

Nursing Assistant I

Unit Title: Unit I: Health Care Workplace Basics

The Nursing Assistant (Chapter 1); Workplace in the Health Care Industry (Chapter 2); Legal Rights and Ethics (Chapter 4); Patient Needs (Chapter 5); Safety & Vital Signs (Chapter 6)

Stage 1: Desired Results

Standards & Indicators:

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

9.3.12.H.2 Explain the healthcare workers role within their department, their organization, and the overall healthcare system.

9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care .

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

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

9.3.HL-HI.2 Describe the content and diverse uses of health information.

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

9.3.12.H.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.

9.2.12.C.7 Examine the professional legal and ethical responsibilities for both employers and employees in the global workplace.

9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

9.3.12.H5.4 Evaluate patient/resident needs strengths and problems in order to determine if treatment goals are being met.

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.

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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.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Effective nursing assistants are trained to give effective basic personal care to patients with specific guidelines.</p> <p>The health care delivery system provides health care services to patients with various needs and various types of health care facilities. There are different payment programs for health care. Health care facilities are regulated and evaluated to ensure safety and a quality of standards.</p> <p>Nursing assistants must abide by legal and ethical principles relating to patient's rights and the laws of confidentiality in patient care.</p> <p>Nursing Assistants must provide effective health care that help meet patients' physical, security, social and esteem needs, and recognize their psychological reactions to illness and loss.</p> <p>Nursing Assistants must adhere to the principles of health, safety, and infection control promote the delivery of quality health care to patients.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What are the standards of a nursing assistant for providing quality patient care?</p> <p>What are the components of the health care delivery system, health care facilities, payment options for health care, and ensuring quality standards in healthcare facilities?</p> <p>What are the codes of conducts or rules of ethics that should be followed by nursing assistants?</p> <p>What health care protocol can nursing assistants provide that will help meet patients' physical, security, social and esteem needs, and recognize their psychological reactions to illness and loss.</p> <p>What are principles promote good safety practices and prevent the spread of infection in the health care field?</p>
<p><u>Content:</u> <u>Chapter 1</u></p> <p>-Health Care in the U.S.</p> <ul style="list-style-type: none"> - Responsibilities of the Nurse Aide - The qualities of an effective nursing assistant - Self-Assessment for the Nurse Aide <ul style="list-style-type: none"> o Need for objectivity and self-review o Use of problem solving o Time management 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Describe the basic duties of a nursing assistant. • Define <i>scope of practice</i>. • Describe the six basic principles of patient care. • Describe personal qualities of an effective nursing assistant. • Identify strategies to maintain personal health, hygiene, and appearance.

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<ul style="list-style-type: none"> ○ Stress reduction ○ Safety-work related injury and illness ○ Grief responses - Personal health and wellness strategies <ul style="list-style-type: none"> ○ Maintaining Hygiene ○ Diet ○ Sleep and Rest ○ Exercise ○ Avoiding unsafe behaviors - Nursing Assistant Competencies <ul style="list-style-type: none"> ○ Care of the patient's environment ○ Standard Precautions ○ Proper Body Mechanics ○ Vital Signs procedure ○ Proper bedmaking techniques ○ Personal Care ○ Intake and output ○ Postmortem Care ○ Emergency Care ○ Proper response to patient's behavior ○ Understanding human development ○ Care for cognitively impaired patients - Care for patient's physical and psychological needs. - Health Care Team <ul style="list-style-type: none"> ○ Nursing Staff ○ Professional Staff ○ Support Staff ○ Chain of Command <p><u>Chapter 2</u></p> <ul style="list-style-type: none"> - The health care delivery system <ul style="list-style-type: none"> ○ Trends affecting health care ○ Continuum of care - Health care facilities <ul style="list-style-type: none"> ○ Hospitals ○ Rehabilitation Centers ○ Health Care Offices/Clinics ○ Long-term Care ○ Subacute Care ○ Assisted-Living ○ Adult Day-Care Centers ○ Home Health Care ○ Group Homes ○ Hospice - Workplace management - Paying for health care <ul style="list-style-type: none"> ○ Private and Group Insurance ○ Government-Sponsored Programs - Regulating health care <ul style="list-style-type: none"> ○ OSHA ○ JCAHO ○ HIPAA 	<ul style="list-style-type: none"> ● Describe the members of the health care team. ● Identify OBRA (Omnibus Budget Reconciliation Act of 1987) requirements. ● Define the job duties of a nurse aide within the total organizational framework. ● Identify the ways of encouraging independence the patient. ● Identify ways of providing privacy for the patient. ● Discuss ways to provide physical and emotional assistance for patients. ● Explain what a care plan is and utilize the care plan as a method for obtaining information about a patient in order to form the basis for providing care. ● Explain what ethical behavior involves. ● Identify information that should remain confidential. ● Describe systems theory and its components. ● Identify trends affecting the health care delivery system. ● Identify the purposes of health care facilities. ● List and describe the different types of health care facilities. ● Describe the relationship between the major types of health care facilities. ● Describe the patients served for each type of health care facility. ● Explain the role of the nursing assistant in each type of facility. ● Describe private and group health care financing. ● Describe government-sponsored health care programs. ● Discuss the role of federal and state authorities health care facilities. ● Describe how health care is regulated. ● Define at least ten terms related to legal and ethical principles. ● Describe ethical behavior for the health care worker. ● Describe patient's legal rights and the importance of confidentiality in patient care. ● Describe current debated legal issues in healthcare. ● Identify three types of state and federal regulation that protects patients' and residents' legal rights. ● List rights provided by the Patient's Bill of Rights. ● List the Residents' Rights ● Explain the role of the nursing assistant in protecting patients' and residents' rights. ● Explain how negligence and malpractice can harm patients. ● Identify the basic needs that all people have. ● - Explain strategies to meet patients' physical,
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Chapter 4

