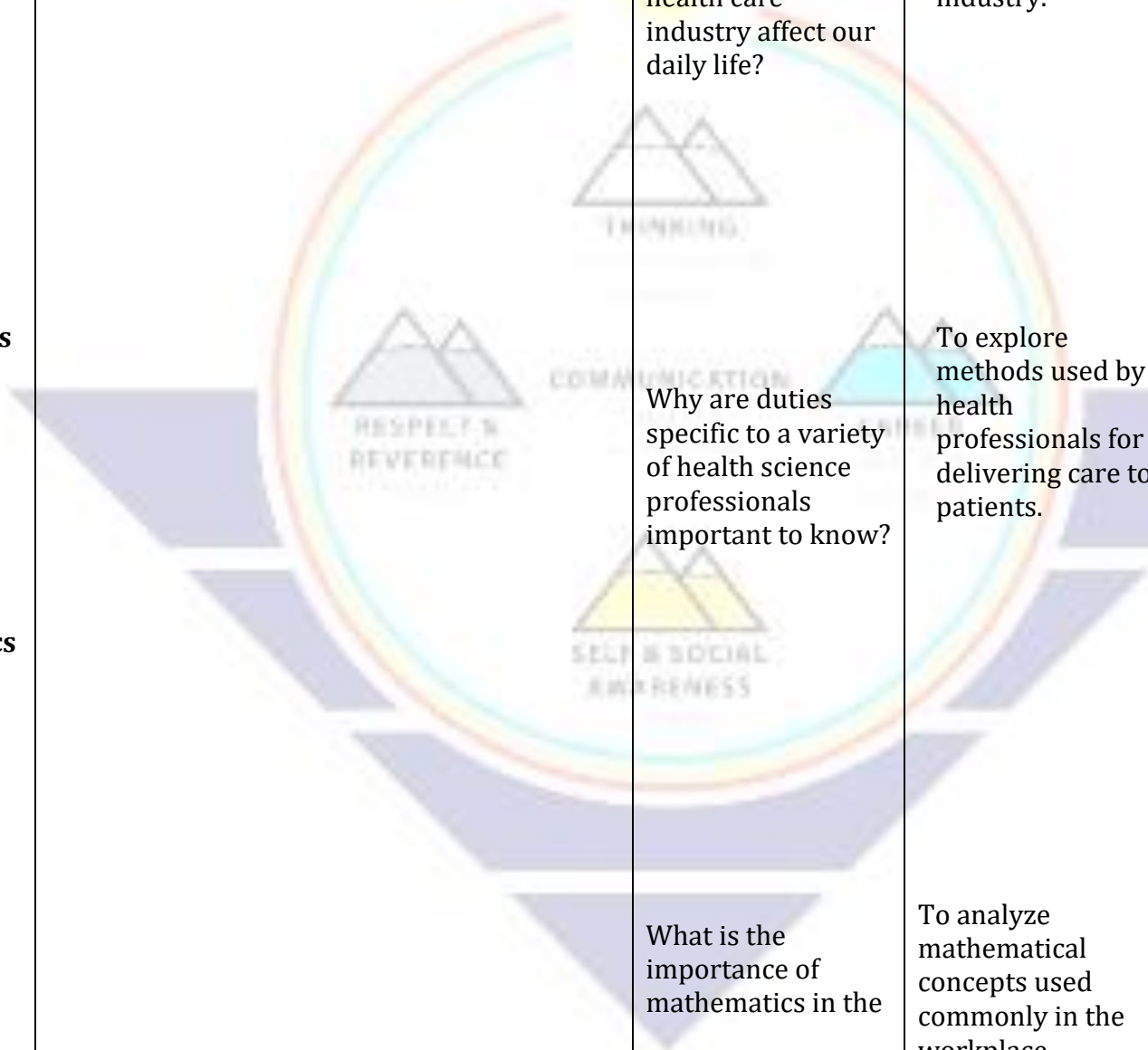


Ganado Unified School District

Fundamentals of Home Health Aid I/10th Grade

PACING Guide SY 2021-2022

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| <p>1st Quarter: Textbook, Workbook, Internet, Ppt, Posters, Vocabulary, Math, Guest Speakers</p> <p>Unit 1: Chapter 1: Introduction to Healthcare Systems</p> <p>iCEV Online Modules- Vocabulary, Math, Science, Social Studies:</p> | <p>CTE Home Health Aide</p> <p>1.0 Examine The Healthcare Community and the Roles and Responsibilities of the Healthcare Team</p> <p>1.1 Identify essential functions, similarities, and difference of healthcare facilities</p> <p>1.2 Explain the organizational structure and essential duties, including the delegation process, of the healthcare team within a healthcare facility</p> <p>1.3 Explain the role of the nursing assistant as outlined in regulatory and professional guidelines</p> | <p>Why is it important for health care workers to learn all of the complicated health care procedures and maintain confidentiality?</p> | <p>I will survey health care procedures and hypothesize the importance of maintaining and incorporating confidentiality.</p> | <p>Affordable Care Act (ACA), anesthesia, caduceus, Centers for Disease Control and Prevention (CDC), copayment, deductible, epidemic, Food and Drug Administration (FDA), genomic medicine, Hippocratic Oath, health maintenance organization (HMO), hospice, managed care, Medicare, Medicaid, microscope, National Institute of Health (NIH), Occupational Safety and Health Administration (OSHA), pathogens, preferred provider organizations (PPO), premium, psychoanalysis, self-advocacy, United States Public Health Service, worker's compensation, World Health Organization (WHO), vaccination</p> |

