

Medical Assistant II

Unit Title: Health Care System

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

9.3.HL-THR.4: Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

9.3.HL-SUP.1: Describe, differentiate and safely perform the responsibilities of healthcare support services roles.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g.,	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in

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	W.11-12.6.).	selecting the best tool for a given task.
<u>Central Idea/Enduring Understanding:</u> An understanding of health care disciplines and their functions, organizational structure, and healthcare insurance plans is essential for understanding the role of the medical assistant and providing quality healthcare.		<u>Essential/Guiding Question:</u> What is a healthcare team? What are the responsibilities of each health care team member? How does each health care team member communicate as part of an organizational structure? What is the significance of health insurance in the healthcare system?
<u>Content:</u> -Role and responsibilities of the medical assistant. -Ambulatory care -Patient-Centered Medical Home (PCMH) -Health care professionalism - Allied health professionals -Medical Specialities Ophthalmology and Otolaryngology Dermatology Allergy and Infectious Disease Gastroenterology Orthopedics and Rheumatology Neurology Behavioral Health Endocrinology Cardiology Pulmonology Urology and Male Reproduction Obstetrics and Gynecology Pediatrics Geriatrics -Health Insurance Medicare government plan and the difference between Part A, B, C, D. Medicaid government plan and mandatory benefits. TRICARE and CHAMPVA insurance plans. Private health Insurance plans: Employer Group Plans, Self-Funded Health Plans, and individual health insurance plans. Traditional health insurance mode. HMO, PPO, PCP's and EPOS. Referrals, precertification, preauthorization, affordable Care Act		<u>Skills(Objectives):</u> Describe the typical responsibilities of a medical assistant and the role of the medical assistant as a patient navigator. Describe the attributes of a professional medical assistant. Analyze the relationship between the ambulatory care setting and how to show respect for individual diversity. Differentiate between scope of practice and standards of care for medical assistants. Summarize the various types of medical professionals, allied health professionals, and healthcare facilities. Define a patient-centered medical home (PCMH) and discuss its five core functions and attributes. Explain the reasons professionalism is important in the medical field, describe work ethics, and stress the importance of cooperation. Apply time management strategies to prioritize the medical assistant's responsibilities as a member of the healthcare team. Define the purpose of health insurance and discuss the concept of cost-sharing. Analyze government health insurance plans, private health insurance plans, traditional (fee-for-service) health insurance plans and quality health care. Differentiate among the different types of managed care models. Describe the process for preauthorization and how to obtain preauthorization, including documentation. Evaluate the importance of verifying eligibility and be able to verify eligibility for services, including documentation.
<u>Work Based Learning :</u> Guest Speakers from Medical professionals		

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	<p>Describe other types of insurance, including disability, life, long-term care, and liability insurance.</p> <p>Describe the Affordable Care Act's effect on patient healthcare access.</p>
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Interdisciplinary Connections:

Case study incorporating knowledge of the healthcare system with the role of the medical assistant to provide quality health care.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

Performance Task(s):

Create scenarios/case studies highlighting the role of the medical assistant in different health care settings and with different allied health and medical specialties. Role play or present scenarios/case studies and debrief responses..

Create scenarios/case studies highlighting principles of different health insurance plans and the impact on healthcare for the individual. Role play or present scenarios/case studies and debrief responses.

Other Evidence:

Unit Test Grade
Quizzes
Writing projects
Research projects
Google Classroom assignments
Group activities
Classroom discussions
Student created assessments
Rubrics
Review Games (Quizlet)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Case Studies
Projects
Debates
Team building activities
Cooperative learning activities
Interactive games
Online learning websites
Internet research
Student driven activities

Resources:

Textbook:
Niedzwiecki, B., Pepper, J., & Weaver, P.A. (2020). *The Medical Assistant*. 14th ed., St. Louis, Missouri, Elsevier.