- Code of conduct/ Rules of ethics for a health care professional
- Legal issues in health care
- Patient's Legal Rights
- Resident's Rights
- Ethical behavior
- Advance Directives
- Violations of the law
 - o Assault and battery
 - o Theft
 - o Unlawful restraint
 - o Discrimination
 - o Invasion of privacy
 - o Harassment
 - o Abuse
 - o Negligence
 - o Malpractice
- Health care protocols

Chapter 5

- Basic human needs
 - o Maslow's Hierarchy
- Meeting patient needs
 - o Physical needs
 - Activities of daily living
 - Oxygen
 - Water and food
 - Elimination
 - Sleep
 - Physical movement
 - o Security needs
 - o Social and esteem needs
- Valuing diversity
- Interacting with visitors
- Cultural differences among patient populations
- Cultural barriers in health care.
- Developing cultural competency as a health care worker.

Chapter 6

- Disease Transmission
- Infection Control
 - o Standard Precautions
 - o Medical Asepsis/Handwashing
 - o Staff Infection Control
 - o Personal protective equipment (PPE's)
 - o Care of linens/clothing
 - o Proper disposal of waste products/body fluids
 - o Safe storage of cleaning and disinfecting agents
 - o Infection Precautions
 - o Isolation
 - o Disposal of Contaminated Items

- security, social, and esteem needs.
- - Recognize psychological reactions to illness.
- - Discuss the importance of valuing diversity among patients.
- Explain how to respond appropriately to visitors.
- Define the key terms related to culture and health care
- Identify examples of how cultural differences may affect patient care.
- Describe methods that a health care worker can utilize to overcome cultural barriers.
- Describe cultural competency.
- Describe the infectious process.
- Describe the Standard Precautions that prevent the spread of disease.
- Demonstrate Standard Precautions
- Describe the three levels of asepsis.
- Describe methods of infection control.
- Discuss the care of a patient/ resident with eyeglasses.
- Discuss the care of a patient/resident with a hearing aid.
- Discuss the care of a patient/resident with impaired speech or who has suffered a loss of speech.
- Discuss the importance of cleanliness and sanitation in a health care facility.
- Describe the responsibilities of the housekeeping and maintenance staff in maintaining an orderly, sanitary, and safe environment for patient/residents.
- Explain the importance of hand washing and gloving and demonstrate each procedure.
- Define disinfection and sterilization and demonstrate proper techniques for cleaning various medical items used in providing care.
- Describe at least four ways of adjusting the physical environment to support safety.
- Identify the nursing assistant's role in keeping patients safe.
- Identify and report environmental and equipment hazards.
- Explain safety guidelines when working with Biohazardous material.
- Explain how to prevent fires and what to do in a fire emergency.
- Demonstrate the use of a fire. extinguisher and fire blanket.
- Describe the nursing assistant's role in disaster preparedness and what to do if a disaster happens.

