Health Science
Phase I: Course Essential Questions

Utilize employability skills to enhance employment opportunities and job satisfaction.

Phase II Curriculum
Unit: Employability Skills

Essential Questions:	**Essential Understanding:**
1. What are the personal traits and attitudes that are desirable in a health care worker? 2. What are the professional standards regarding hygiene, dress, language,confidentiality and behavior? 3. What are employability skills in healthcare?	1. There are many traits and characteristics desirable in a health care worker such as being dependable, competent, patient, honest and many more. 2. There are professional standards that apply to how you dress, act, and speak. 3. Employability skills in health care refer to chain of command, correct grammar, and decision making.

Curriculum Standards- DOK noted where applicable with Standards. Standards from the National Consortium for Health Science Education (NCHSE)

4.1 Personal Traits of the health care professional
4.11 Identify personal traits and attitudes desirable in a member of the career ready healthcare team.
  a. Acceptance of criticism
  b. competence
  c. Dependability
  d. Discretion
  e. Empathy
  f. Enthusiasm
  g. Honesty
  h. Initiative
  i. Patience
  j. Responsibility
  k. Self-motivation
  l. Tact
  m. Team player
  n. Willingness to learn
4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior
4.21 Apply employability skills in healthcare
  a. Chain of command
  b. Correct grammar
  c. Decision making

    d. Flexible
    e. Initiative
    f. Integrity
    g. Loyalty
    h. Positive attitude
    i. Professional characteristics
    j. Prompt and prepared
    k. Responsibility
    l. Scope of Practice
    m. Teamwork
    n. Willing to learn

4.4 Employability preparation

4.41 Develop components of a personal portfolio.
    a. Letter of introduction
    b. Resume
    c. Sample Projects
    d. Writing sample
    e. Work-based learning documentation
    f. Oral report
    g. Service learning/community service
    h. Credentials
    i. Technology skills
    j. Leadership examples

4.42 Identify strategies for pursuing employment (social media, personal networking, job sites internships).

Knowledge/Content I Know …(includes academic vocabulary)	Skills/Processes I Can …
I know that having the traits of empathy, honesty, dependability, willingness to learn, patience, acceptance of criticism, enthusiasm, self-motivation, tact, competence, discretion and being a team player will make me a great health care worker I know chain of command in the facility. I know how to make a positive decision. I know how to dress and act while working in a healthcare career. I know that working as a team will help the patient heal quicker. Everyone has a part in the care of the patient. I know that leaders are developed not born. Anyone can become a leader. I know there are three types of leaders, the Democratic, Laissez-faire, and the Autocratic Leader.I know that my diet, rest, exercise, good posture, and avoiding the use of tobacco, alcohol, and drugs will help contribute to good health and	I can identify stressors such as events, situations, or concepts. I can deal with stress by eating right, exercise, talking, writing or even getting a massage. I can identify the factors that interfere with communication such as physical disabilities (deafness), psychological barriers (caused by prejudice, attitudes, and personality), and cultural diversity (your values, beliefs, attitudes and customs). I can summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. I know to come to work clean, crisp, and with appropriate clothing. I can differentiate between subjective information (cannot be seen or felt, usually called a symptom) and objective information (something that can be measured like a patient's temperature).

keeping my stress down.I know that I need to make my nonverbal communication match my verbal communication. Listening is a skill that needs to be developed.	

