

# Ganado Unified School District #20

## Home Health Aide II/11<sup>th</sup> Grade

### PACING Guide SY 2022-2023

Time Line & Resources <small>(Identify textbook, page number or website link &amp; etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p><b>-iCEV</b> <a href="https://login.icevonline.com/mycourses">https://login.icevonline.com/mycourses</a></p> <p><b>-ECAP</b> <a href="https://portal.azcis.intocareers.org/">https://portal.azcis.intocareers.org/</a></p> <p><b>-Guest Speakers</b></p> <p><b>Unit 1:</b> Human Development: Fetal &amp; Infant</p> <p><b>Unit 2:</b> Human Development: Toddlers, Preschoolers, School Age Children</p> <p><b>Unit 3:</b> Human Development: The Adolescent Female</p> <p><b>Unit 4:</b> Human Development: The Adolescent Male</p>	<p><b>Technical Standards:</b> -Standard 12.0 Examine physical and emotional needs of an individual</p> <p><b>Academic Integration:</b> -Literacy Standards: CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.2 CCSS.ELA-Litaracy.SL.11-12.3 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6</p> <p>-Writing Standards: CCSS.ELA-Litaracy.WHST.11-12.1 CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10</p> <p>-Reading Standards: CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.9</p>	<p>-What are the stages and genetic roles in fetal and infant development?</p> <p>-What are the physical, emotional, social and intellectual needs of toddlers, preschoolers and school age children?</p> <p>-What activities are good for encouraging growth in toddlers, preschoolers and school age children?</p> <p>-How do we ensure toddlers, preschoolers and school age children are meeting their dietary needs on a daily basis?</p> <p>-What are the changes taking place with the female anatomy and physiology during puberty?</p> <p>-What are the roles of hormones in growth, development and personal health?</p> <p>-What is reproduction, its process and birth?</p>	<p>-Researching and examining fetal and infant development</p> <p>-Identifying the physical, emotional, social, and intellectual development of toddlers, preschoolers and school age children</p> <p>-Examining the development of the adolescent female</p> <p>-Examining the development of the adolescent female</p> <p>--Identifying the physical, emotional, social, and intellectual development of emerging adulthood, early adulthood, middle adulthood and late adulthood</p>	<p>Genes Chromosomes Anomaly Ovulation Ovum Fertilization Implantation Amphimixis Zygote Cleavage Cephalic Evaginations Celom Paturition Labor Toddler Preschoolers Puberty Metacognition Introspection Relativism Ovary Uterus Cervix Vagina Urethra Adolescence Acne</p>

<p><b>Unit 5:</b> Human Development: Adulthood</p>	<p><b>Arizona Professional Skills:</b> -<i>Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity.</p> <p><b>CTSO Integration- HOSA (Future Health Professionals):</b></p> <p><b>Work-Based Learning Integration:</b> -<i>Standard 12.0</i> Examine physical and emotional needs of an individual -<i>Standard 12.1</i> Describe the impact of aging on the physical and emotional needs of an individual -<i>Standard 12.3</i> Give examples of how to determine a person’s abilities, needs, and desires when providing services -<i>Standard 12.4</i> Discuss the possible emotional impact of a physical disability or a chronic disease -<i>Standard 12.5</i> Describe how age, illness, and disability affect sexuality</p>	<p>-What emotional development takes place during adolescence? -What are the structures and functions of the male anatomy? -What are common diseases associated with adulthood? -What are the 5 stages of grief? -What are the physical, emotional, social and intellectual needs of emerging adulthood, early adulthood, middle adulthood and late adulthood?</p>		<p>Cyst Pimple Embryo Fetus Hypertension Osteoporosis Testis Epididymis Spermatogenesis Olfaction</p>
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**Second Quarter**