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<ul style="list-style-type: none"> ○ Clean Utility Area ○ Dirty Utility Area ○ Use of Sterilization, Disinfection, and General Cleaning ○ Value of Mechanical Friction and Cleaners ○ Use of Disposable Items - Environmental Safety Measures <ul style="list-style-type: none"> ○ Ventilation ○ Temperature ○ Heat alert ○ Humidity ○ Light ○ Personal care items - Equipment Safety Measures - Hazardous Materials - Personal Safety on the Job - Fire Safety <ul style="list-style-type: none"> ○ Fire Prevention ○ Fire Emergencies - Disaster Preparedness <ul style="list-style-type: none"> ○ Natural Disasters ○ Disasters Caused by People ○ Disaster Guidelines - Routine Patient Safety <ul style="list-style-type: none"> ○ Verifying Patient Identity ○ Fall Prevention ○ Oxygen Therapy Safety ○ Using Restraints Safely - Working with Vital Signs - Measuring Body Temperature <ul style="list-style-type: none"> ○ Normal ○ Ranges of abnormal ○ Value of measuring body heat ○ Causes of variations in body temperature ○ Types of thermometers ○ Review parts of body used in taking temperature, including when used, items required, and special precautions ○ Measuring the temperature <ul style="list-style-type: none"> ▪ Oral ▪ Rectal ▪ Auxiliary ▪ Tympanic ○ Counting the pulse <ul style="list-style-type: none"> ▪ Specific sites ▪ Calculations ○ Counting the respirations <ul style="list-style-type: none"> ▪ Calculations ▪ Importance of coughing - Reporting significant changes to licensed charge nurse 	<ul style="list-style-type: none"> ● Explain why verifying a patient's identity is important. ● List fall prevention techniques. ● Describe the safe use of oxygen. ● Identify alternatives to the use of physical and chemical restraints. ● Apply physical restraints correctly. ● Explain the purpose of an incident report. ● Define selected terms related to vital signs and physical measurements. Explain the importance of measuring vital signs for patient care. ● -Demonstrate taking a Temporal Artery and oral temperature using a digital thermometer. ● Describe how rectal and auxiliary temperatures are obtained and specify which category of patients use specific temperature methods. ● -Demonstrate taking a radial pulse, assessing abnormalities of rate, rhythm and volume, and recording results. ● Locate seven common pulse sites. ● Identify normal and abnormal pulse values. ● -Demonstrate counting a person's respiratory rate, assessing abnormalities of rate, rhythm and depth ● Describe why respiratory rate is obtained surreptitiously. ● Identify normal and abnormal respirations. ● Demonstrate measuring a person's blood pressure using: <ul style="list-style-type: none"> ○ Aneroid sphygmomanometer ○ Digital blood pressure monitor ● Identify normal and abnormal blood pressure Values. ● Demonstrate measuring and recording a patient's weight using a physician's balance scale ● Demonstrate measuring patient's height using the height bar on a physician's balance scale.
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<p>-</p> <p>Work Based Learning :</p> <p>Guest Speakers from Medical professionals</p>	
<p>Interdisciplinary Connections:</p> <p>Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide 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> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p>Performance Task(s):</p> <p>- Communication Skill:</p> <ul style="list-style-type: none"> ○ Students partner and take turns playing the role of the patient and nursing assistant following patient scenarios provided in class. Discuss how to effectively communicate in each scenario. ○ Role-play scenarios that involve angry patients or families. Switch roles to for each student to practice effective communication. ○ Practice active listening in teams of two using an assigned scenario. One person role play a patient who is upset. The other person role play a nursing assistant using active listening techniques. Switch roles and repeat. ○ Practice overcoming language barriers in teams of two an assigned scenario. One person role play a patient who is upset. The other person role play a nursing assistant using active listening techniques. Switch roles and repeat. ○ Practice communicating with uncooperative, frantic, or scared patients in an assigned emergency scenario. One person role play the patient. The other person role play a nursing assistant using active listening techniques. Switch roles and repeat. <p>- Writing Skill:</p> <ul style="list-style-type: none"> ○ Choose one of the six basic principles of patient care. Write a paragraph of the chosen principle and include a main idea and supporting details. ○ Analyze an assigned paragraph related to a chapter topic. Revise and rewrite the paragraph. Remove any information that does not belong and use the vocabulary 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games - Return demonstration

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presented in this chapter to support chapter information related to topic.