Phase II Curriculum
Unit: Careers in Healthcare

Essential Questions:	Essential Understanding:
1. What are the educational requirements for an Associate's, Bachelor's and Master's Degrees? 2. What is the difference of a certification, registration and licensure? 3. Many healthcare careers can be described by definition of career, the duties involved, educational requirements and possible employment opportunities. 4. Abbreviations used to identify health care career workers can be interpreted.	1. An Associate's Degree is awarded by a career/technical school or a community college after completion of a 2 year course study. A Bachelor Degree is awarded by a college or university after 4 or more years and a Master's Degree is awarded by a college or university after completion of 1 or more years beyond a Bachelor's Degree. 2. A certification means that a person has fulfilled all requirements of education and skill level and that they meet the standards set by the professional association or government agency that regulates the career. A registration may be required in some healthcare careers. A registration is performed by a professional association or state board which requires an examination and maintains a current list of qualified personnel. Licensure is where a government agency authorizes an individual to work in a given occupation. Obtaining and retaining licensure requires a person to complete an approved educational program, pass a state test and maintain current continuing educational requirements. 3. A paramedic (EMT-P) must complete and pass an approved EMT course, plus 6-9 months to 2 years of an approved paramedic training program. Must pass a National Registry Test as well as a practical, hands on test. 4. Paramedic (EMT-P), Registered Nurse (RN), Dentist (DDS)

Curriculum Standards- DOK noted where applicable with Standards

4.3 Career Decision Making

4.31 Research levels of education, credentialing requirements, and employment trends in health profession.

4.32 Distinguish differences among careers within health pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know educational requirements needed for careers that I am interested. I know the difference between certification, registration, and licensure. I know the difference between an associate's, bachelor's, and master's degree. I know that there are medical abbreviations to identify health care career workers.	I can define several different healthcare careers. I can interpret several abbreviations used to identify healthcare career workers. I can compare the educational requirements for associate's, bachelor's and master's degrees. I can distinguish between a certification, registration, and licensure. I can interpret at least 10 abbreviations use to identify health care career workers such as RN for registered nurse.

Phase II Curriculum
Unit: Legal and Ethical Responsibilities

Essential Questions:	Essential Understanding:
1. What is an example of a situation that might result in legal action for each of the following: malpractice; negligence; assault and battery; invasion of privacy; false imprisonment; abuse and defamation? 2. Describe how contract laws affect health care. 3. Define privileged communications. 4. Define HIPPA and explain how it provides confidentiality of healthcare information.	1. An example of malpractice that may result in legal action is when a physician not giving a tetanus shot when a patient has a puncture wound; negligence, fall and injuries that occur when side rails are left down; assault and battery, performing a procedure after a patient has refused the procedure; invasion of privacy, sending information regarding a patient to an insurance company without the patient's written permission; false imprisonment, keeping a patient hospitalized against their will when sound in mind; abuse, could be physical, verbal, psychological or sexual in nature; defamation, providing false statements that cause a person to be ridiculed or damage the person's reputation. 2. Contracts are agreements between 2 or more parties. These contracts are implied or expressed. 3. Privileged communications comprises of all information given to a healthcare

| | provider by a patient and must be kept confidential and only shared with the patient's healthcare team. |
| | 4. The Health Insurance Portability and Accountability Act (HIPAA) establishes standards to protect a patient's health information. |

Curriculum Standards- DOK noted where applicable with Standards

5.1 Legal Responsibilities and Implications
  5.11 Analyze legal responsibilities and implications of criminal and civil law
    a. Malpractice
    b. Negligence
    c. Assault and Battery
    d. Invasion of privacy
    e. Abuse
    f. Libel
    g. Slander
5.2 Legal practices
  5.21 Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication)
  5.22 Describe advanced directives
  5.23 Summarize the essential characteristics of a patient's basic rights within a healthcare setting
  5.24 Define informed consent
  5.25 Explain laws governing harassment and scope of practice
6.1 Ethical practice
6.11 Differentiate between ethical and legal issues impacting healthcare
6.12 Identify ethical issues and their implications related to healthcare (such as: organ donation, in vitro fertilization, euthanasia, scope of practice, ethics committee).
6.13 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (such as: incident report).

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know and understand the difference between malpractice, negligence, assault and battery, invasion of privacy, false imprisonment, abuse and defamation. I know how HIPAA works and my part in making it work. I know and understand basic rules of ethics for healthcare personnel. I know the difference between slander and libel. I know that contracts in health care are implied or expressed.	I can provide an example of a situation that might result in legal action for each of the following: malpractice; negligence; assault and battery; invasion of privacy; false imprisonment; abuse; and defamation. I can define privileged communications and explain how they apply to health care. I can define HIPAA (Health Insurance Portability Accountability Act) and explain how it provides confidentiality for health care information. I can list at least 4 rights of the patient who is receiving health care.