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| <p>*The Health Care Industry</p> | | <p>How does the impact of the health care industry affect our daily life?</p> | <p>To explore the health care industry.</p> | <p>Malpractice, Negligence, Liability, Autonomy, Expenditure, Globalization, Medical Tourism, Cataracts, Mammography, Chronic Obstructive Pulmonary Disease(COPD), Pathogens, Holistic Medicine, Alternative Medicine, Ayurvedic Practice, Chi, Homeopathy</p> |
| <p>*Skills for Health Science Professionals</p> |  | <p>Why are duties specific to a variety of health science professionals important to know?</p> | <p>To explore methods used by health professionals for delivering care to patients.</p> | <p>Admission, Discharge, Transfer, Ambulation, Range-of-Motion, Positioning, Prone, Lateral, Supine, Grab Bar, Transfer Belt (Gait Belt), Transfer Sliding Board, Transfer Board, Walker, Cane, Crutches, First Aide, Heimlich Maneuver, Frostbite, Anaphylactic Reaction, Vital Signs, Pulse Rate, Respirations, Blood Pressure, CPR, AED</p> |
| <p>*Mathematics in Health Science</p> | | <p>What is the importance of mathematics in the</p> | <p>To analyze mathematical concepts used commonly in the workplace.</p> | <p>Mathematics, Addition, Subtraction, Division, Multiplication, Fraction, Numerator, Denominator, Lowest Common-Denominator, Decimal, Percent, Conversion, Proportion, Ratio, Formula, Variable, Measurement, Distance, Weight, Volume, Temperature</p> |

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| | | health science industry? | | |
| Chapter 2: Exploring Healthcare Careers | CTE Home Health Aide 1.0 Examine The Healthcare Community and the Roles and Responsibilities of the Healthcare Team 1.1 Identify essential functions, similarities, and difference of healthcare facilities 1.2 Explain the organizational structure and essential duties, including the delegation process, of the healthcare team within a healthcare facility 1.3 Explain the role of the nursing assistant as outlined in regulatory and professional guidelines | What alternative would you suggest to the patient/client concerning health care availability? | I will analyze the types of Health Care Providers and Health Care Systems available and generate a directory for patient/clients. | Associate's degree, bachelor's degree, biotechnology research and development, career ladder, certification, diagnostic-related groups (DRGs), diagnostic services, doctorate, electronic health record (EHR), health informatics services, job shadowing, licensure, master's degree, support services, therapeutic services |
| Chapter 3: Healthcare Laws and Ethics | CTE Home Health Aide 2.0 Demonstrate Ethical and Legal Conduct in all Nursing Activities 2.1 Examine ethical and legal issues and the standards for healthcare professions 2.2 Examine the effect of personal ethics, morals, and values in nursing services 2.3 Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence | Why is it important for health care workers to understand the Patient's/Client's Bill of Rights? | I will explain the importance of establishing the patient/client's bill of rights. | Advanced directive (AD), arbitration, assault, battery, civil law, confidentiality, criminal law, defamation, discrimination, do not resuscitate (DNR) document, durable power of attorney, emancipated minor, Good Samaritan Laws, guardian, Health Insurance Portability and Accountability Act (HIPAA), invasion of privacy, libel, malpractice, medical ethics, guardian libel, medical law, negligence, ombudsman, Patient's Bill of Rights, Patient Self-Determination Act, scope of practice, reasonable care, scope of practice, sexual harassment, |

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| | | | | slander, statute of limitations, values |
| Chapter 4: Safety and Infection Control | CTE Home Health Aide 3.0 Apply Standard Precautions and Infection Control Measures 3.1 Explain the infectious process and modes of disease transmission 3.2 Examine the Center for Disease Control (CDC) and Prevention guidelines related to body substances and Standard Precautions 3.3 Examine the Occupational Safety and Health Administration (OSHA) guidelines related to body substance and Standard Precautions 3.4 Explain the general principles of asepsis 3.5 Demonstrate the principles of hand hygiene 3.6 Explain the isolation procedures 3.7 Explain and demonstrate the use of Personal Protective Equipment (PPE) | What is meant by the chain of infection and identify the six parts of the chain? | I will assess and identify chain of infection and the first step in helping to control infection. | Aerobe, anaerobe, antisepsis, asepsis, bloodborne pathogens, body mechanics, chain of infection, direct contact, disinfection, ergonomics, fire triangle, fungi, hand hygiene, indirect contact, infection control, isolation rooms, material safety data sheet (MSDS), morphology, nosocomial infection, OSHA Bloodborne Pathogens Standards, OSHA Hazard Communication Standard, parasites, personal protective equipment (PPE), potentially infectious materials (PIM), protozoa, sanitation, sharps, standard precautions, sterilization, viruses |
| 2nd Quarter: Unit 2: Chapter 5: Medical Terminology Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, | CTE Home Health Aide 7.0 Communicate and Report Medical Information Using Medical Terminology 7.1 Use medical terminology as it relates to body systems and their functions 7.2 Use medical terminology to interpret and communicate information, data, and observations 7.3 Use common symbols, roots, abbreviations, prefixes, and suffixes | You have several co-workers who have English as their second language. They are having problems learning and understanding medical terminology. They cannot interpret certain terms. Explain how you | I will define roots, prefixes, and suffixes in order to create new medical terminology and analyze terminology to infer meaning commonly used by health care workers. | Abdominal quadrants, acronyms, anatomical position, body cavities, body planes, combining form, combining vowel, dorsal recumbent position, Fowler's position, knee-chest position, lateral position, lithotomy position, prefix, prone position, semi-Fowler's position, Sim's position, suffix, supine position, |