Online:
<https://www.amcaexams.com/>

<https://quizlet.com/87516423/amca-exam-test-practice-flash-cards/>

<https://quizlet.com/302159983/amca-certification-test-medical-assisting-study-guide-set-a-flash-cards/>

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)

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	<ul style="list-style-type: none">• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities. Alternative assignments Choice of assignment related to the topic Independent research. Use of student-researched case studies.	Use of critical thinking activities. Alternative assignments Choice of assignment related to the topic Independent research. Use of student-researched case studies.	Build background knowledge prior to lessons. Highlight key words. Incorporate the use of technology. Provide notes. Provide study guides. Pre-teaching of vocabulary for understanding of concepts. Word Search or crossword puzzles for vocabulary reinforcement. Using alternatives to written assessments (oral reports, class discussion, and/or projects). Be consistent with expectations. Adjust timeline for assignments according to student need.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Safety and Infection Control		
Stage 1: Desired Results		
Standards & Indicators: 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. 9.3.HL-SUP.5 Implement healthcare facility standards in order to maintain high-quality healthcare facilities. 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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<p><u>Central Idea/Enduring Understanding:</u> An understanding of infection control protocol and safety measures to prevent the spread of infection is essential for understanding the role of the medical assistant and providing quality healthcare.</p>	<p><u>Essential/Guiding Question:</u> How can an understanding of infection control prevent the spread of infection?</p> <p>What are the details of the medical office compliance with guidelines established by the Occupational Safety and Health Administration (OSHA)?</p> <p>How can a medical assistant implement infection control procedures in the medical office?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Types of diseases - Chain of infection - Pathogenic agents <ul style="list-style-type: none"> Viruses Bacteria Fungi Protozoa Helminths -Inflammatory Response -Types of infection <ul style="list-style-type: none"> Acute Chronic Latent Opportunistic -Occupational Safety and Health Administration (OSHA) <ul style="list-style-type: none"> Bloodborne Pathogens Standard Compliance Guidelines <ul style="list-style-type: none"> Barrier Protection Environmental Protection Housekeeping Controls Hepatitis B Vaccination Post-Exposure Follow-up -Aseptic Techniques: Preventing Disease Transmission <ul style="list-style-type: none"> Hand Hygiene Sanitization Sterilization -Patient Coaching <p><u>Work Based Learning:</u> Field trip to Deborah Hospital</p>	<p><u>Skills(Objectives):</u> Describe the characteristics of pathogenic microorganisms.</p> <p>Apply the chain of infection process to the healthcare practice.</p> <p>Compare viral and bacterial cell invasion.</p> <p>Summarize the impact of the inflammatory response on the body's ability to defend itself against infection.</p> <p>Analyze the differences among acute, chronic, latent, and opportunistic infections.</p> <p>Apply the concepts of medical and surgical asepsis to the healthcare setting.</p> <p>Analyze the relationship between sanitization, disinfection, and sterilization.</p> <p>Demonstrate the proper handwashing technique for medical asepsis.</p>
<p><u>Interdisciplinary Connections:</u> Case study incorporating knowledge of safety and infection control with the role of the medical assistant and quality health care.</p> <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

Create scenarios/case studies highlighting the role of the medical assistant and principles of infection control. Role play or present scenarios/case studies and debrief responses..

Create scenarios/case studies highlighting principles of OSHA guidelines and the impact on healthcare for the individual. Role play or present scenarios/case studies and debrief responses.

Demonstrate the proper handwashing technique.

Other Evidence:

Unit Test Grade
Quizzes
Writing projects
Research projects
Google Classroom assignments
Group activities
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

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- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students

On Grade Level Students

Struggling Students

Special Needs/ELL

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<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Anatomy & Physiology/Medical Terminology		
Stage 1: Desired Results		
Standards & Indicators: 11-12.RST.04 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. WHST.9. 12.9 Draw evidence from informational texts to support analysis, reflection, and research. HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.1H.IPERS.6, 7.1.1L.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: An understanding of anatomy, physiology and medical terminology is essential for understanding the role of the medical assistant and providing quality healthcare.		Essential/Guiding Question: How do you identify combining forms, suffixes, and prefixes used in medical terminology? How do you apply spelling rules to medical terminology?