I know that advanced directives are legal documents. I know that patient's Bill of Rights must be posted in each facility. I know that I can only perform procedures that are in my scope of practice that I have been trained to do and that are legally permitted. I know to get consent before performing any procedure. I know how to behave professionally in dress, language, manners, and actions. I know that I must report abuse of any kind to the authorities.	I can describe how contract laws affect health care. I can describe the difference between a principal and an agent in regards to contract laws. I can distinguish between slander and libel

Phase II Curriculum
Unit: Medical Terminology

Essential Questions:	Essential Understanding:
1. Identify basic medical abbreviations. 2. Define prefixes, suffixes, and word roots. 3. Spell and pronounce medical terms correctly.	1. SOB - Shortness of breath, MI - myocardial infarction (heart attack). 2. Cardi- (a, o) pertaining to heart, cardiologist, physician who studies and treats heart disease.

Curriculum Standards- DOK noted where applicable with Standards

2.2 Medical Terminology
2.21 Use common roots, prefixes, and suffixes to communicate information
2.22 Interpret medical abbreviations to communicate information
   a. Common abbreviations
   b. Joint Commission official "Do Not Use List"

Knowledge/Content I Know …(includes academic vocabulary)	Skills/Processes I Can …
I know new word roots, prefixes and suffixes to create new words. I know how to spell and pronounce medical terminology. I know medical abbreviations.	I can identify basic medical abbreviations selected from a standard list. I can define prefixes, suffixes, and word roots selected from a list of words. I can spell and pronounce medical terms correctly.

Phase II Curriculum
Unit: Communication

Essential Questions:	Essential Understanding:
1. What are the concepts of effective communication?. 2. What is the difference of verbal and nonverbal communication? 3. What are the differences between subjective and objective information? 4. What is the basic sender-receiver-message-feedback model? 5. What is active listening?	1. I can identify common barriers to communication 2. I can identify the model of verbal and nonverbal communication such as physical disabilities and psychological barriers. 3. I can distinguish between subjective and objective information. 4. I can identify and interpret elements of communication using the basic sender-receiver-message-feedback model. 5. I have practiced speaking and learned active listening skills.

Curriculum Standards- DOK noted where applicable with Standards

2.1 Concepts of Effective communication
2.11 Model verbal and nonverbal communication
2.12 Identify common barriers to communication
    a. Physical disabilities (aphasia, hearing loss, impaired vision).
    b. Psychological barriers (attitudes, bias, prejudice, stereotyping).
2.13 Identify the differences between subjective and objective information
2.14 Interpret elements of communication using basic send-receiver-message-feedback model
2.15 Practice speaking and active listening skills
2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know the concepts of effective communication. I know and understand the difference of verbal and nonverbal communication. I know how to practice effective, active listening skills. I know common barriers to effective communication such as physical barriers, psychological barriers and cultural diversity barriers.	I can identify differences between subjective and objective information. I can identify and interpret the elements of the communication model. I can model effective verbal and nonverbal communications. I can demonstrate methods of delivering and obtaining information while communicating effectively. I can identify common barriers to communication. I can interpret elements of communication using basic sender-receiver-message-feedback model. I can utilize proper elements of written and electronic communications (spelling, grammar, and formatting).

Phase II Curriculum
Unit: Cultural Diversity

Essential Questions:	Essential Understanding:
1. Differentiate between culture, ethnicity and race. 2. Identify some of the major ethnic groups in the United States. 3. Describe ways to avoid bias, prejudice, and stereotyping. 4. Differentiate between a nuclear family and an extended family. 5. Define ways that a healthcare provider can show respect for a patient's religious beliefs.	1. Culture is the values, beliefs, attitudes, languages, symbols, rituals, behaviors and customs that are unique to a particular group of people. Ethnicity is classification of people based on national origin and/or culture. Race is a classification of people based on physical or biological characteristics. 2. There are many different ethnic groups within the United States and some ethnic groups are intertwined. 3. There are many ways to avoid bias, prejudice and stereotyping by consciously being aware of our own personal and professional values and beliefs, obtaining as much information as possible about the different ethnic/cultural groups, be sensitive to behaviors and practices different from your own, remember you are not being pressured to adopt other beliefs but that you must respect them. 4. The nuclear family consists of a father, mother and children whereas an extended family consists of the above plus grandparents, aunts, uncles or even cousins in the same household. 5. A healthcare worker can show respect for a patient's religion by helping them get foods that they may need, not putting the religion down and not interrupting rituals.