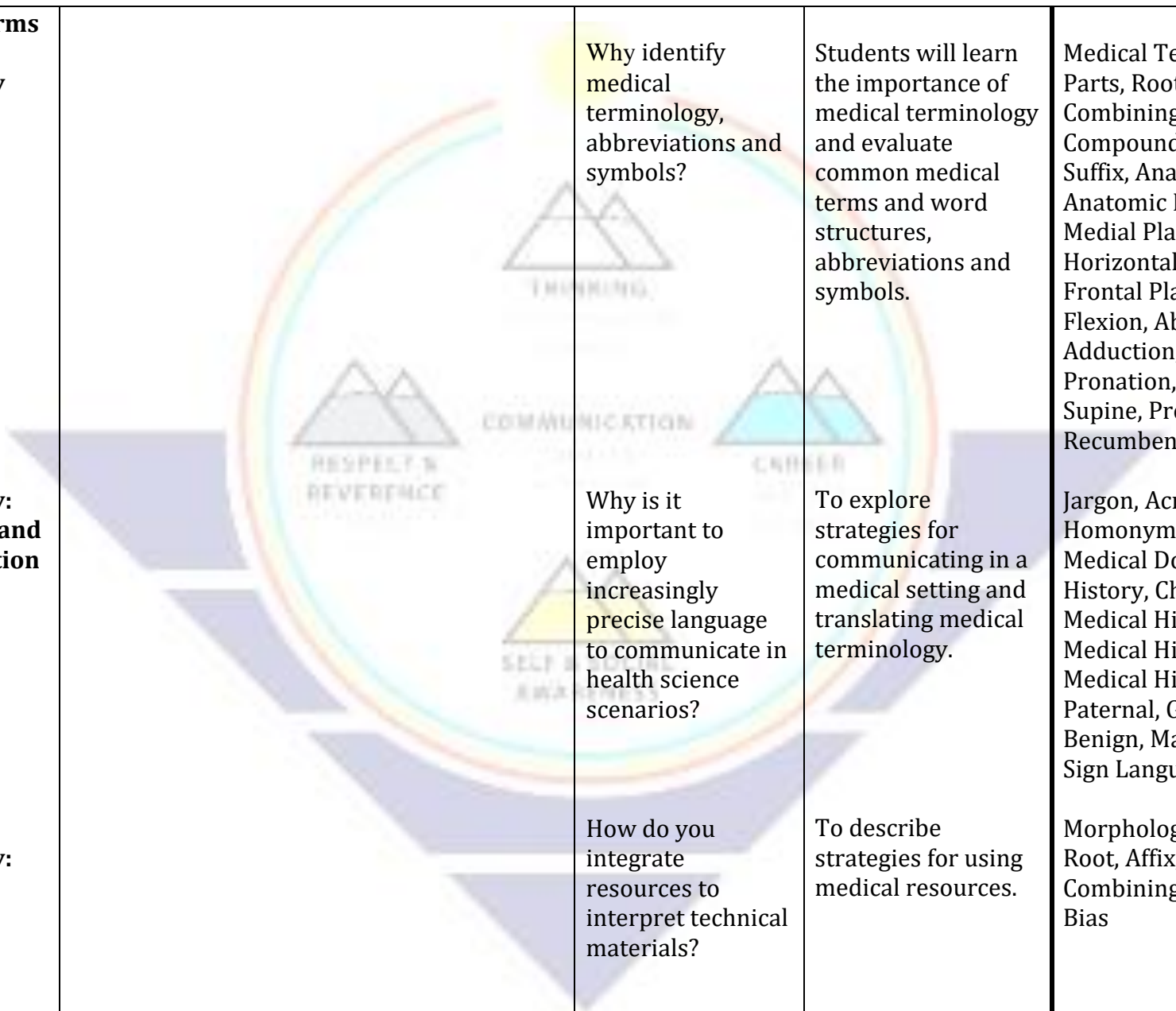
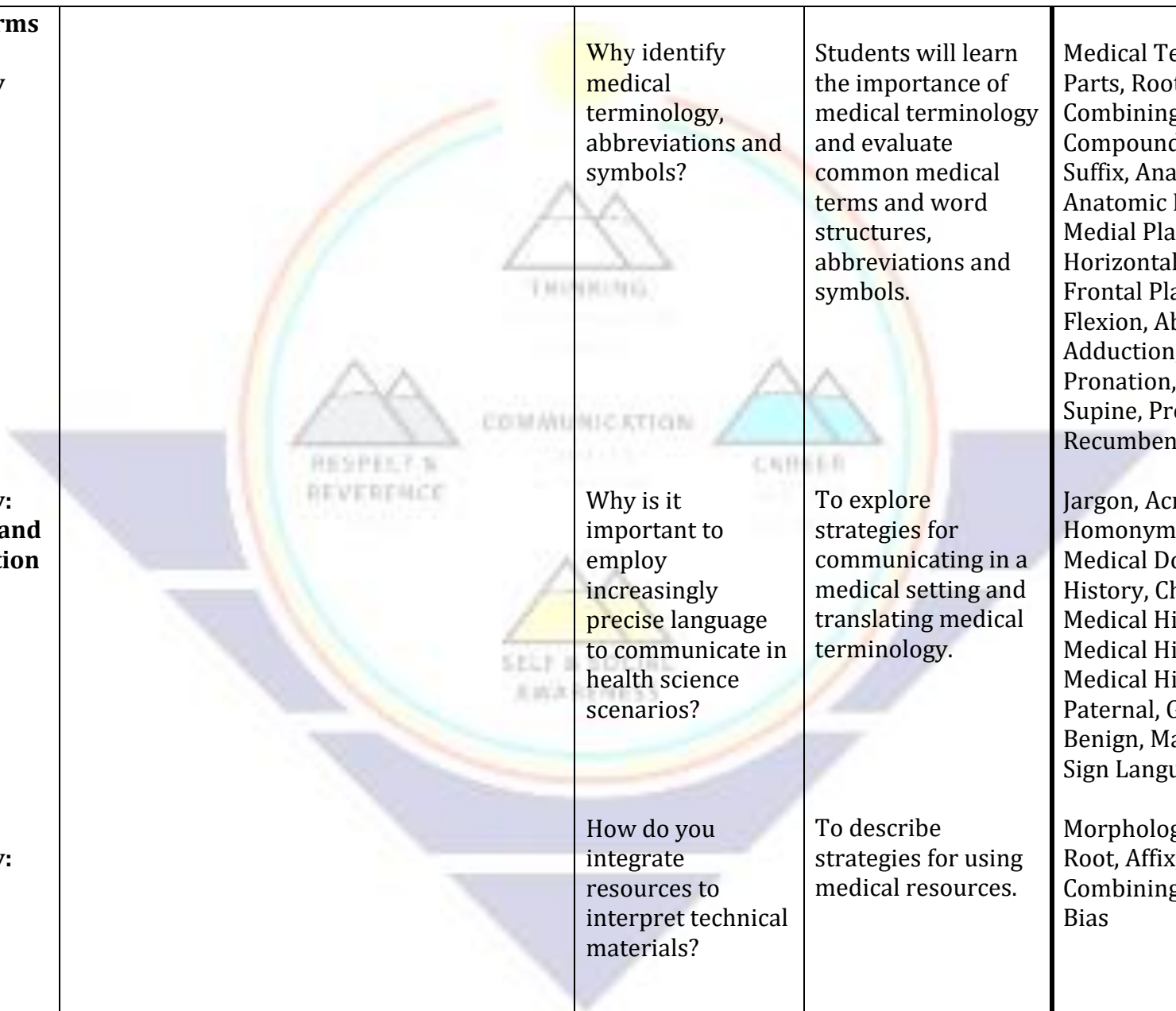
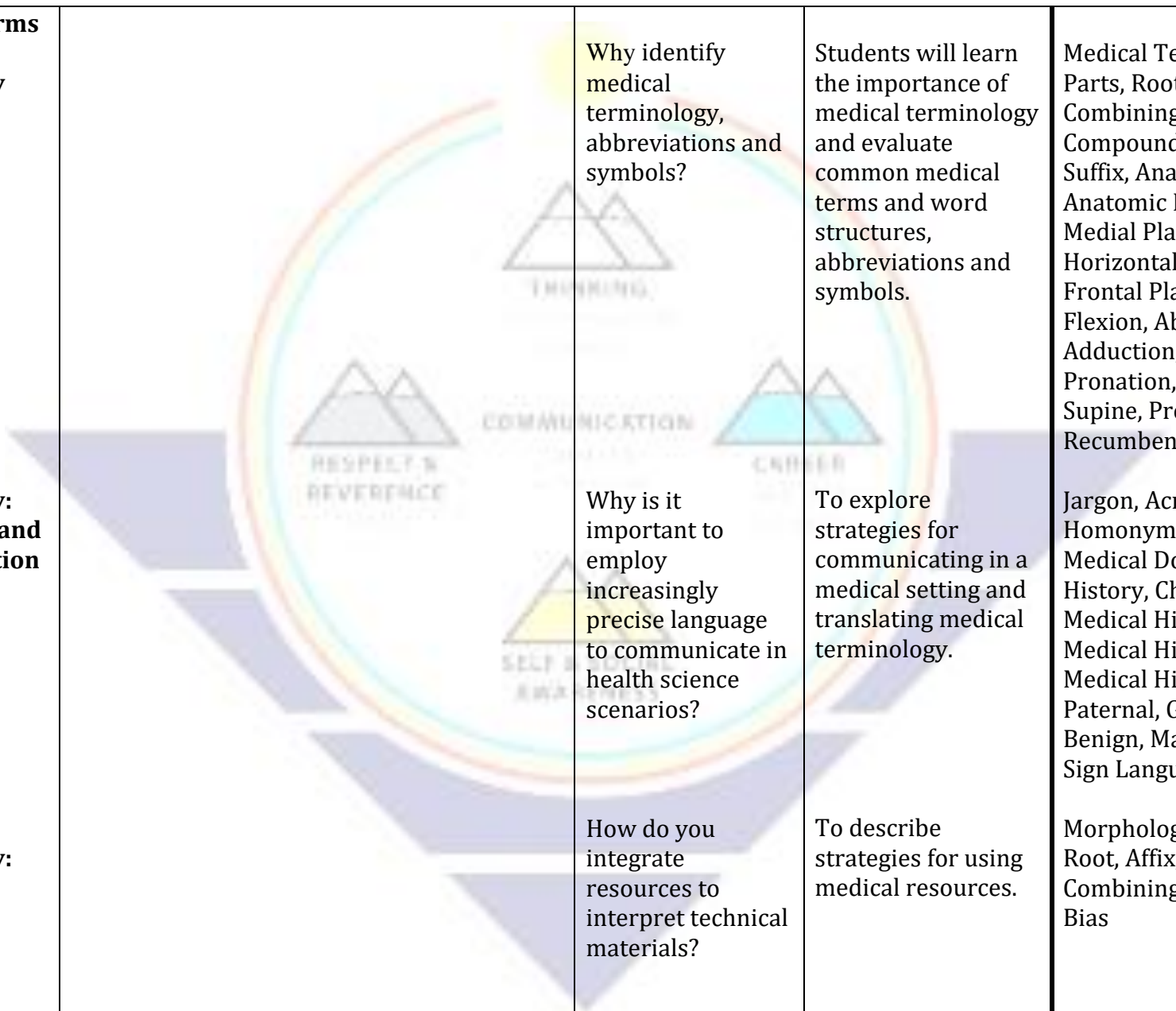
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| Math, Guest Speakers | 7.4 Use specific vocabulary, procedures, abbreviations, and word elements for defined work areas | would go about helping your co-workers to be more productive? | | Trendelenburg position, word elements, word root |
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| Chapter 6: Anatomy and Physiology | <p>CTE Home Health Aide</p> <p>6.0 Analyze Human Body Systems for Common Conditions, Disorders, and Care</p> <p>6.1 Describe the characteristics of homeostasis</p> <p>6.2 Identify the function, structure, common health problems, and age-related changes of the integumentary system</p> <p>6.3 Identify the function, structure, common health problems, and age-related changes of the musculoskeletal system</p> <p>6.4 Identify the function, structure, common health problems, and age-related changes of the nervous system</p> <p>6.5 Identify the function, structure, common health problems, and age-related changes of the sensory system</p> <p>6.6 Identify the function, structure, common health problems, and age-related changes of the circulatory system</p> <p>6.7 Identify the function, structure, common health problems, and age-related changes of the respiratory system</p> <p>6.8 Identify the function, structure, common health problems, and age-related changes of the gastrointestinal system</p> | Why is "how your body functions" a significant element every health care worker should know? | I will explain the body systems discussed in this chapter, including their main organs and associated diseases. | Anatomy, antibody, antigen, bone marrow, cell membrane, central nervous system (CNS), chromosome, cytoplasm, deoxyribonucleic acid (DNA), differentiated, endocrine glands, exocrine glands, formed elements, homeostasis, hormones, human reproduction, immunity, joint, ligaments, lymph, lymphocytes, lymph, menstrual cycle, metabolism, nucleus, organs, peripheral nervous system (PNS), pH scale, phagocytes, plasma, physiology, platelets, puberty, red blood cells, respiration, sexually transmitted infection (STI), stem cells, tendons, tissues, white blood cells |
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| | <p>6.9 Identify the function, structure, common health problems, and age-related changes of the urinary system</p> <p>6.10 Identify the function, structure, common health problems, and age-related changes of the endocrine system</p> <p>6.11 Identify the function, structure, common health problems, and age-related changes of the reproductive system</p> | | | |
| <p>Chapter 7: Disease</p> | <p>CTE Home Health Aide</p> <p>6.0 Analyze Human Body Systems for Common Conditions, Disorders, and Care</p> <p>6.1 Describe the characteristics of homeostasis</p> <p>6.2 Identify the function, structure, common health problems, and age-related changes of the integumentary system</p> <p>6.3 Identify the function, structure, common health problems, and age-related changes of the musculoskeletal system</p> <p>6.4 Identify the function, structure, common health problems, and age-related changes of the nervous system</p> <p>6.5 Identify the function, structure, common health problems, and age-related changes of the sensory system</p> <p>6.6 Identify the function, structure, common health problems, and age-related changes of the circulatory system</p> <p>6.7 Identify the function, structure, common health problems, and age-related changes of the respiratory system</p> | <p>Explain how a diagnosis of a disease is made and classified.</p> | <p>I will identify four diseases that can be avoided by vaccination.</p> | <p>PTSD, atherosclerosis, autism, BMI, cancer, carcinoma, chemotherapy, chronic disease, communicable disease, dementia, diabetes mellitus, disorder, disease, hepatitis, inflammation, malignant, metastasis, monogenic disease, myocardial infarction, neoplasm, non-communicable disease, proteomics, stroke, syndrome, terminal disease</p> |

