actions used in healthcare along with explaining the basic principles of healthcare safety. In addition, the unit focuses on describing the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention in workplace safety and infection control.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>2.1.12.C.1: Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</li><li>2.1.12.C.2: Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li><li>2.1.12.C.3: Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</li><li>2.1.12.C.4: Relate advances in medicine and technology to the diagnosis and treatment of mental illness</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>CRP1. Act as a responsible and contributing citizen and employee.</li><li>CRP2. Apply appropriate academic and technical skills.</li><li>CRP3. Attend to personal health and financial well-being.</li><li>CRP4. Communicate clearly and effectively and with reason.</li><li>CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>CRP6. Demonstrate creativity and innovation.</li><li>CRP7. Employ valid and reliable research strategies.</li><li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>CRP9. Model integrity, ethical leadership and effective management.</li><li>CRP10. Plan education and career paths aligned to personal goals.</li><li>CRP11. Use technology to enhance productivity.</li><li>CRP12. Work productively in teams while using cultural global competence.</li></ul>			
Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li><li>8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li><li>8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their</li></ul>		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science	

<p>impact and how they may have changed to meet human needs and wants.</p> <ul style="list-style-type: none"> <li>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> <li>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>	<p>and technical texts, attending to precise details for explanations or descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How do safety precautions differ amongst the healthcare facilities and what is OSHA's role in safety?
- How can you describe the chain of infection and medical asepsis?
- How can you explain the methods and importance of hand hygiene and cleaning equipment?

Enduring Understandings

- An infectious disease is a disease that results from an invasion of microorganisms and a communicable disease is an infectious disease caused by microorganisms and can be transmitted from one person to another
- The chain of infection comprises a causative, or infectious, agent, a reservoir, a portal of exit, a mode of transmission, a portal of entry, and a susceptible host, and if any part of the chain of infection is broken, the spread of the disease or infection will stop.

<ul style="list-style-type: none"> <li>The two methods healthcare workers should use to cleanse their hands are handwashing and alcohol-based liquids or gels.</li> </ul>	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> <li>I can describe the role of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention in workplace safety and infection control</li> <li>I can explain the basic principles of healthcare safety</li> <li>I can identify the most common safety precautions and preventive actions used in healthcare</li> <li>I can outline how infectious diseases are transmitted</li> <li>I can explain how to prevent the spread of infectious disease</li> </ul>	
Assessments	
<ul style="list-style-type: none"> <li>Formative: Chapter 18 Infection Control do now and checkpoint questions</li> <li>Summative: Chapter 18 Infection Control lab and review test</li> <li>Authentic: Chapter 18 Infection Control Learn AES module quiz and test</li> </ul>	
Teaching and Learning Actions	
Instructional Strategies	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Individual Learning- Students will participate in online learning modules that will lecture and quiz them throughout each unit</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Student Led Modeling Support:</p> <ul style="list-style-type: none"> <li>Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul>

*Activities: Including G/T, SE,  
and ELL Differentiation*

**Special Education Students Modifications (Teacher Led Modeling Support):**

- Adhere to all modifications and health concerns stated in each IEP.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)

**Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

<p><i>Learning Activities</i></p>	<p><b>Textbook</b> - Dynamics of Healthcare in Society by Roxann DeLaet - Chapter 18 Read and review chapter highlights, note taking of important concepts, open-ended questions, true/false questions, defining terms, and check-point questions to check for understanding</p> <p><b>AES Education</b> - Infection Control Unit 1: Infection Control Introduction student worksheet and quiz</p> <p>Unit 2: Standard Precautions student worksheet and quiz</p> <p>Unit 3: Transmission-Based Precautions student worksheet and quiz</p> <p>Unit 4: Sterile Technique student worksheet and quiz</p> <p>Reflect and Reinforce Students will journal about: the chain of infection; the differences between cleansing, disinfecting, and sterilizing; why it is important for healthcare workers to frequently cleanse their hands. A class discussion will follow.</p> <p>Students create a poster depicting strategies for breaking the chain of infection based on their research of sanitation and disinfection.</p> <p>Infection Control Module Test</p> <p><b>Virtual Field Trips</b> Virtual Healthcare Experience - worksheet Genetech Biotechnology Virtual Field Trip - exit ticket</p>
<p>Experiences (virtual and live field trips)</p>	<p>Virtual Healthcare Experience <a href="https://de.ryerson.ca/games/nursing/hospital/index.html">https://de.ryerson.ca/games/nursing/hospital/index.html</a></p> <p>Genetech Biotechnology Virtual Field Trip <a href="https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#genentech">https://wenderweis.org/wwfc-corporate-experiences/corporate-experiences-virtual-field-trips/#genentech</a></p>
<p><b>Resources</b></p>	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a> Infection Control Module Unit 1: Infection Control Introduction Unit 2: Standard Precautions Unit 3: Transmission-Based Precautions Unit 4: Sterile Technique</p>	

## Chapter 18 Infection Control

Textbook: Dynamics of Healthcare in Society by Roxann DeLaet

<https://www.decodingcancer.org/lesson-plans>

Pacing/ Time Frame:

10 Class Periods (45 minute class periods)

Unit VIII	Use and Care of Lab Equipment	Grade(s)	9
Unit Plan Title:	Physical Exams		
Overview/Rationale			
This unit focuses on how to use, operate, and care for lab equipment as it is used in common physical exams.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"><li>2.1.12.C.1: Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</li><li>2.1.12.C.4: Relate advances in medicine and technology to the diagnosis and treatment of mental illness</li><li>2.1.12.D.6: Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</li><li>2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</li></ul>			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"><li>CRP1. Act as a responsible and contributing citizen and employee.</li><li>CRP2. Apply appropriate academic and technical skills.</li><li>CRP3. Attend to personal health and financial well-being.</li><li>CRP4. Communicate clearly and effectively and with reason.</li><li>CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>CRP6. Demonstrate creativity and innovation.</li><li>CRP7. Employ valid and reliable research strategies.</li><li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>CRP9. Model integrity, ethical leadership and effective management.</li><li>CRP10. Plan education and career paths aligned to personal goals.</li><li>CRP11. Use technology to enhance productivity.</li><li>CRP12. Work productively in teams while using cultural global competence.</li></ul>			
Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"><li>8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li><li>8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</li><li>8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</li><li>8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</li></ul>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p>	

<ul style="list-style-type: none"> <li>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> <li>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How do you properly use and care for laboratory equipment and predict ways this equipment will improve?
- How would you describe SOAP notes and identify how they are used?
- How can you explain the basic examination techniques, common types of physical exams, and how they will evolve in the future?