- Write an incident report for an assigned scenario. Before writing the report, organize points in sequential order

- Math Skill:

- Calculate the number of calories needed to maintain current weight
- .Calculate how much a patient must pay and how much the insurance company will pay with assigned health care bills.
- Practice recording and analyze intake and output using an assigned scenario of a patient's diet and intravenous intake and elimination output.
- Determine at which point each size oxygen tank will become low and notification of a supervisor is necessary.

- Reading Skill:

- Read an assigned section of the chapter and write a summary.
- Read the HIPAA statement and determine the important points. List these points and discuss in class.
- Read the assigned patient scenario regarding possible negligence. List the facts and the opinions of the scenario. Discuss results.
- Search through the local newspaper or internet to find a public interest article about someone whose social needs have been met in some way. Make personal connections with a past experience, or something a friend has experienced? Write down the key points of the article and how the personal experience is related to the key points. Consider how patients may also have had similar experiences. Reflect on possible commonalities people may share regarding social needs and differences of social needs based on growth and development, gender, culture, and religion.
- Find a Material Data Safety Sheet (MSDS) online or provided by instructor. On a sheet of paper, make a list of the words that may be confusing. Find the meaning of each word. Then reread the MSDS

- How Cultural Differences Affect Patient Care:

Research areas of culture related to physical space, communication, diet, spirituality, death,

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<p>pregnancy, medication, and pain medication. Results will be compiled in Power Point, poster, or research paper format.</p> <ul style="list-style-type: none"> - Case Studies: Discuss case studies that require making decisions about how health care providers can maintain cultural competency while providing effective treatment to all patients. - Standards Precautions Skill: Demonstrate Standards Precautions according to Standard Precautions Skill guidelines. - Sterile Gloving/Nonsterile Gloving Skill: Demonstrate Sterile Gloving/Nonsterile Gloving according to the Sterile Gloving/Nonsterile Gloving Skill guidelines. - Medical Asepsis (Handwashing) Skill: Demonstrate Medical Asepsis (Handwashing) according to the Medical Asepsis (Handwashing) Skill guidelines. 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries Guest speaker(s) Out of classroom field trips Divergent thinking for elaboration and synthesis of information Evaluative thinking for rating, judging and qualifying information</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Stratton, R.A., & Mancari, R. (2007). <i>The Effective Nursing Assistant</i>. New York, NY: McGraw Hill/Glencoe. - Google Classroom - Equipment for healthcare role play - Reality Works Geriatric Simulator: https://www.realityworks.com/products/realcare-geriatric-simulator - Classroom Hospital Room <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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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

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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>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>

Unit Title: Unit II: The Human Body

Human Growth and Development (Chapter 8); Health and the Human Body (Chapter 9);Anatomy and Physiology (Chapter 10);Infection Control and Standard Precautions (Chapter 11)

Stage 1: Desired Results

Standards & Indicators:

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

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

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

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<p>9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.</p> <p>9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care..</p>		
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.
<p><u>Central Idea/Enduring Understanding:</u></p> <p>The imaging health care field requires certain personal characteristics and educational and credentialing requirements.</p> <p>The medical health care field requires certain personal characteristics and educational and credentialing requirements.</p> <p>The rehabilitative health care field requires certain personal characteristics and educational and credentialing requirements</p>		<p><u>Essential/Guiding Question:</u></p> <p>What is the role of selected imaging health care workers including personal characteristics, levels of education, and credentialing requirements?</p> <p>What is the role of selected medical careers including personal characteristics, levels of education, and credentialing requirements?</p> <p>What is the role of selected rehabilitative careers including personal characteristics, levels of education, and credentialing requirements?</p>