<p><b>-iCEV</b> <a href="https://login.icevonline.com/mycourses">https://login.icevonline.com/mycourses</a> <b>-ECAP</b> <a href="https://portal.azcis.intocareers.org/">https://portal.azcis.intocareers.org/</a> <b>-Guest Speakers</b></p> <p><b>Unit 6:</b> Science Explained: Anatomy &amp; Physiology</p> <p><b>Unit 7:</b> Positive Relationships</p>	<p><b>Technical Standards:</b> -<i>Standard 1.0</i> Examine roles and responsibilities of the Home Health Care Agency -<i>Standard 3.0</i> Utilize observation, reporting, and documentation skills -<i>Standard 4.0</i> Demonstrate communication and cultural competency -<i>Standard 6.0</i> Apply standard precautions and infection control measures -<i>Standard 7.0</i> Analyze safety and emergency procedures -<i>Standard 9.0</i> Facilitate home environment maintenance -<i>Standard 11.0</i> Analyze chronic diseases and physical disabilities</p>	<p>-What are the basics and limitations of science as well as how are scientific hypotheses, theories, and laws different? -What are the roles of positive relations in society, family and personal life? -What roles to communication and conflict resolution play in building strong relationships? -What are the communication and listening processes? -What are the different communication models?</p>	<p>-Learning about the basics of science, and how hypotheses, theories and laws are used in the scientific field  -Understanding the elements and importance of health relationships  -Analyzing the importance of and understanding the components of the communication process  -Understanding various leadership styles and the role they serve in group settings</p>	<p>Hypothesis Law Science Theory Diversity Communication Friend Dating Feedback Consensus Concession Accommodation Compromise Sender Message Channel Receiver</p>
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<p><b>Unit 8:</b> Communication Styles</p> <p><b>Unit 9:</b> Leadership Styles</p> <p><b>Unit 10:</b> Lab Safety Procedures</p> <p><b>Unit 11:</b> Washing Your Hands</p> <p><b>Unit 12:</b> Putting On and Removing Gloves</p> <p><b>Unit 13:</b> Counting &amp; Recording Radial Pulse</p> <p><b>Unit 14:</b> Counting &amp; Recording Respirations</p> <p><b>Unit 15:</b> Measuring &amp; Recording Weight</p>	<p><b>Academic Integration:</b> -<i>Literacy Standards:</i> CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6 -<i>Writing Standards:</i> CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 -<i>Reading Standards:</i> CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.4 CCSS.ELA-Litaracy.RST.11-12.5 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.9</p> <p><b>Arizona Professional Skills:</b> -<i>Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity. -<i>Standard 2.0 Collaboration</i> Collaborates, in person and virtually, to complete tasks aimed at organizational goals. -<i>Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. -<i>Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. -<i>Standard 5.0 Initiative and Self-Direction</i> Exercises initiative and self-direction in the workplace. -<i>Standard 6.0 Integrational and Cross-Cultural Competence</i> Interacts effectively with different cultures and generations to</p>	<p>-How can non-verbal communication cause an effect? -Why is professional communication important? -What are the leadership styles, the characteristics of a leader, and the purpose of groups and the leadership's role within them? -What are verbal and non-verbal communication strategies? -Why is knowing laboratory safety procedures and techniques important? -How do local, state and federal regulations play a role in laboratory safety -Why are handwashing and donning proper PPE important? What are the proper procedures for handwashing and donning proper PPE? -Why would there be need to check for basic vital signs; temperature, pulse, respirations, blood pressure, height, weight, oxygen level? -How do we check for basic vital signs?</p>	<p>-Learning and demonstrating essential laboratory safety measures</p> <p>-Learning and demonstrating basic nursing skills; checking vital signs</p> <p>-Explaining and analyzing the principles of body mechanics</p>	<p>Thinking Encoding Transmitting Propaganda Fallacy Leadership Authoritative Participative Laissez Faire Abdicratic</p>