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| | <p>6.8 Identify the function, structure, common health problems, and age-related changes of the gastrointestinal system</p> <p>6.9 Identify the function, structure, common health problems, and age-related changes of the urinary system</p> <p>6.10 Identify the function, structure, common health problems, and age-related changes of the endocrine system</p> <p>6.11 Identify the function, structure, common health problems, and age-related changes of the reproductive system</p> | | | |
| <p>Chapter 8: Health and Wellness</p> | <p>CTE/ Home Health Aide State Standards 10.0 Assist The Resident/Patient in Meeting Nutritional Needs 10.1 - Explain optimal nutritional status for the resident/patient across the life span 10.2 - Recognize personal, cultural and religious variations in diet 10.3 - Examine therapeutic diets 10.4 - Demonstrate procedure for ensuring resident/patient receives the diet as ordered and appropriate actions for inaccuracies 10.10 - Demonstrate use of assistive eating devices 10.11 - Measure and record appropriate nutritional data, including meal percentage, intake and output</p> | <p>Justify why the statement “All people are alike; they are human” is or is not wrong in terms of cultural awareness?</p> | <p>I will explain why wellness and preventive care are essential to the psychological and physiological needs of multi-cultural health care facilities.</p> | <p>Addiction, aerobic exercise, anorexia nervosa, bipolar image, body image, bulimia nervosa, CAM, depression, endorphins, euphoria, holistic health, self-esteem, stress, substance abuse, suicide, suicide cluster, suicide contagion</p> |
| <p>Chapter 9 Lifespan Development</p> | <p>CTE Home Health Aide 11.8 Identify personal, cultural, religious, and medical conditions leading to variations in the diet.</p> | <p>Describe the following human life stages: prenatal; infancy; early, middle, and late childhood;</p> | <p>Explain the significance of Maslow’s hierarchy of needs and concerning the four types of growth and</p> | <p>Adolescence, bonding, FAS, geriatrics, gerontology, gestation, infant, Maslow’s Hierarchy of needs, neonate, prenatal, preschoolers,</p> |