Curriculum Standards- DOK noted where applicable with Standards

6.2 Cultural, Social and Ethical Diversity
6.21 Discuss religious and cultural values as they impact healthcare (such as: ethnicity, race, religion, gender).
6.22 Demonstrate respectful and empathetic treatment of all patients/clients (such as: customer service, patient satisfaction, civility).

Knowledge/Content I Know …(includes academic vocabulary)	Skills/Processes I Can …
I know the difference between culture, ethnicity and race. I know the difference between bias, prejudice,	I can identify major ethnic groups in the United States. I can describe ways to avoid bias, prejudice, and

and stereotyping and can give examples of each. I know many basic rules of ethics for healthcare personnel. I know that ethics are a set of principles relating to what is morally right or wrong. I know that confidentiality means that information about a patient must remain private and can be shared only with other members of the patient's health care team.	stereotyping. I can identify a nuclear family and an extended family. I can list at least 4 basic rules of ethics for healthcare personnel.

Phase II Curriculum	
Unit: Health Maintenance Practices	
Essential Questions:	**Essential Understanding:**
1. What does nutrition mean? 2. What are the effects of good and bad nutrition? 3. What is the difference of the processes of digestion, absorption, and metabolism? 4. How do you calculate your daily required caloric intake to maintain your current weight? 5. Why do we need routine physical exams? 6. How do I handle daily stressors?	1. Nutrition is all body process related to food. The body uses food for growth, development, and health. 2. Immediate effects of good nutrition include a good attitude, proper sleep and bowel habits, a high energy level, enthusiasm, and freedom from anxiety. Bad nutrition can lead to depression, poor sleep, anxiety, hypertension, weight gain and cardiac issues. 3. Digestion is the process by with the body breaks down food into smaller parts, changes food chemically, and moves the food through the digestive system. Absorption is the process of taking in nutrients. Metabolism is the use of food nutrients by the body to produce energy. 4. A general guideline to maintain weight is that a person consumes 15 calories per pound per day. For example, if a person weighs 120 pounds, maintaining this weight would require a daily intake of $15 \times 120 = 1,800$ calories per day. 5. Routine physical exams are essential for combating early onset of diseases and ailments. 6. There are many ways to deal with not only daily stressors but overwhelming stressors, such as, exercise, meditation, writing, cross stitching, time management..

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Curriculum Standards- DOK noted where applicable with Standards

9.1 Healthy Behaviors
9.11 Promote behaviors of health and wellness (such as: nutrition, weight control, exercise, sleep habits.
9.12 Describe strategies for prevention of disease
    a. Routine physical exams
    b. Medical, dental, and mental health screenings
    c. community health education outreach programs
    d. Immunizations
    e. Stress management
    f. Avoid risky behaviors
9.13 Investigate complementary and alternative health practices as they relate to wellness and disease prevention (such as: Eastern medicine, holistic medicine, homeopathy, manipulative and natural therapies).

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know how to avoid risky behaviors. I know that routine exams can help keep me healthy. I know several techniques to help control everyday stress.	I can explain why routine physical exams are important. I can discuss many different stress reducing techniques.