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	<p>achieve organizational mission, goals and objectives.</p> <p><i>-Standard 7.0 Organizational Culture</i> Functions effectively within an organizational culture</p> <p><i>-Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace.</p> <p><i>-Standard 9.0 Financial Practices</i> Applies knowledge of finances for the profitability and viability of the organization</p> <p><b>CTSO Integration- HOSA (Future Health Professionals):</b></p> <p><i>-Biomedical Debate</i> <i>-Medical Terminology</i> <i>-Research Paper</i> <i>-Researched Persuasive Writing &amp; Speaking</i> <i>-Biomedical Laboratory Science</i> <i>-Nursing Assistant</i></p> <p><b>Work-Based Learning Integration:</b></p> <p><i>-Standard 1.1</i> Describe settings for direct care and support services</p> <p><i>-Standard 3.0</i> Utilize observation, reporting and documentation skills</p> <p><i>-Standard 3.1</i> Explain the purpose of reporting and documenting</p> <p><i>-Standard 3.2</i> Describe how to record information accurately</p> <p><i>-Standard 4.0</i> Demonstrate communication and cultural competency</p> <p><i>-Standard 4.1</i> Compare effective verbal and non-verbal communication</p> <p><i>-Standard 4.2</i> Describe barriers to communication</p> <p><i>-Standard 4.3</i> Distinguish among aggressive communication, passive communication, and assertive communication</p> <p><i>-Standard 4.4</i> Give examples of respectful interactions</p>	 <p>THINKING</p> <p>COMMUNICATION</p> <p>SELF &amp; SOCIAL AWARENESS</p>	 <p>CAREER</p>	
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	<ul style="list-style-type: none"> <li>-Standard 4.5 Demonstrate techniques for communicating with individuals with disabilities</li> <li>-Standard 4.6 Give examples of and explain the importance of “person first language”</li> <li>-Standard 4.7 Demonstrate how to respond in a nonthreatening way to another person’s behavior</li> <li>-Standard 4.8 Practice problem-solving and conflict resolution techniques</li> <li>-Standard 6.0 Apply standard precautions and infection control measures</li> <li>-Standard 6.1 Define and give examples of standard precautions (universal precautions)</li> <li>-Standard 6.2 Analyze measures that prevent and control infections</li> <li>-Standard 6.3 Demonstrate appropriate hand-washing technique</li> <li>-Standard 6.4 Explain when to wear gloves and demonstrate how to apply, remove, and dispose of gloves</li> <li>-Standard 6.5 Demonstrate compliance procedures for handling and disposing of sharps and other waste</li> <li>-Standard 7.4 Describe fire safety procedures and risk factors</li> <li>-Standard 7.6 Identify hazards in the home such as frayed cords and poisonous cleaning materials</li> <li>-Standard 7.7 Describe ways to promote oxygen safety</li> <li>-Standard 9.0 Facilitate home environment maintenance</li> <li>-Standard 9.1 Utilize the service plan to determine cleaning tasks and how and who is responsible for completion</li> <li>-Standard 9.2 Distinguish between personal choice and the need to complete tasks to avoid health and safety risks</li> <li>-Standard 9.3 Identify cleaning solutions and the proper concentration of these solutions</li> </ul>			
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	<p>-Standard 9.4 Explain procedures for trash disposal and cleaning up clutter</p> <p>-Standard 9.5 Practice general procedures for homemaking skills</p> <p>-Standard 11.0 Analyze chronic diseases and physical disabilities</p> <p>-Standard 11.2 Identify body systems and determine their function</p> <p>-Standard 11.3 Identify common conditions affecting body systems and their potential effect on a person's care</p> <p>-Standard 12.0 Examine physical and emotional needs of an individual</p> <p>-Standard 12.1 Describe the impact of aging on the physical and emotional needs of an individual</p> <p>-Standard 12.2 Describe the physical and emotional needs of a person with a psychological or cognitive condition</p> <p>-Standard 12.3 Give examples of how to determine a person's abilities, needs, and desires when providing services</p> <p>-Standard 12.4 Discuss the possible emotional impact of a physical disability or a chronic disease</p> <p>-Standard 12.5 Describe how age, illness, and disability affect sexuality</p>			
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### Third Quarter