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| <p>iCEV Online: *Scientific Reasoning and Problem Solving</p> <p>*Health Science Safety and Regulations</p> | <p>21.Care for resident/patients from special populations and those with special needs 21.1Describe special needs and developmental tasks of residents/patients across the life span.</p> | <p>adolescence; early, middle, and late adulthood; and death.</p> <p>Why would you analyze, evaluate and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing?</p> <p>Why identify specific health science industry standards related to safety and substance abuse?</p> | <p>development that occur in every life stage.</p> <p>To analyze critical thinking, scientific reasoning and problem solving procedures and discuss the history and impact of science.</p> <p>To explore standards and regulations in the health care industry.</p> | <p>preteens, rooting reflex, startle reflex, SIDS, toddlers</p> <p>Science, Bias, Critical Thinking, Scientific Reasoning, Scientific Method, Problem Solving, Empirical Evidence, Peer-Reviewed, Evidence, Inference, Flippant, Advertisements, Model, Physical Model, Pseudoscience, Hypothesis, Independent Variable, Dependent Variable, Constant Variable</p> <p>Toxin, Material Safety Data Sheet (MSDS), Egress, Substance Abuse, Breathalyzer, Occupational Safety and Health Administration (OSHA), Affordable Care Act (ACA), Patient Bill of Rights, Advanced Directive, Health Insurance Portability and Accountability Act (HIPAA)</p> |
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| <p>*Medical Terms and Terminology</p> |  | <p>Why identify medical terminology, abbreviations and symbols?</p> | <p>Students will learn the importance of medical terminology and evaluate common medical terms and word structures, abbreviations and symbols.</p> | <p>Medical Terminology, Word Parts, Root Words, Combining Forms, Compound Words, Prefix, Suffix, Anatomic Terms, Anatomic Planes, Sagittal or Medial Plane, Transverse or Horizontal Plane, Coronal or Frontal Plane, Extension, Flexion, Abduction, Adduction, Supination, Pronation, Medial, Lateral, Supine, Prone, Lateral Recumbent</p> |
| <p>*Medical Terminology: Translation and Communication</p> |  | <p>Why is it important to employ increasingly precise language to communicate in health science scenarios?</p> | <p>To explore strategies for communicating in a medical setting and translating medical terminology.</p> | <p>Jargon, Acronyms, Eponyms, Homonyms, Synonyms, Medical Documents, Medical History, Chronic, Acute, Past Medical History, Family Medical History, Social Medical History, Maternal, Paternal, Genetic, Congenital, Benign, Malignant, Pathology, Sign Language, Braille</p> |
| <p>*Medical Terminology: Resources</p> |  | <p>How do you integrate resources to interpret technical materials?</p> | <p>To describe strategies for using medical resources.</p> | <p>Morphology, Morphemes, Root, Affix, Prefix, Suffix, Combining Form, Flippant, Bias</p> |