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	<p>How do you recognize and use terms related to the basic anatomy and physiology concepts?</p> <p>How do you describe the organization of the body?</p> <p>How do you describe body systems?</p> <p>How do you recognize and use surface anatomy, directional, and positional terms?</p> <p>How do you describe body cavities and abdominopelvic quadrants?</p> <p>What are common predisposing factors and causes of disease?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> -Types of medical terms <ul style="list-style-type: none"> Decodable terms Nondecodable terms Abbreviations and symbols -Decoding terms <ul style="list-style-type: none"> Check, Assign, Reverse, and Defines (CARD) Method -Building Terms <ul style="list-style-type: none"> Spelling Rules Suffixes Prefixes -Singular/Plural Rules -Common Combining Forms -Anatomy Review <ul style="list-style-type: none"> Cells Tissues Organs Body Systems Organism -Surface Anatomy Terminology -Positional and Directional Terminology -Body Cavities -Body Planes -Acid-Base Balance -Pathology Basics <ul style="list-style-type: none"> Pathology Terminology Predisposing Factors Causes of Disease <ul style="list-style-type: none"> Infectious Process Inflammatory Response Immunity Disorders Nutritional Imbalances -Neoplasms <p><u>Work Based Learning:</u></p> <p>Blood drive</p>	<p><u>Skills(Objectives):</u></p> <p>Analyze the origins of medical terminology and discuss the difference between decodable and non decodable terms.</p> <p>Describe how to decode terms using the check, assign, reverse, and define (CARD) method.</p> <p>Evaluate the rules given to build and spell healthcare terms.</p> <p>Describe the structural organization of the human body.</p> <p>Describe the use of surface anatomy, positional, and directional terminology.</p> <p>Describe body cavities, abdominopelvic quadrants, and body planes.</p> <p>Explain the acid-base balance in the human body.</p> <p>Analyze pathology basics, including pathology terminology, protection mechanisms, predisposing factors, and the causes of disease.</p>

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Field trip to Deborah Hospital Internships with Athletic trainer	
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Interdisciplinary Connections:

Case study incorporating knowledge of anatomy, physiology and medical terminology with the role of the medical assistant to provide quality health care.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

Performance Task(s):

Create scenarios/case studies highlighting the role of the medical assistant and the principles of anatomy, physiology and medical terminology.
Role play or present scenarios/case studies and debrief responses..

Create scenarios/case studies highlighting principles of anatomy, physiology, and medical terminology and the impact on healthcare for the individual. Role play or present scenarios/case studies and debrief responses.

Other Evidence:

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Stage 3: Learning Plan

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		<ul style="list-style-type: none">Diversity Calendar	
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Medical Assistant II

Unit Title: Office Administration

Stage 1: Desired Results

Standards & Indicators:

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
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Central Idea/Enduring Understanding:

An understanding of office administration is essential for understanding the role of the medical assistant and providing quality healthcare.

Essential/Guiding Question:

How do you communicate effectively with patients?
 How do you compose and respond to correspondence?
 How do you use proper phone techniques?
 How do you schedule and manage appointments?

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	<p>How do you manage billing claims that flow through the office?</p> <p>Explain the components and function of health records</p> <p>What are the guidelines for daily operations and safety?</p> <p>What is diagnostic coding?</p> <p>What is procedural coding?</p> <p>What is Medical Billing?</p> <p>What is the procedure for reimbursement?</p> <p>What Is the process for managing patient accounts?</p> <p>What are advanced roles in administration?</p>
<p>Content:</p> <ul style="list-style-type: none"> -Therapeutic Communication <ul style="list-style-type: none"> First Impressions Verbal Non- verbal Understanding behavior Diversity and communication -Written Communication <ul style="list-style-type: none"> Compose and respond to correspondence -Telephone Techniques <ul style="list-style-type: none"> Equipment Needs Managing Telephone Calls Typical Incoming Calls Handling Difficult Calls Special Incoming Calls -Schedule and Manage appointments <ul style="list-style-type: none"> Patient processing -Health Records -Daily Operations and Safety -Diagnostic Coding Essentials -Procedural Coding Essentials -Medical Billing and Reimbursement Essentials -Patient Accounts and Practical Management -Advanced Roles in Administration <p>Work Based Learning: Internships with School Nurse</p>	<p>Skills(Objectives):</p> <p>Demonstrate the ability to communicate appropriately with patients and healthcare providers.</p> <p>Demonstrate proper written communication with patients and healthcare providers.</p> <p>Demonstrate proper phone techniques with patients and healthcare providers.</p> <p>Summarize scheduling and managing appointments.</p> <p>Analyze billing claims management.</p> <p>Explain the components and function of health records.</p> <p>Describe components of daily operations and safety.</p> <p>Describe diagnostic coding essentials and procedural coding essentials.</p> <p>Differentiate medical billing and reimbursement standards.</p> <p>Describe key factors for managing patient accounts.</p> <p>Explain advanced roles in administration.</p>