Phase II Curriculum Unit: Promotion of Safety	
Essential Questions: 1. What is body mechanics? 2. What is OSHA and what do they do? 3. What are the 4 main classes of fire extinguishers? 4. What are safety regulations for patient safety while performing procedures? 5. What are safety regulations for workers while performing procedures? 6. Can you describe the evacuation plan for the school following school policy?	**Essential Understanding:** 1. Body mechanics refers to the way in which the body moves and maintains balance while making the most efficient use of all its parts. 2. The Occupational Exposure to Hazardous Chemicals Standard requires that employers inform employees of all chemicals and hazards in the workplace. 3. The 4 main classes of fire extinguishers are labeled according to the kind of fire they extinguish. Class A: paper, cloth, plastic, and wood. Class B: gasoline, oil, paint, grease, and cooking fats. Class C: electrical fires. Class D: used on combustible metals. 4. Safety procedures for patients include not

	performing procedures on patients unless you have been instructed to do so, providing privacy for all patients, identify patients before performing procedures, explain the procedure, observe patients closely during procedure, and checking all safety points before leaving a patient.
	5. Safety procedures for healthcare workers include using correct body mechanics while performing procedures, wearing the required uniform, walking not running, keeping areas neat and clean, and if any unsafe situations occur report immediately.
	6. The evacuation plans for our classroom are in full view for students and staff. In case of fire, we take the west stairs to the 2nd floor and go outside off of the parking lot. In case of a tornado, we take the north stairs down to the cafeteria.

Curriculum Standards- DOK noted where applicable with Standards

7.1 Infection Control

  7.11 Explain principles of infection control
  a. Chain of infection
  b. Mode of transmission (direct, indirect, vectors, common vehicle (air, food, water), healthcare associated infections (nosocomial), opportunistic).
  c. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic).
  d. Classifications (bacteria, protozoa, fungi, viruses, parasites).

  7.12 Differentiate methods of controlling the spread and growth of microorganisms
  a. Aseptic control (antisepsis, disinfection, sterilization, sterile technique).
  b. Standard precautions
  c. Isolation precautions
  d. Blood borne pathogen precautions
  e. Vaccinations

7.2 Personal Safety

  7.21 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations

  7.22 Demonstrate principles of body mechanics

7.3 Environmental Safety

  7.31 Apply safety techniques in the work environment
  a. Ergonomics
  b. Safe operation of equipment
  c. Patient/client safety measures (check area for safety).

7.4 Common Safety Hazards

  7.41 Observe all safety standards related to the Occupational Exposure to Hazardous Chemicals Standard (safety data sheets (SDS's)). www.osha.gov

  7.42 comply with safety signs, symbols, and labels.

7.5 Emergency Procedures and Protocols
  7.51 Practice fire safety in a healthcare setting.
  7.52 Apply principles of basic emergency response in natural disasters and other emergencies (safe location, contact emergency personnel, follow facility protocols).

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know and can demonstrate the principles of body mechanics. I know what I need to for personal safety while performing procedures. I know how to keep my patients safe. I understand I am not to perform a procedure on patient without permission from the patient and authorization from my supervisor. I know the difference between the 4 different classes of fire extinguishers and when to use each extinguisher.	I can observe all safety standards established by OSHA. I can use correct body mechanics while performing procedures to avoid most injuries. I can list the four main classes of fire extinguishers. I can locate and describe the operation of the nearest fire alarm to my classroom. I can in detail describe the evacuation plan for my school.

Phase II Curriculum
Unit: Technical Skills

Essential Questions:	Essential Understanding:
1. What are the 4 main vital signs? 2. How do you convert Fahrenheit to Celsius and vice versa? 3. How do you measure and record each vital sign?	1. The 4 main vital signs are temperature, pulse, lung sounds and blood pressure. 2. To convert Fahrenheit to Celsius, subtract 32 from the Fahrenheit temperature and then multiply the result by 0.5556. To convert Celsius to Fahrenheit, multiply the Celsius temperature by 1.8, and then add 32 to the total. There are several ways to take a temperature: oral, temporal, tympanic, and rectally. When taking a pulse you can take it from different sites but you still measure it for 15 seconds and multiply the number by 4. When listening to lung sounds you start at one side and listen for a full inhalation and exhalation. You listen for any abnormal sounds such as, wheezing, stridor, rales or tightness. When taking a blood pressure we use the brachial artery and listen for the systolic pressure, when the heart is contracting and the diastolic pressure, when the heart is at rest. We record all of these findings into the computer that we bring into the patient's room. If there are any significant

	changes we report to the doctor immediately.