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<p>The field of community and social careers requires certain personal characteristics and educational and credentialing requirements.</p>	<p>What is the role of selected community and social careers including personal characteristics, levels of education, and credentialing requirements?</p>
<p>Content: Chapter 8: Imaging Careers Exploration Imaging Techniques (MRI, CAT Scan, Ultrasound, X-Ray) Nursing Careers Exploration Nursing skills</p> <p>Chapter 9 Medical Career Exploration Physical Examination</p> <p>Chapter 10 Rehabilitative Career Exploration</p> <p>Chapter 11 Community and Social Career Exploration</p> <p>Work Based Learning : Guest Speakers from Medical professionals</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Specify the role of selected imaging health care workers including personal characteristics and educational/credentialing requirements. - Describe the different types of imaging used the healthcare field today - Specify the role of selected medical careers including personal characteristics and educational/credentialing requirements - Describe some of the components of a physical examination on a patient - Specify the role of selected rehabilitative careers including personal characteristics and educational/credentialing requirements. - Describe some of the equipment used in the rehabilitation of patients - Specify the role of selected community and social careers including personal characteristics and educational/credentialing requirements.
<p>Interdisciplinary Connections: Case study incorporating knowledge of the healthcare system with the role of the nursing 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. WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. 11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.</p>	
<h2 style="margin: 0;">Stage 2: Assessment Evidence</h2>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Communication Skill: Students partner and take turns playing the role of the patient and nursing assistant following patient scenarios provided in class. Discuss how to effectively communicate in each scenario. - Writing Skill: Write a paragraph to describe the different types of imaging used in the healthcare field today.. - Reading Skill: Read an assigned section of the chapter and write a summary. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games - Return demonstration

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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Patient Scenarios Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries Guest speaker(s) Out of classroom field trips Divergent thinking for elaboration and synthesis of information - Evaluative thinking for rating, judging and qualifying information	<u>Resources:</u> - Gerdin, Judith. Health Careers Today, Third Edition - Kahoot - Google Classroom LGBT and Disabilities Resources: <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books DEI Resources: <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		
<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	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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		discussion, and/or projects).	
		Be consistent with expectations.	
		Adjust timeline for assignments according to student need.	

Unit Title: Unit III: Medical Communication Medical Terminology (Chapter 12); Observing, Reporting, and Recording (Chapter 13)		
Stage 1: Desired Results		
Standards & Indicators: New Jersey Student Learning Standard 9.3-Career and Technical Education. 9.3.12.H.2 Explain the healthcare workers role within their department, their organization, and the overall healthcare system. 9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care .		
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	Solutions to the problems faced by a global society require the contribution of individuals with different points of

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	(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).	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.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>The field of community and social careers requires certain personal characteristics and educational and credentialing requirements.</p>		<p><u>Essential/Guiding Question:</u></p> <p>What is the role of selected community and social careers including personal characteristics, levels of education, and credentialing requirements?</p>
<p><u>Content:</u> <u>Chapter 12 & 13</u> Community and Social Career Exploration</p> <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals</p>		<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Specify the role of selected community and social careers including personal characteristics and educational/credentialing requirements.
<p><u>Interdisciplinary Connections:</u></p> <p>Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide 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> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.</p>		

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Communication Skill: Discuss various different careers with a partner. - Writing Skill: Write a paragraph describing the chosen career. Include main idea and supporting details - Reading Skill: Read an assigned section of the chapter and write a summary. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games - Return demonstration
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Gerdin, Judith. Health Careers Today, Third Edition
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<p>Projects</p> <p>Team building activities</p> <p>Cooperative learning activities</p> <p>Interactive games</p> <p>Online learning websites</p> <p>Internet research</p> <p>Student driven activities</p> <p>Health care documentaries</p> <p>Guest speaker(s)</p> <p>Out of classroom field trips</p> <p>Divergent thinking for elaboration and synthesis of information</p> <ul style="list-style-type: none"> - Evaluative thinking for rating, judging and qualifying information 	<ul style="list-style-type: none"> - Kahoot - Google Classroom <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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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>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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		<p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	
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Pacing Guide

Nursing Assistant I	TextBook: Health Careers Today	CTE Standards
UNIT 1 (40 Days) Health Care Basics	CHAPTERS 1: (10 Days) 2: (10 Days) 4: (10 Days) 5: (5 Days) 6: (10 Days)	9.3.12.H.2 9.3.12.H.4 9.3.12.H5.1 9.3.12.H5.2
UNIT 2 (25 Days) The Human Body	CHAPTERS 8: (6 Days) 9: (7 Days) 10: (6 Days) 11: (6 Days)	9.3.HL.1 9.3.HL.2 9.3.HL-THR.3 9.3.12.H5.2
UNIT 3: (20 Days) Medical Communication	CHAPTERS 12: (10 Days) 13: (10 Days)	9.3.HL.1 9.3.HL.2 9.3.HL-THR.3 9.3.12.H5.2