<p><b>-iCEV</b>  <a href="https://login.icevonline.com/mycourses">https://login.icevonline.com/mycourses</a>  <b>-ECAP</b>  <a href="https://portal.azcis.intocareers.org/">https://portal.azcis.intocareers.org/</a>  <b>-OSHA 10</b>  <a href="https://campus.careersafonline.com/index.k2">https://campus.careersafonline.com/index.k2</a>  <b>-Guest Speakers</b></p>	<p><b>Technical Standards:</b></p> <p>-Standard 1.0 Examine roles and responsibilities of the Home Health Care Agency</p> <p>-Standard 3.0 Utilize observation, reporting, and documentation skills</p> <p>-Standard 5.0 Demonstrate job management and self-care skills</p> <p>-Standard 10.0 Utilize proper body mechanics and back safety techniques</p> <p>-Standard 13.0 Utilize transferring and positioning skills</p>	<p>-Why would there be need to check for basic vital signs; temperature, pulse, respirations, blood pressure, height, weight, oxygen level?</p> <p>-How do we check for basic vital signs?</p> <p>-Why is using proper body mechanics important?</p> <p>-How do the muscles, bones and joints allow for movement of the body?</p>	<p>-Learning and demonstrating basic nursing skills; checking vital signs</p> <p>-Explaining and analyzing the principles of body mechanics</p> <p>-Learning and demonstrating transfers using transfer belt</p> <p>-Examining the necessary steps and considerations for matching career objectives with personal goals and life styles</p>	<p>Lateral          Medial          Superior          Inferior          Anterior          Posterior          Proximal          Distal          Extension          Flexion          Abduction          Adduction          Elevation</p>
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<p><b>Unit 16:</b> Measuring Height</p> <p><b>Unit 17:</b> Measuring Body Temperature</p> <p><b>Unit 18:</b> Measuring &amp; Recording Blood Pressure</p> <p><b>Unit 19:</b> Principles of Body Mechanics</p> <p><b>Unit 20:</b> Assisting to Move Using a Transfer Belt</p> <p><b>Unit 21:</b> Transferring from Bed to Wheelchair Using Transfer Belt</p> <p><b>Unit 22:</b> Jobs, Careers &amp; Education</p> <p><b>Unit 23:</b> Diagnostic Services</p> <p><b>Unit 24:</b> Therapeutic Services</p> <p><b>Unit 25:</b> Health Informatics</p> <p><b>Unit 26:</b> Support Services</p> <p><b>Unit 27:</b> Biotechnology Research &amp; Development</p>	<p><b>Academic Integration:</b> <i>-Literacy Standards:</i> CCSS.ELA-Litaracy.SL.11-12.1 CCSS.ELA-Litaracy.SL.11-12.2 CCSS.ELA-Litaracy.SL.11-12.3 CCSS.ELA-Litaracy.SL.11-12.4 CCSS.ELA-Litaracy.SL.11-12.5 CCSS.ELA-Litaracy.SL.11-12.6</p> <p><i>-Writing Standards:</i> CCSS.ELA-Litaracy.WHST.11-12.1 CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10</p> <p><i>-Reading Standards:</i> CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.2 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.6 CCSS.ELA-Litaracy.RST.11-12.9</p> <p><b>Arizona Professional Skills:</b> <i>-Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity.</p> <p><i>-Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p> <p><i>-Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations.</p> <p><b>CTSO Integration- HOSA (Future Health Professionals):</b> <i>-Nursing Assistant</i></p>	<p>-What are the effects of pressure, movement, torque, tension and elasticity on the body?</p> <p>-What is a transfer belt, why is it important and how is it used?</p> <p>-What are the 5 career pathways of health science and the occupation options of each?</p>	<p>-Learning about the pathways in the health science career cluster</p>	<p>Depression Dorsiflexion Inversion Eversion Rotation Pronation Supination Joints Bones Bicep Radius Humerus Fulcrum Vertebra Trapezius Torque University College Major Mentor Scholarship Grant Loan Employability Initiative Lifestyle Burnout Leisure Discrimination Morale Stereotype Economy Recession Resume Portfolio Professional Advertising Marketing Interview Presentation Criticism Etiquette</p>
