Ganado Unified School District
Nursing Services/11th Grade

PACING Guide SY 2021-2022: This course is an Online Course covered through the year through iCEV!

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter: Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, Math, Guest Speakers **iCEV Online *Diagnostic Services** ***Therapeutic Services**	**STANDARD 1.0 - EXAMINE THE HEALTHCARE COMMUNITY AND THE ROLES AND RESPONSBILITIES OF THE HEALTHCARE TEAM** 1.1 Identify essential functions, similarities, and differences of healthcare facilities (e.g., acute care, long-term care, assisted living, homecare, rehabilitation, and hospice) 1.2 Explain the organizational structure and essential duties, including the delegation process, of the healthcare team within a healthcare facility [e.g., physician, physician's assistant, RN, LPN, nursing assistant, nurse practitioner, discharge coordinator, home health aide, and therapists (physical, occupational, respiratory) 1.3 Explain the role of the nursing assistant as outlined in regulatory and professional guidelines [e.g., Omnibus Budget Reconciliation Act (OBRA), Arizona State Board of Nursing Standards of Conduct (R4-19-814)], ethics in the workplace, informed consent, and advanced directives]	What kind of working environment, education, skills needed and salary of careers available within the Diagnostic Services Pathway? When exploring the working environment, what education, skills needed and salary of	To explore the working environment, education, skills needed and salary of careers available within the Diagnostic Services Pathway. To analyze occupations within the Therapeutic Services Pathway.	None None

	STANDARD 2.0 - DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL NURSING ACTIVITIES 2.2 Examine the effect of personal ethics, morals, and social and cultural values in nursing services 2.3 Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence 2.4 Explain the Patient's Bill of Rights (e.g., right for privacy, right for confidentiality, right to participate in activities, right to be free from abuse, mistreatment, and neglect) 2.5 Comply with legal, regulatory, and accreditation standards or codes such as the Health Insurance Portability and Accountability Act (HIPAA) 2.6 Describe the role of the Joint Council on Account Accreditation of Healthcare Organizations (JCAHO) and Centers for Medical Services 2.7 Describe terminology, types, signs, and contributing factors regarding resident/patient abuse 2.8 Review methods and protocol for reporting instances or suspicion of abuse, mistreatment, or neglect 2.9 Follow the standards for workers' rights, harassment, labor, and employment laws **STANDARD 3.0 - APPLY STANDARD PRECAUTIONS AND SAFETY MEASURES**	careers available within the Therapeutic Services Pathway? When exploring the working environment, what education, skills needed and salary of careers available within the Health Informatics Pathway? When explore the working environment, what education, skills needed and salary of careers available within the Support Services Pathway? When explore the working environment, what education, skills needed and salary of careers available within the Biotechnology Research and		
***Health Informatics**			To analyze occupations within the Health Informatics Pathway.	None
***Support Services**			To analyze occupations within the Support Services Pathway.	None
***Biotechnology Research and Development**			To analyze occupations within the Biotechnology Research and Development Pathway.	None

***Principles of Body Mechanics**	**STANDARD 10.0 - MAINTAIN A SAFE AND CLEAN ENVIRONMENT FOR RESIDENTS/PATIENTS** **STANDARD 13.0 - CARE FOR RESIDENTS/PATIENTS WITH PROTECTIVE DEVICES** 13.1 Identify ethical and legal issues in the use of restraints 13.2 Analyze restraint techniques and alternatives for restraints (e.g., protective door devices and mobility alarms) 13.3 Observe and report the condition of the resident/patient while in protective devices	Development Pathway? How do you identify and analyze principles of body mechanics and movement?	To explain and analyze the principles of body mechanics and movement.	Lateral, Medial, Superior, Inferior , Anterior, Posterior, Proximal, Distal, Sagittal Plane, Flexion, Extension, Frontal Plane, Abduction, Adduction, Elevation, Depression, Dorsiflexion, Plantar Flexion, Inversion, Eversion, Transverse Plane
2nd Quarter: Textbook, Workbook, Internet, Ppt, ECAP,Posters, Vocabulary, Math, Guest Speakers **iCEV Online *Human Development: Fetal and Infant**		Why is knowing how development occurs in a fetus and infant is vital to understanding human development?	To research and examine fetal and infant development.	Human Genetics, Genes, Chromosomes, Human Genome, Anomaly, Prenatal Development, Ovulation, Ovum,