Curriculum Standards- DOK noted where applicable with Standards

10.1 Technical Skills
10.11 Apply procedures for measuring and recording vital signs including the normal ranges (temperature, pulse, respirations, blood pressure, and pain).
10.12 Obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.
*Additional technical skills may be included in the program.

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know how to take and record a temperature. I know how to take a pulse. I know how to listen to and record lung sounds I know how to take and record a blood pressure. I know how to convert Fahrenheit to Celsius and vise versa.	I can list the four main vital signs. I can take a blood pressure, pulse, respirations and temperature. I can listen for abnormal lung sounds. I can convert temperatures from Fahrenheit to Celsius and vise versa. I can state the normal range for temperature, blood pressure, pulses and respirations.

Phase II Curriculum Unit: Human Anatomy and Physiology

Essential Questions:	Essential Understanding:
1. Can I identify basic levels of organization of the human body? 2. What are functions of each major body system? 3. What basic diseases affect each of the body system? 4. Can I identify body planes, directional terms, cavities and quadrants? 5. Can I analyze basic structures and functions of the human body systems?	1. I can appropriately name major organs and systems of the human body. 2. I can appropriately identify functions of each body systems. 3. I can identify basic diseases affecting each of the body systems. 4. I can identify the body planes, directional terms, cavities and quadrants of the body. 5. I can analyze basic structures and functions of the skeletal, muscular, integumentary, cardiovascular, lymphatic, respiratory, nervous, special senses, endocrine, digestive, urinary and reproductive systems.

Curriculum Standards- DOK noted where applicable with Standards

1.1 Human Anatomy and Physiology
  1.11 Identify basic levels of organization of the human body
    a. Chemical
    b. Cellular
    c. Tissue
    d. Organs
    e. Systems
    f. Organism
  1.12 Identify body planes, directional terms, cavities, and quadrants
    a. Body planes (sagittal, mid-sagittal, coronal/frontal, transverse/horizontal)
    b. Directional terms (superior, inferior, anterior/ventral, posterior/dorsal, medial, lateral, proximal, distal, superficial, and deep).
    c. Cavities (dorsal, cranial, spinal, thoracic, abdominal, and pelvic).
    d. Quadrants (upper right, lower right, upper left, lower left)
  1.13 Analyze basic structures and functions of the human body systems (skeletal, muscular, integumentary, cardiovascular, lymphatic, respiratory, nervous, special senses, endocrine, digestive, urinary, and reproductive).
    a. Skeletal (bone anatomy, axial and appendicular skeletal bones, functions of bones, ligaments, types of joints).
    b. Muscular (microscopic anatomy of muscle tissue, types of muscle, locations of skeletal muscles, functions of muscles, tendons, directional movements).
    c. Integumentary (layers, structures and functions of skin)
    d. Cardiovascular (components of blood, structures and functions of blood components, structures and functions of the cardiovascular system, conduction system of the heart, cardiac cycle)
    e. Lymphatic (structures and functions of lymphatic system, movement of lymph fluid)
    f. Respiratory (structures and functions of respiratory system, physiology of respiration)
    g. Nervous (structures and functions of nervous tissue and system, organization of nervous system)
    h. Special senses (structures and functions of eye, ear, nose and tongue:identify senses for sight, hearing, smell, taste, touch)
    i. Endocrine (endocrine versus exocrine, structures and functions of endocrine system, hormones, regulation of hormones)
    j. Digestive (structures and functions of gastrointestinal tract, chemical and mechanical digestion, structures and functions of accessory organs)
    k. Urinary (structures and functions of urinary system, gross and microscopic anatomy, process of urine formation, urine composition, homeostatic balance)
    l. Reproductive (structures and functions of male and female reproductive systems, formation of gametes, hormone production and effects, menstrual cycle, and conception)
1.2 Diseases and Disorders
  1.21 Describe common diseases and disorders of each body system
  1.22 Discuss research related to emerging diseases and disorders
  1.23 Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease
  1.3 Medical Mathematics
  1.31 Demonstrates competency in basic math skills and mathematical conversions as they relate to healthcare