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<p><b>Unit 28:</b> Introduction to Professional Communication</p>	<p><b>Work-Based Learning Integration:</b></p> <ul style="list-style-type: none"> <li>-<i>Standard 1.0</i> Examine roles and responsibilities of the Home Health Care agency</li> <li>-<i>Standard 1.1</i> Describe settings for direct care and support services</li> <li>-<i>Standard 1.2</i> Describe types of services provided to individuals and families</li> <li>-<i>Standard 1.3</i> Identify Arizona agencies and programs that offer direct care services and require training and testing for direct care workers</li> <li>-<i>Standard 1.4</i> Distinguish among activities of daily living (ADLs) and instrumental activities of daily living (IADLs)</li> <li>-<i>Standard 1.5</i> Describe the basics functions of the service team and the importance of teamwork in providing services</li> <li>-<i>Standard 1.6</i> Describe the training requirements for a home health aide/direct care worker</li> <li>-<i>Standard 1.7</i> Describe positive caregiver traits and professional standards</li> <li>-<i>Standard 1.8</i> Explain how professional standards influence the relationship between the direct care worker (DCW) and the person receiving services</li> <li>-<i>Standard 1.9</i> Explain the importance of notifying the agency/supervisor about a change in the direct care worker's schedule</li> <li>-<i>Standard 1.10</i> Describe the supervisory role with examples of questions about specific procedures</li> <li>-<i>Standard 3.0</i> Utilize observation, reporting and documentation skills</li> <li>-<i>Standard 3.1</i> Explain the purpose of reporting and documenting</li> <li>-<i>Standard 3.2</i> Describe how to record information accurately</li> <li>-<i>Standard 5.0</i> Demonstrate job management and self-care skills</li> <li>-<i>Standard 5.4</i> Identify ways to practice appropriate time management</li> </ul>			
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	<ul style="list-style-type: none"> <li>-Standard 5.5 Identify strategies to improve organizational skills</li> <li>-Standard 5.6 Distinguish between personal and professional boundaries</li> <li>-Standard 10.0 Utilize proper body mechanics and back safety techniques</li> <li>-Standard 10.1 Explain the importance of good body mechanics and lifting techniques</li> <li>-Standard 10.2 Describe elements of good body mechanics such as proper use of leg muscles and keeping the center of gravity over the base of support</li> <li>-Standard 10.3 Demonstrate good techniques for moving objects with good body alignment</li> <li>-Standard 10.4 Identify assistive devices</li> <li>-Standard 13.0 Utilize transferring and positioning skills</li> <li>-Standard 13.1 Identify common assistive devices</li> <li>-Standard 13.2 Explain the importance of proper transfer skills and the safe use of assistive devices</li> <li>-Standard 13.5 Practice assistance with ADLs</li> </ul>			
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### Fourth Quarter

<p><b>-iCEV</b>  <a href="https://login.icevonline.com/mycourses">https://login.icevonline.com/mycourses</a>  <b>-ECAP</b>  <a href="https://portal.azcis.intocareers.org/">https://portal.azcis.intocareers.org/</a>  <b>-OSHA 10</b>  <a href="https://campus.careersafonline.com/index.k2">https://campus.careersafonline.com/index.k2</a>  <b>-Guest Speakers</b></p> <p><b>Unit 29:</b>  Public Speaking Basics</p>	<p><b>Technical Standards:</b></p> <ul style="list-style-type: none"> <li>-Standard 4.0 Demonstrate communication and cultural competency</li> <li>-Standard 5.0 Demonstrate job management and self-care skills</li> </ul> <p><b>Academic Integration:</b></p> <p><b>-Literacy Standards:</b></p> <p>CCSS.ELA-Litaracy.SL.11-12.1  CCSS.ELA-Litaracy.SL.11-12.2  CCSS.ELA-Litaracy.SL.11-12.3  CCSS.ELA-Litaracy.SL.11-12.4  CCSS.ELA-Litaracy.SL.11-12.5  CCSS.ELA-Litaracy.SL.11-12.6</p> <p><b>-Writing Standards:</b></p> <p>CCSS.ELA-Litaracy.WHST.11-12.1</p>	<ul style="list-style-type: none"> <li>-What are the different components of a speech and which is used when presenting in a formal or informal setting?</li> <li>-What various factors are considered when creating a speech for a variety of audiences?</li> <li>-What are the various avenues in research and preparations for communications?</li> <li>-Why is using appropriate grammar, spelling and punctuation important in written communications?</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding the basic skills needed to perform a speech correctly for different audiences in various situations</li> <li>-Explaining the key components of effective written communication</li> <li>-Understanding teamwork and collaboration while exhibiting leadership and teamwork skills</li> <li>-Exploring traits and skills desirable in a member of a health care team</li> </ul>	<p>Body  Conclusion  Connection  Inform  Introduction  Motivate  Persuade  Plagiarism  Preview  Purpose  Review  Support  Analyze  Compare  Interpret  Evaluate</p>