				Fertilization, Implantation, Zona Pellucida, Amphimixis, Zygote, Cleavage, Primitive Streak, Cephalic, Evaginations, Celom, Parturition, Labor
***Human Development: Toddler, Preschool, & School Age Children**		How do you analyze the physical, emotional, social and intellectual needs of toddlers, preschoolers and school age children?	To identify the physical, emotional, social and intellectual development of toddlers, preschoolers and school age children.	Toddler, Physical Development, Emotional Development, Social Development, Intellectual Development, MyPlate Food Guide, Preschoolers, School Age
***Human Development: Adolescent Female**		What must we know to learn the changes taking place with the female anatomy and physiology during puberty?	To examine the development of the adolescent female.	Abstract Thinking, Puberty, Frontal Lobe, Occipital Lobe, Parietal Lobe, Temporal Lobe, Metacognition, Introspection, Self-Consciousness, Social Cognition, Multidimensional Thinking, Relativism, Multidimensional Thinking, Relativism,

***Human Development: Adolescent Male**		Why is it important to identify the structures and functions of male anatomy and examine the changes which occur during puberty?	To examine the development of the adolescent male.	Ovary, Fallopian Tubes Testes, Scrotum, Epididymis, Vas Deferens, Urethra, Seminal Vesicles, Prostate Gland, Penis, Luteinizing and Follicle-Stimulating Hormones, Acne, Adolescence, Whitehead, Blackhead, Pimple, Cyst, Erection, Sperm

3rd Quarter: Textbook, Workbook, Internet, Ppt, Posters, Vocabulary, Math, Guest Speakers				

4th Quarter: Textbook, Workbook, Internet, Ppt, Posters, Vocabulary,				

Math, Guest Speakers				
Technology Standard	**Strand 1: Creativity and Innovation** **This strand requires that students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.** **Concept 1: Knowledge and Ideas** Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding. **PO 1:** Analyze, evaluate, and synthesize information to generate new ideas, processes, or products. **Concept 2: Models and Simulations** **PO 2: Propose or create a model, simulation, or system.** **Concept 3: Trends and Possibilities** **Analyze patterns and trends and their logical links to form inferences, and forecast possibilities providing novel insights.**			
Common Core Reading	***Reading Standards for Informational Text*** ***Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific***			

	details; provide an objective summary of the text. (9-10.RI.2) ***Reading Standards for Literacy in Science and Technical Subjects*** ***Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (9-10.RST.2)*** ***Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects*** ***Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.*** ***a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*** ***b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*** ***c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.*** ***d. Use precise language and domain-specific vocabulary to manage the***			

	complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. ***e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*** ***f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).***			
Common Core Writing	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects** **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** **a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** **b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.** **c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify**			

	the relationships among ideas and concepts. **d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** **e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** **f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).** **(9-10.WHST.2)**			
Common Core Social Studies	***Social Studies HS-S2C1-06*** ***Apply the skills of historical analysis to current social, political, geographical, and economic issues facing the world.***			
Common Core Science	***Science HS-S1C1-01*** ***Evaluate scientific information for relevance to a given problem.*** ***Science HS-S1C1-02*** ***Develop questions from observations that transition into testable hypotheses.*** ***9-10.RL.2*** ***Determine a theme or central idea of a text and analyze in detail its***			

	development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Common Core Math	***Math HS.N-Q.1*** ***Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.***			