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| <p>*Medical Records</p> | | <p>Why identify documents integrated into the permanent record of the health informatics system, particularly medical history?</p> | <p>To describe documents integrated into health informatics systems and the processes used to compile these records.</p> | <p>Medical Document, Medical History, Chief Complaint (CC), History of Present Illness (HPI), Past Medical History (PMH), Social History (SH), Family History (FH), Review of Systems (ROS), Health Informatics Technology (Health IT), Electronic Health/Electronic Medical Records (EHR/EMR), Health Insurance Portability and Accountability Act (HIPAA), Advanced Directive (AD), Chronological Order</p> |
| <p>*Emerging Technology in Health Science</p> | | <p>How do we recognize the relationship between science and technology and emerging technological advances in health science?</p> | <p>To identify and explore technological advances in bioengineering, diagnostics, disorder treatment and disease prevention.</p> | <p>Science, Technology, Tissue Engineering, Immunosuppressant, Bioengineering, Genetic Engineering, Additive Manufacturing, Stem Cell, Embryonic Stem Cell, Adult Stem Cell, Cord Blood Stem Cell, Transplant, Electrocardiogram (ECG/EKG), Magnetic Resonance Imaging (MRI), Electroencephalogram (EEG), Computerized Axial Tomography (CAT/CT), System Disorder</p> |

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| <p>*Community and World Health</p> | | <p>Why explain the importance of physical, mental and social health in relation to an individual's health as a whole?</p> | <p>To explain the importance of and discuss the issues of personal, community and world health.</p> | <p>Personal Health, Physical Health, Mental Health, Social Health, Community Health, Immunization, Homelessness, World Health, Vehicle Emission Control</p> |
| <p>*Homeostasis</p> | | <p>Why is it important to be able to describe biological and chemical processes which maintain homeostasis?</p> | <p>To introduce the processes required to maintain homeostasis in the body and examine classifications of homeostasis disturbance.</p> | <p>Receptor, Control Center, Effector, Negative Feedback, Positive Feedback, Hypothalamus, Endotherms, Thermoregulation, Ectotherm, Epinephrine, Vasodilation, Acetylcholine, Norepinephrine, Vasoconstriction, Arrector Pili Muscles, Extracellular Fluid</p> |
| <p>*The Human Body: How Systems Work Together</p> | | <p>Why investigate the structure and function of the human body?</p> | <p>To analyze the interdependence among body systems and their functions.</p> | <p>Anatomy, Physiology, Body Systems, Integumentary System, Nervous System, Central Nervous System, Peripheral Nervous System, Skeletal System, Axial Skeleton, Appendicular Skeleton, Muscular System, Skeletal Muscle, Cardiac Muscle, Smooth Muscle, Cardiovascular System, Arteries, Veins, Capillaries, Respiratory System, Digestive System, Mechanical</p> |

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| | | | | Digestion, Chemical Digestion, Pathogen, Gastrointestinal (GI) Tract, Urinary System, Immune System, Lymph Nodes, Endocrine System, Reproductive System |
| 3rd Quarter: Chapter 10: Healthcare Technologies | CTE Home Health Aide 17.0 Assist With Admission, Transfer, and Discharge 17.1 Explain the procedure for admitting a resident/patient 17.2 Explain the procedure for transferring a resident/patient 17.3 Explain the procedure for discharging a resident/patient | Discuss ways of keeping patient information confidential in healthcare computer systems. | Identify healthcare developments made possible by biotechnology and technologies used in diagnostic services. | Biopharmaceuticals, biotechnology, cloning, COW, EMR, genetic engineering, handoff reports, healthcare simulation, HITECH Act, prosthesis, telemedicine |
| Chapter 11: Vital Signs | CTE Home Health Aide 8.0 Measure and Record Vital Signs 8.1 Analyze purpose, influencing factors (e.g., confused patient, infant, child), and procedures (e.g., digital, electronic, oral, rectal, axillary, tympanic) for measuring and recording temperature 8.2 Analyze purpose, influencing factors, and procedures for measuring and recording pulse rate (e.g., radial, apical, carotid, brachial) 8.3 Analyze purpose, influencing factors, and procedures for measuring and recording respirations 8.4 Analyze purpose, influencing factors, and procedures for measuring and recording blood pressure | Identify the normal and abnormal range for each vital sign. | Identify the types of equipment to take each vital sign. | Anus, apical pulse, apnea, aural, axillary temperature, bradycardia, bradypnea, carotid pulse, Celsius, diastolic pressure, digital, dyspnea, edema, Fahrenheit, hypertension, hyperventilation, hypotension, hypothermia, hypoxia, IBW, inhalation, intravenous, probe, pulse oximeter, radial pulse, systolic pressure, tachycardia, tachypnea, tympanic temperature |