Interdisciplinary Connections:

Case study incorporating knowledge of office administration with the role of the medical assistant to provide quality health care.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>Create scenarios/case studies highlighting the role of the medical assistant and the principles of office administration. Role play or present scenarios/case studies and debrief responses..</p> <p>Create scenarios/case studies highlighting</p>	<p>Other Evidence:</p> <p>Unit Test Grade</p> <p>Quizzes</p> <p>Writing projects</p> <p>Research projects</p> <p>Google Classroom assignments</p> <p>Group activities</p> <p>Classroom discussions</p>
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The principles of office administration and the impact on healthcare for the individual. Role play or present scenarios/case studies and debrief responses.	Student created assessments Rubrics Review Games (Quizlet)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Case Studies Projects Debates Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities</p>	<p><u>Resources:</u></p> <p>Textbook: Niedzwiecki, B., Pepper, J., & Weaver, P.A. (2020). <i>The Medical Assistant</i>. 14th ed., St. Louis, Missouri, Elsevier.</p> <p>Online: https://www.amcaexams.com/ https://quizlet.com/87516423/amca-exam-test-practice-flash-cards/ https://quizlet.com/302159983/amca-certification-test-medical-assisting-study-guide-set-a-flash-cards/</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>
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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p>

Medical Assistant II

	<p>Use of student-researched case studies.</p>	<p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Medical Assistant II

Unit Title: Patient Care

Stage 1: Desired Results

Standards & Indicators:

9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.

9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.

9.3.HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Central Idea/Enduring Understanding:

An understanding of patient care is essential for understanding the role of the medical assistant and providing quality healthcare.

Essential/Guiding Question:

What are vital signs?

What are the normal ranges of vital sign measurements?

Medical Assistant II

	<p>What are factors influencing vital sign results and monitoring a patient's vital signs?</p> <p>What is the procedure for obtaining anthropometric measurements?</p> <p>What is the relationship of the physical examination; medical history, assessment, documentation and the impact on the patient's treatment plan?</p> <p>What are proper body mechanics during a physical examination?</p> <p>What is the process in assisting a physician during a physical examination?</p> <p>How do you assist a patient with special needs during a physical examination?</p> <p>What is patient coaching for nutrition and health promotion, Metabolism, dietary nutrients, dietary guidelines, medically ordered diets, nutritional needs for various populations and instruction for patient dietary changes?</p> <p>What are surgical supplies and instrument?</p> <p>How do you assist with surgical procedures?</p> <p>What is the relationship between proper wound care and patient outcomes?</p> <p>What are the principles of electrocardiography?</p> <p>What are the interventions for medical emergencies?</p> <p>What is the relationship between principles of pharmacology and patient outcomes?</p> <p>What are the nine rights of medication administration?</p> <p>What are the forms, routes, and needles and syringes for medication administration?</p> <p>What is a intradermal injection?</p> <p>What is a subcutaneous injection?</p> <p>What is a intravenous injection?</p> <p>What is a intramuscular injection?</p> <p>What is parenteral medication administration?</p>
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Medical Assistant II