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<p><b>Unit 30:</b> Written Communication Practices</p> <p><b>Unit 31:</b> Teamwork &amp; Collaboration</p> <p><b>Unit 32:</b> Employability Skills in Healthcare</p> <p><b>Unit 33:</b> Cover Letters &amp; Resumes</p>	<p>CCSS.ELA-Litaracy.WHST.11-12.2 CCSS.ELA-Litaracy.WHST.11-12.4 CCSS.ELA-Litaracy.WHST.11-12.5 CCSS.ELA-Litaracy.WHST.11-12.6 CCSS.ELA-Litaracy.WHST.11-12.7 CCSS.ELA-Litaracy.WHST.11-12.8 CCSS.ELA-Litaracy.WHST.11-12.9 CCSS.ELA-Litaracy.WHST.11-12.10</p> <p><i>-Reading Standards:</i> CCSS.ELA-Litaracy.RST.11-12.1 CCSS.ELA-Litaracy.RST.11-12.3 CCSS.ELA-Litaracy.RST.11-12.9 CCSS.ELA-Litaracy.RST.11-12.10</p> <p><b>Arizona Professional Skills:</b> <i>-Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity. <i>-Standard 2.0 Collaboration</i> Collaborates, in person and virtually, to complete tasks aimed at organizational goals. <i>-Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. <i>-Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. <i>-Standard 6.0 Integrational and Cross-Cultural Competence</i> Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives. <i>-Standard 7.0 Organizational Culture</i> Functions effectively within an organizational culture <i>-Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace.</p>	<p>-What are the differences between the various learning styles, personality traits and leadership styles found in the classroom and workplace? What are the leadership and teamwork qualities that create a pleasant working atmosphere? -Why is workplace collaboration important/ -What are the professional standards in health care? -What basic academic and technical competencies are in health care occupations? -Why is correctly formatted covers and resumes important? -What are the necessary steps and guidelines followed in building and constructing a cover letter and resume?</p>	<p>-Understanding the uses of cover letters and resumes and how to create them</p>	<p>Explain Prove Audience Genre Brainstorming Genre Facts Ethos Logos Pathos Hierarchically Sequentially Emoticons En Dash Em Dash Hyphen Coordination Subordination Teamwork Collaboration Skills Talents Leadership Reliability Enthusiasm Integrity Patience Loyalty Flexibility Respect Communication Empathy Tact Hygiene Competence Discretion STEM Objectives References</p>
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	<p>-<i>Standard 9.0 Financial Practices</i> Applies knowledge of finances for the profitability and viability of the organization</p> <p><b>CTSO Integration- HOSA (Future Health Professionals):</b></p> <ul style="list-style-type: none"> <li>-<i>Knowledge Tests</i></li> <li>-<i>Job Seeking Skills</i></li> <li>-<i>Interviewing Skills</i></li> </ul> <p><b>Work-Based Learning Integration:</b></p> <ul style="list-style-type: none"> <li>-<i>Standard 4.0</i> Demonstrate communication and cultural competency</li> <li>-<i>Standard 4.1</i> Compare effective verbal and non-verbal communication</li> <li>-<i>Standard 4.2</i> Describe barriers to communication</li> <li>-<i>Standard 4.3</i> Distinguish among aggressive communication, passive communication, and assertive communication</li> <li>-<i>Standard 4.4</i> Give examples of respectful interactions</li> <li>-<i>Standard 4.5</i> Demonstrate techniques for communicating with individuals with disabilities</li> <li>-<i>Standard 4.6</i> Give examples of and explain the importance of “person first language”</li> <li>-<i>Standard 4.7</i> Demonstrate how to respond in a nonthreatening way to another person’s behavior</li> <li>-<i>Standard 4.8</i> Practice problem-solving and conflict resolution techniques</li> <li>-<i>Standard 5.0</i> Demonstrate job management and self-care skills</li> <li>-<i>Standard 5.5</i> Identify strategies to improve organizational skills</li> <li>-<i>Standard 5.6</i> Distinguish between personal and professional boundaries</li> </ul>			
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