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| | <p>8.5 Analyze purpose, influencing factors, and procedures for measuring and recording height and weight (e.g., upright/standing, bed, chair scale)</p> <p>8.6 Analyze purpose, influencing factors, and procedures for measuring and recording oxygen saturation using an oximeter</p> | | | |
| <p>Chapter 12: First Aid</p> | <p>CTE Home Health Aide 5.0 Provide Basic Emergency Care</p> <p>5.1 Recognize emergency situations/ changes in condition and notify appropriate personnel following protocol (e.g., asphyxia, stroke/TIA, anaphylaxis, seizure, poisonings, fainting, hemorrhage)</p> <p>5.2 Demonstrate basic life support (CPR) at the minimum accepted standard of practice (e.g., compression, AED, breathing techniques)</p> <p>5.3 Perform standard first aid skills (e.g., hemorrhage, shock, fainting, burns)</p> <p>5.4 Perform abdominal thrusts for the choking victim</p> | <p>Describe the healthcare worker's role during medical emergencies.</p> | <p>Explain the proper use and application of an AED.</p> | <p>Allergen, anaphylaxis, antihistamine, asphyxia, AED, CPR, cyanotic, fibrillation, gran mal seizure, Heimlich maneuver, hemorrhage, petit mal seizure, shock, syncope</p> |
| <p>Chapter 13: Assisting with Mobility</p> | <p>CTE/ Home Health Aide State Standards 4.0 Apply Principles of Body Mechanics When Positioning, Transporting, Transferring, and Ambulating Residents/Patients</p> | <p>Explain why exercise and ambulation are important.</p> | <p>Identify the benefits of proper posture and good body alignment.</p> | <p>Ambulation, ankyloses, atony, atrophy, body alignment, contracture, decubitus ulcer, embolus, foot drop, gait belt, immobility, necrotic, posture, thrombus, traction,</p> |


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| | <p>4.4 Identify and use assistive devices and techniques to aid in ambulating residents/patients Assist residents/patients to transfer from bed to chair and chair to bed using pivot and ambulatory techniques.</p> <p>4.7 Assist residents/patients to ambulate with and without a gait belt.</p> <p>4.8 Demonstrate proper positioning of the resident/patient in a wheelchair.</p> <p>4.9 Assist and care for the resident/patient who is falling or has fallen.</p> <p>4.11 Determine the purpose and procedure for active and passive range of motion exercises.</p> | | | trochanter roll, activities of daily living (ADL) |
| <p>Chapter 14: Working in Healthcare</p> <p>iCEV Online *Body Systems: Disease, Trauma, and Congenital Defects</p> | <p>CTE/ Home Health Aide State Standards 17.0 Assist with Admission, Transfer, and Discharge</p> <p>17.1 Explain the procedure for admitting a resident/patient</p> <p>17.2 Explain the procedure for transferring a resident/patient</p> <p>17.3 Explain the procedure for discharging a resident/patient</p> | <p>Explain the roles, responsibilities, and required education and training of selected healthcare careers.</p> <p>How do we evaluate the cause and effect of disease, trauma and congenital defects on the structure and function of cells,</p> | <p>Gather the equipment and perform the steps needed to instruct a person on proper oral hygiene.</p> <p>To explore the structure and function of the human body, as well as factors which can disrupt body functions and the effects of these factors.</p> | <p>Delegate, discharge plan, laryngeal mirror, ophthalmoscope, oral prophylaxis, otoscope, plaque, speculum</p> <p>Organs, Tissue, Cells, Epithelial Tissue, Gland, Connective Tissue, Trachea, Hormone, Aging, Atrophy, Menopause, Arteriosclerosis</p> |

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| <p>*Body Systems: Environmental Factors</p> | | <p>tissues, organs and systems?</p> <p>Why should we identify the effects of environmental factors such as climate, pollution, radioactivity, chemicals, electromagnetic fields, pathogens, carcinogens and drugs on body systems?</p> | <p>To explore environmental factors affecting body systems.</p> | <p>Homeostasis, Climate, Pollution, Toxins, Toxicity , Radioactivity, Chemical, Electromagnetic Field, Pathogen, Carcinogen, Drug</p> |
| <p>*Disease Prevention= Health Promotion</p> | | <p>How do we identify and describe communicable and non-communicable diseases and their prevention and treatments?</p> | <p>To examine causes, treatments and prevention methods for communicable and non-communicable diseases.</p> | <p>Disease, Communicable Disease, Non-Communicable Disease, Symptom, Sign, Subjective, Objective, Asymptomatic Disease, Acute Disease, Chronic Disease, Terminal Disease, Antigens, Innate Immunity, Acquired Immunity, Immune Response, Lymphocyte, B Cell, T Cell, Antibody, Vector, Fungi, Bacteria</p> |
| <p>*Hot Topic: Noise Induced Hearing Loss</p> | | <p>How do you recognize the causes of noise-</p> | <p>To explore what noise-induced hearing loss is,</p> | <p>Decibel, Cochlea, Hearing Aid, Hearing Protection</p> |