	How do you collect a urine and wound specimen?
	What is point of care testing?
Content: Vital signs Factors affecting vital signs Temperature Pulse Respiration Blood Pressure Anthropometric measurements Physical Examination Medical History Assessment Documentation Body Mechanics Assisting a physician Assist a patient with special needs Patient Coaching Making changes for health Basics of teaching and learning Coaching on disease prevention Coaching on health maintenance and wellness Coaching on diagnostic tests Coaching on treatment plans Care coordination Nutrition and Health Promotion Metabolism Dietary Nutrients Dietary Guidelines Medically ordered diets Nutritional needs for various populations Instructing patients on dietary changes Surgical supplies and instruments Minor surgery Surgical solutions and medications Surgical instruments Drapes, sutures, and needles Surgical asepsis and preparation of surgical Instruments. Assisting with surgical procedures Wound care Principles of electrocardiography ECG tracing Supplies and equipment ECG procedure Medical Emergencies Emergencies in healthcare settings Emergency equipment and supplies Handling emergencies Principles of Pharmacology Types of medication orders Pharmacology math	Skills(Objectives): Demonstrate the procedures for obtaining vital signs. Explain the normal ranges of vital sign measurements. Summarize factors influencing vital sign results and monitoring a patient's vital signs. Demonstrate the procedure for obtaining anthropometric measurements. Analyze the relationship of the physical examination; medical history, assessment, documentation and the impact on the patient's treatment plan. Demonstrate proper body mechanics during a physical examination. Explain the process in assisting a physician during a physical examination. Describe how to assist a patient with special needs during a physical examination. Summarize patient coaching for nutrition and health promotion, Metabolism, dietary nutrients, dietary guidelines, medically ordered diets, nutritional needs for various populations and instruction for patient dietary changes. Describe surgical supplies and instruments and assisting with surgical procedures. Analyze the relationship between proper wound care and patient outcomes. Describe the principles of electrocardiography. Describe interventions for medical emergencies. Analyze the relationship between principles of pharmacology and patient outcomes. Demonstrate the nine rights of medication administration. Summarize the forms, routes, and needles and syringes for medication administration. Demonstrate intradermal injections. Demonstrate subcutaneous injections.

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<p>Medication Administration</p> <p>Nine rights of medication administration</p> <p>Forms of medication</p> <p>Routes of medication</p> <p>Needles and syringes</p> <p>Parenteral medication</p> <p>Intradermal injections</p> <p>Subcutaneous injections</p> <p>Intramuscular injections</p> <p>Intravenous therapy</p> <p>Collecting specimens</p> <p>Conduct point of care testing</p> <p>Work Based Learning:</p> <p>Field trip to Deborah Hospital</p> <p>Guest Speakers from Medical professionals</p>	<p>Demonstrate intravenous injections.</p> <p>Demonstrate intramuscular injections.</p> <p>Describe parenteral medication administration.</p> <p>Demonstrate collecting urine and wound specimens</p> <p>Describe point of care testing.</p>
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Interdisciplinary Connections:

Case study incorporating knowledge of patient care with the role of the medical assistant to provide quality health care.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

Performance Task(s):

Create scenarios/case studies highlighting principles of patient care and the role of the medical assistant. Role play or present scenarios/case studies and debrief responses..

Create scenarios/case studies highlighting principles of patient care and the impact on healthcare for the individual. Role play or present scenarios/case studies and debrief responses.

Other Evidence:

Unit Test Grade

Quizzes

Writing projects

Research projects

Google Classroom assignments

Group activities

Classroom discussions

Student created assessments

Rubrics

Review Games (Quizlet)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Case Studies

Projects

Debates

Team building activities

Cooperative learning activities

Interactive games

Online learning websites

Internet research

Student driven activities

Resources:

Textbook:

Niedzwiecki, B., Pepper, J., & Weaver, P.A. (2020). *The Medical Assistant*. 14th ed., St. Louis, Missouri, Elsevier.