1.4 Demonstrates the use of the 24-hour clock

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know the major organs and the systems of the body. I know the functions of each system of the body. I know basic diseases that affect each body systems. I know the body planes/directions and cavities of the body.	I can name major organs and the systems of the body. I can describe the functions of each system of the body. I can discuss basic diseases that affect each body systems. I can compare interrelationships of the body systems. I can apply appropriate terminology to the major organs and systems of the human body.

Phase II Curriculum
Unit: Health Care Delivery Systems

Essential Questions:	Essential Understanding:
1. What are at least 8 types of private healthcare facilities? 2. What are 3 governmental agencies and what services do they offer? 3. What are some of the services that are offered by voluntary or nonprofit agencies? 4. What are the different health insurance plans offered to the people of the United States? 5. What is the purpose of organizational structures in a healthcare facility?	1. I know that there are different types of healthcare facilities. 2. I can name at least 3 governmental agencies and describe what services they offer. 3. I can name at least 3 services that are offered by voluntary or nonprofit agencies. 4. I can name at least 3 different health insurance plans. 5. I can describe the organizational structures of a healthcare facility.

Curriculum Standards- DOK noted where applicable with Standards

3.1 Healthcare Delivery Systems
3.11 Compare healthcare delivery systems
   a. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services)
   b. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments,

Veteran's Administration)
  c.   Non-profit (such as: March of Dimes, American Heart Association)
3.12 Describe the responsibilities of consumers within the healthcare system (such as: self-advocacy, patient compliance, provider and consumer obligations)
3.13 Assess the impact of emerging issues on healthcare delivery systems (such as: technology, epidemiology, bioethics, socioeconomics)
3.14 Discuss healthcare economics and common methods of payment for healthcare.
  a.   Private health insurance (such as: Blue Cross, Affordable Care Act - ACA)
  b.   Managed care (such as: HMOa, PPOs, medical home)
  c.   Government programs (Medicare, Medicaid, Tricare, and Worker's Compensation)

Knowledge/Content I Know …(includes academic vocabulary)	Skills/Processes I Can …
I know the difference between Non-profit and for profit agencies. I know what the Governmental Agencies CDC, FDA, WHO, and OSHA stand for and do for our country. I know the difference between Medicare and Medicaid. I know the differences of health insurance co-pays, deductibles and co-insurances.	I can describe the responsibilities of the consumer within the healthcare system. I can decipher what CDC, FDA, WHO and OSHA stand for. I can compare basic principles of at least 4 different health insurance plans. I can describe several types of private healthcare facilities. I can describe several services offered by voluntary and non-profit agencies.

Phase II Curriculum
Unit: Healthcare Teams

Essential Questions:	Essential Understanding:
1. What are examples of healthcare teams? 2. What are the responsibilities of the team members? 3. What are the benefits of teamwork in the healthcare field?	1. I can give examples of healthcare teams. 2. I can describe the responsibilities of some healthcare team members. 3. I can describe the benefits of great teamwork not only for the team but the patient as well.

Curriculum Standards- DOK noted where applicable with Standards

8.1 Healthcare Teams
8.11 Evaluate roles and responsibilities of team members.
  a.   Examples of healthcare teams
  b.   Responsibilities of team members
  c.   Benefits of teamwork

8.12 Identify characteristics of effective teams.
   a. Active participation
   b. Commitment
   c. Common goals
   d. Cultural sensitivity
   e. Flexibility
   f. Open to feedback
   g. Positive attitude
   h. Reliability
   i. Trust
   j. Value individual contributions

8.2 Team Member Participation

8.21 Recognize methods for building positive team relationships (such as: mentorships and teambuilding)

8.22 Analyze attributes and attitudes of an effective leader
   a. Characteristics (interpersonal skills, focused on results, positive)
   b. Types (autocratic, democratic, laissez faire)
   c. Roles (sets vision, leads change, manages accountability)