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| <p>*Healthy Relationships</p> | | <p>induced hearing loss and how do you prevent it?</p> <p>How do we analyze and evaluate communication skills for maintaining healthy relationships and their influence on career goals?</p> | <p>what causes it and how it can be prevented.</p> <p>To assess the value of communication skills and the importance of healthy relationships to an individual's physical and mental health through his or her lifetime.</p> | <p>Communication, Respect, Sharing, Trust, Verbal Communication, Inflection, Nonverbal Communication, Technological Communication, Passive Communication, Aggressive Communication, Passive/Aggressive Communication, Assertive Communication</p> |
| <p>4th Quarter: Chapter 15: Communication Skills</p> | <p>CTE/ Home Health Aide State Standards 7.0 Communicate and report medical information using medical terminology. 7.4 Use specific vocabulary, procedures, abbreviations, and word elements for defined work areas.</p> <p>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.</p> <p>Arizona Workplace Employability Skills Project 2010-2011 3</p> | <p>Describe the role that verbal communication skills play in the workplace.</p> | <p>Explain the importance of active listening and the barriers that can occur.</p> | <p>Active listening, aphasia, nonverbal communication, proxemics, sender-receiver communication model, stereotype, subjective writing, verbal communication</p> |

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| | <p>WORKPLACE EMPLOYABILITY SKILLS STANDARDS AND MEASUREMENT CRITERIA presented to the Arizona Skill Standards Commission for acceptance (5/24/11) and adoption (7/17/11)</p> <p>3.0 THINKING AND INNOVATION: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p> | | | |
| <p>Chapter 16: Medical Math Skills</p> | <p>CTE/ Home Health Aide State Standards Standard 10.0 Assist the Resident/Patient in Meeting Nutritional Needs</p> <p>10.1 - Explain optimal nutritional status for the resident/patient across the life span</p> <p>10.2 - Recognize personal, cultural and religious variations in diet</p> <p>10.3 - Examine therapeutic diets</p> <p>10.4 - Demonstrate procedure for ensuring resident/patient receives the diet as ordered and appropriate actions for inaccuracies</p> <p>10.9 - Assist the resident/patient with eating using effective feeding techniques</p> <p>10.10 - Demonstrate use of assistive eating devices</p> <p>10.11 - Measure and record appropriate nutritional data, including meal percentage, intake and output</p> | <p>A patient comes to the clinic complaining of a digestive disorder. Why would having knowledge of nutrition be important in identifying a diet appropriate for this patient?</p> | <ol style="list-style-type: none"> 1. Identify the five basic nutrients and explain how they maintain body function. 2. Perform volume conversions. 3. Examine and explain the USDA food pyramid. 4. Compare your diet with the recommendations in the USDA food pyramid. 5. Select a correct therapeutic diet for physical disorders. 6. Identify four commonly abused substances and their negative impacts on the human body. | <p>Vitality, resistance, regulate, essential, cellulose, malnutrition, metabolize, calorie, protein, amino acids, lipids, minerals, vitamins, digestion, cholesterol, absorption, excreted, metabolism, hemoglobin, binging, purging, obesity, metabolic, deficient, gastrointestinal, colitis, ileitis, diabetes mellitus, soluble, atherosclerosis, anorexia nervosa, hypertension, lactation</p> |

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| <p>Chapter 18: Employability Skills</p> | <p>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.</p> <p>Arizona Workplace Employability Skills Project 2010-2011 3 WORKPLACE EMPLOYABILITY SKILLS STANDARDS AND MEASUREMENT CRITERIA presented to the Arizona Skill Standards Commission for acceptance (5/24/11) and adoption (7/17/11) 5. Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.</p> <ul style="list-style-type: none"> • Adheres to organizational protocol, such as behavior, appearance, and communication. • Manages time in accordance with organizational expectations, including punctuality, productivity, and time on task. • Represents the organization in a positive manner that reflects its mission and goals accurately. • Performs assigned tasks with a “can do” attitude. • Makes appropriate distinctions between personal and work-related matters. • Produces work that reflects professional pride. <p>Arizona Workplace Employability Skills Project 2010-2011 4</p> | <p>Identify characteristics of professionalism in the workplace.</p> | <p>Create a career portfolio and AZCIS-ECAP</p> | <p>Career portfolio, chain of command, compassion, competence, compromise, conflict resolution, cover letter, empathy, enthusiasm, flexibility, integrity, letter of introduction, multitasking, networking, patience, prioritizing, professionalism, punctuality, resume, soft skills, tact</p> |
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| <p>iCEV Online *Conflict Management</p> <p>*Exploring Careers: Health Science</p> <p>Research a Health Care Career</p> <p>*Employability Skills in Health Care</p> <p>Portfolio</p> |  | <p>How do you define , analyze common causes, and resolve conflict?</p> <p>How would you explain skills, education and trends related to careers in the Health Science Career Cluster?</p> <p>In explore basic academic and technical competencies, What is needed in health care occupations?</p> | <p>To define conflict, analyze common causes of conflict and provide the solutions to resolve a conflict.</p> <p>To research and understand various career opportunities within the Health Science Career Cluster. Research a Healthcare Career.</p> <p>To explore traits and skills desirable in a member of a health care team.</p> | <p>Conflict, Power, Trust, Personality, Conflict Management Style, Collaborative Attitude, Reframing, Third Party Intervention, Facilitator, Mediator, Arbitrator</p> <p>Phlegm, Therapeutic, Diagnostic, Physician</p> <p>Employability Skills, Personal Traits, Reliability, Enthusiasm, Integrity, Patience, Loyalty, Flexibility, Interpersonal Skills, Respect, Teamwork, Empathy, Tact, Leadership, Professional Standards, Occupational Awareness, Occupational Adherence, Hygiene, Etiquette, Competence, Discretion, Academic and Technical Competencies, STEM</p> |
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