Online:

<https://www.amcaexams.com/>

<https://quizlet.com/87516423/amca-exam-test-practice-flash-cards/>

<https://quizlet.com/302159983/amca-certification-test-medical-assisting-study-guide-set-a-flash-cards/>

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

Medical Assistant II

	<ul style="list-style-type: none"> • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Medical Assistant II

Unit Title: Medical Law and Ethics		
Stage 1: Desired Results		
Standards & Indicators: 9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality. 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding:		Essential/Guiding Question: What is the balance of power in the United States and name the four types of laws?

Medical Assistant II

<p>An understanding of medical law and ethics is essential for understanding the role of the medical assistant and providing quality healthcare.</p>	<p>What is criminal and civil law as they apply to the practicing medical assistant?</p> <p>What is the difference between intentional torts and negligent (unintentional) torts?</p> <p>What is the difference between standard of care and scope of practice for a medical assistant?</p> <p>What are the 4 Ds of negligence?</p> <p>What are the types of professional liability insurance?</p> <p>What are the five elements required for a contract to be legally binding?</p> <p>What are the reasons and the steps for terminating the provider-patient relationship?</p> <p>What is the difference between implied consent, expressed consent, and informed consent?</p> <p>Who can give consent and who cannot give consent?</p> <p>What are the Patient's Bill of Rights?</p> <p>What is licensure, certification, registration, and accreditation?</p> <p>What are the standards of the Health Insurance Portability and Accountability Act (HIPAA)?</p> <p>What is Health Information Technology for Economic and Clinical Health (HITECH) Act?</p> <p>What are the important features of the Genetic Information Nondiscrimination Act (GINA), the Food, Drug, and Cosmetic Act, and the Controlled Substances Act?</p> <p>What is the Patient Protection and Affordable Care Act, the Clinical Laboratory Improvement Amendments (CLIA), the Occupational Safety and Health Act, and the Needlestick Safety and Prevention Act?</p> <p>What is the Good Samaritan Laws?</p> <p>What is the Patient Self-Determination Act, Uniform Determination of Death Act (UDDA), Uniform Anatomical Gift Act (UAGA), and the National Organ Transplant Act (NOTA)?</p> <p>How is compliance with public health statutes related to communicable diseases and to wounds of violence, abuse, neglect, and exploitation?</p>
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Medical Assistant II

	<p>How is compliance with reporting vaccination issues related to morbidity?.</p> <p>How do compliance programs work?</p> <p>What are common compliance concerns in healthcare?</p> <p>What are ethics and morals?</p> <p>What is the difference between personal and professional ethics?</p> <p>What are the effects of personal morals on professional performance?</p> <p>How can you separate personal and professional ethics?</p> <p>How does the impact personal ethics and morals affect the delivery of healthcare?</p> <p>What are the four ethical principles in healthcare?</p>
<p>Content:</p> <ul style="list-style-type: none"> -Legal Principles <ul style="list-style-type: none"> Sources of Law Criminal and Civil Law Tort Law Contracts Consent Patient's Bill of Rights Practice Requirements -Healthcare laws <ul style="list-style-type: none"> Privacy and confidentiality Compliance Reporting -Healthcare Ethics <ul style="list-style-type: none"> Personal and professional ethics Principles of Healthcare Ethics Ethical Issues 	<p>Skills(Objectives):</p> <p>Describe the balance of power in the United States and name the four types of laws.</p> <p>Compare criminal and civil law as they apply to the practicing medical assistant.</p> <p>Differentiate between intentional torts and negligent (unintentional) torts.</p> <p>Differentiate between standard of care and scope of practice for a medical assistant, define terms related to a civil lawsuit, and explain the 4 Ds of negligence.</p> <p>Describe types of professional liability insurance.</p> <p>Explain the five elements required for a contract to be legally binding.</p> <p>Describe the reasons and the steps for terminating the provider-patient relationship.</p> <p>Differentiate between implied consent, expressed consent, and informed consent.</p> <p>Explain who can give consent and who cannot give consent.</p> <p>Summarize the Patient's Bill of Rights.</p> <p>Describe licensure, certification, registration, and accreditation.</p>