8.23 Apply effective techniques for managing team conflint (negotiation, assertive communication, gather the facts, clear expectations, mediation)

Knowledge/Content **I Know** …(includes academic vocabulary)	Skills/Processes **I Can** …
I know examples of healthcare teams and their responsibilities on the team. I know the benefits of good teamwork. I know I must be open to positive criticism. I know I must be reliable, trustworthy and sensitive to cultural differences. I know what type of leader I want to become.	I can be a good, responsible, trustworthy, reliable team member. I can be culturally sensitive. I can apply effective techniques for managing team conflicts to promote a healthy working environment.

Phase II Curriculum
Unit: Information Technology Applications

Essential Questions:	Essential Understanding:
1. What types of data are collected at a health facility? 2. 2. What is patient monitoring equipment, telemedicine and Medical wearable devices? 3. What are appropriate usage of work emails, and social media in the workplace? 4. what is HIPAA?	1. I can identify different types of data collected at a health facility. 2. I can advise the differences of patient monitoring equipment, telemedicine and medical wearable devices. 3. I can use a computer appropriately in the course of my work assignment. 4. I can discuss HIPAA and who it protects.

Curriculum Standards- DOK noted where applicable with Standards

11.1 Key Principles of Health Information Systems
11.11 Identify types of data collected in Electronic Health Records/Electronic Medical Records (EHR or EMR) (such as history and physical, medications, diagnostic tests, and patient demographics)
11.12 Explore different types of health record data collection tools (such as: patient monitoring equipment, telemedicine, phone application, and medical wearable devices)
11.13 Identify the types and content of an EHR/EMR (such as: pharmacy, laboratory, radiology)
11.14 Create documentation in EHR/EMRs that reflect timeliness, completeness, and accuracy
11.15 Adhere to information systems policies, procedures, and regulations as required by national, state and local entities.
11.2 Privacy and Confidentiality of Health Information
11.21 Apply fundamentals of privacy and confidentiality policies and procedures (HIPAA).
11.22 Identify legal and regulatory requirements related to the use of personal health information (such as: Health Information Technology Act - HITECH Act, American Recovery and Reinvestment Act - ARRA).
11.23 Identify common policies and procedures for proper access, disclosure and protection of personal health information (such as: passwords, administrative safeguards, database security).
11.24 Describe consequences of inappropriate use of health data in terms of disciplinary action.
11.25 Understand the principle to correct inaccurate information/errors entered into an EHR/EMR (such as: adding, clarifying, and correcting information.
11.3 Basic Computer Skills
11.31 Apply basic computer concepts and terminology necessary to use computers and other mobile devices.
11.32 Demonstrate basic computer troubleshooting procedures (such as: restart, check power supply, refresh browser, check settings).
11.33 Demonstrate use of file organization and information storage.
11.34 Identify uses of basic word processing, spreadsheet, and database applications.
11.35 Evaluate validity of web-based resources.
11.36 Demonstrate appropriate usage of email and social media in a work environment (such as: work-related communications, personal texting on own time, appropriate language and content, use full language sentences).

Knowledge/Content I Know …(includes academic vocabulary)	Skills/Processes I Can …
I know how to collect personal information and where to record the information in the patient's file. I know the privacy and confidentiality policies and follow them strictly. I know basic computer skills and its use in healthcare. I know how to file in either alphabetical order or by medical number. I know that work emails are meant for work	I can identify types of data collected on medical records. I can appropriately correct an error on a medical record. I can use a computer appropriately in the course of the day. I can file either alphabetically or numerically. I can follow confidentiality and privacy policies. I can discuss HIPAA and who it protects.

information and not meant for any personal information. I know when I can use my personal cell phone for calls, emails or social media. I know the consequences for not following the health data terms. I know that a patient's personal information, health information or any information in the patient's file is strictly confidential and not to be given out without the patient's consent. I know how to appropriately correct mistakes or errors on medical records.	