Enduring Understandings

- A physical exam is an examination by the physician of all or part of a patient's body
- The role of a medical assistant during a physical exam is to prepare the exam room, prepare the patient, assist the physician, document the findings, and clean up afterwards.
- SOAP notes provide a place for medical assistants or physicians to record subjective and objective findings, as well as an assessment of the problem and a plan for treatment.
- The six basic examination techniques are inspection, palpation, percussion, auscultation, mensuration, and manipulation.

Student Learning Targets/Objectives

- I can name common types of physical exams and examination positions

- I can describe the role of a medical assistant during a physical exam.
- I can explain how SOAP notes may be used.
- I can identify types of equipment used during a physical exam.
- I can explain the six basic examination techniques
- I can discuss the importance of draping during physical exams.

#### Assessments

- Formative: Physical Exams do nows, note check, and lab
- Summative: Physical Exams Learn AES module quiz and test
- Authentic: Health Career Display (HOSA)

#### Teaching and Learning Actions

##### *Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Individual Learning- Students will participate in online learning modules that will lecture and quiz them throughout each unit

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

##### **Student Led Modeling Support:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

*Activities: Including G/T, SE,  
and ELL Differentiation*

**Special Education Students Modifications (Teacher Led Modeling Support):**

- Adhere to all modifications and health concerns stated in each IEP.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.)

**Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

<p><i>Learning Activities</i></p>	<p><b>AES Education - Physical Exams</b></p> <p>Unit 1: Introduction to Physical Exams student worksheet and quiz</p> <p>Unit 2: Eye and Ear Examinations student worksheet and quiz</p> <p>Unit 3: Physical Examinations student worksheet and quiz</p> <p>Unit 4: Gynecological and Obstetrical Exams student worksheet and quiz</p> <p>Reflect and Reinforce Students will review articles for information related to physical exams in the module. Once an article is found, students complete a Current Event form.</p> <p>Students work in pairs to create a campaign to promote a wellness topic. They will perform research and create a presentation, a poster, and a class activity.</p> <p>Physical Exams Module Test</p> <p>Health Career Display Project- students will research a career of interest, create a display board of associated career materials, and improve their presentation skills as they communicate the career information to others</p> <p><b>Virtual Field Trip</b> Liberty Science Center Live From Surgery - exit ticket</p>
<p>Experiences (virtual and live field trips)</p>	<p>Liberty Science Center Live From Surgery <a href="https://lsc.org/education/educators/live-from-surgery">https://lsc.org/education/educators/live-from-surgery</a></p>
<p><b>Resources</b></p>	
<p>Online Learning Modules: <a href="https://learn.aeseducation.com/">https://learn.aeseducation.com/</a> Physical Exams Module Unit 1: Introduction to Physical Exams Unit 2: Eye and Ear Examinations Unit 3: Physical Examinations Unit 4: Gynecological and Obstetrical Exams</p> <p>Textbook: Dynamics of Healthcare in Society by Roxann DeLaet</p> <p>Health Career Display <a href="https://hosa.org/wp-content/uploads/2022/03/21-22-HCD-FINAL-Mar12v2.pdf">https://hosa.org/wp-content/uploads/2022/03/21-22-HCD-FINAL-Mar12v2.pdf</a></p>	
<p>Pacing/ Time Frame:</p>	<p>5 Class Periods (45 minute class periods)</p>

Unit IX			Grade(s)	
Unit Plan Title:				
Overview/Rationale				
New Jersey Student Learning Standards				
Career Readiness, Life Literacies, and Key Skills				
Technology/Computer Science and Design Thinking		Interdisciplinary Standards		
21 <sup>st</sup> Century Skills: Check all that apply				
	Civic Literacy		Communication	
	Global Awareness		Critical Thinking and Problem Solving	
	Health Literacy		Collaboration	
	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation	
	Environmental Literacy		Other:	
Essential Question(s)				
Enduring Understandings				

Student Learning Targets/Objectives	
Assessments	
Teaching and Learning Actions	
Instructional Strategies	
Activities: Including G/T, SE, and ELL Differentiation	
Experiences (virtual and live field trips)	
Resources	
Pacing/ Time Frame:	

Unit XI	Grade(s)	
Unit Plan Title:		
Overview/Rationale		
New Jersey Student Learning Standards		
Career Readiness, Life Literacies, and Key Skills		
<ul style="list-style-type: none"> <li>Technology/Computer Science and Design Thinking</li> </ul>		
Interdisciplinary Standards		
21 <sup>st</sup> Century Skills: Check all that apply		
Civic Literacy	X	Communication
Global Awareness	X	Critical Thinking and Problem Solving

X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
Enduring Understandings			
Student Learning Targets/Objectives			
Assessments			
Teaching and Learning Actions			
Instructional Strategies			
Activities: Including G/T, SE, and ELL Differentiation			
Experiences (virtual and live field trips)			
Resources			
Pacing/ Time Frame:			