Medical Assistant II

	<p>Explain the standards of the Health Insurance Portability and Accountability Act (HIPAA) and discuss HIPAA-related terminology (including covered entities, protected health information, business associate, permission, de-identify, and limited data set).</p> <p>Describe the Health Information Technology for Economic and Clinical Health (HITECH) Act.</p> <p>Describe the important features of the Genetic Information Nondiscrimination Act (GINA), the Food, Drug, and Cosmetic Act, and the Controlled Substances Act.</p> <p>Describe the Patient Protection and Affordable Care Act, the Clinical Laboratory Improvement Amendments (CLIA), the Occupational Safety and Health Act, and the Needlestick Safety and Prevention Act.</p> <p>Discuss Good Samaritan Laws.</p> <p>Define the Patient Self-Determination Act, Uniform Determination of Death Act (UDDA), Uniform Anatomical Gift Act (UAGA), and the National Organ Transplant Act (NOTA).</p> <p>Describe compliance with public health statutes related to communicable diseases and to wounds of violence, abuse, neglect, and exploitation.</p> <p>Describe compliance with reporting vaccination issues.</p> <p>Discuss how compliance programs work, examine common compliance concerns in healthcare, follow protocol in reporting an illegal activity, and correctly complete an incident report.</p> <p>Define ethics and morals.</p> <p>Differentiate between personal and professional ethics.</p> <p>Identify the effect of personal morals on professional performance.</p> <p>Develop a plan for separation of personal and professional ethics.</p> <p>Analyze how the impact personal ethics and morals affects the delivery of healthcare.</p> <p>Describe the four ethical principles in healthcare.</p> <p>Demonstrate appropriate responses to ethical issues involving genetics.</p>
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Medical Assistant II

	<p>Demonstrate appropriate responses to ethical issues involving reproductive issues.</p> <p>Demonstrate appropriate responses to ethical issues involving childhood issues.</p> <p>Demonstrate appropriate responses to ethical issues involving medical research trials.</p> <p>Demonstrate appropriate responses to ethical issues involving end-of-life issues and discuss the theory of Elisabeth Kübler-Ross.</p> <p>Demonstrate appropriate responses to ethical issues involving organ donation issues; discuss the Patient Self-Determination Act and the Uniform Anatomical Gift Act, and define terms related to organ donation issues (advance directives, living will, medical durable power of attorney, and healthcare proxy).</p>
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Interdisciplinary Connections:

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Stage 2: Assessment Evidence

Performance Task(s):

Create scenarios/case studies highlighting principles of medical law and ethics and the role of the medical assistant. Role play or present scenarios/case studies and debrief responses..

Create scenarios/case studies highlighting principles of medical law and ethics and the impact on healthcare for the individual. Role play or present scenarios/case studies and debrief responses.

Other Evidence:

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Stage 3: Learning Plan

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Medical Assistant II

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Medical Assistant II

		<p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	
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Medical Assistant II

Pacing Guide

Medical Assistant II	Content/Resources	Standards
UNIT 1: Health Care System (10 Days)	CHAPTER 1 CHAPTER 12 CHAPTERS 31-44	9.3.HL-THR.2: 9.3.HL-THR.4 9.3.HL-SUP.1 9.3.HL.1
UNIT 2: Safety and Infection Control (17 Days)	CHAPTER 19	9.3.HL.3 9.3.HL-SUP.5 9.3.HL-SUP.2
UNIT 3: Anatomy & Physiology, Medical Terminology (10 Days)	CHAPTER 18	11-12.RST.04 WHST.9. 12.9 HS-LS1-2
UNIT 4: Office Administration (17 Days)	CHAPTER 2 CHAPTERS 7-17	9.3.HL-DIA.4 9.3.HL-HI.1 9.3.HL-THR.1
UNIT 5: Patient Care (19 Days)	CHAPTER 10 CHAPTERS 20-30 CHAPTERS 46-49	9.3.HL.3 9.3.HL-DIA.2 9.3.HL-DIA.3
UNIT 6: Medical Law and Ethics (17 Days)	CHAPTER 3 CHAPTER 4 CHAPTER 5	9.3.HL-HI.1 9.3.HL.5 9.3.HL.6