

Nursing Assistant III

Unit Title: Unit I: Quality Patient Care and the Nursing Assistant's Scope of Practice
 Rehabilitation and Restorative Care (Chapter 41)
 Intellectual and Developmental Disabilities (Chapter 50)

Stage 1: Desired Results

Standards & Indicators:

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

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.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

9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client 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.
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></p> <p>Nursing assistants have a key role in the rehabilitation and/or restorative process for patients.</p> <p>Nursing assistants have a key role to provide quality care for patients with intellectual and/or developmental disabilities.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What nursing assistant standards and actions affect the outcomes of rehabilitation and restorative care?</p> <p>What are the nursing assistant standards and actions that will provide quality care for patients with intellectual and/or developmental disabilities?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> --Restorative Nursing <ul style="list-style-type: none"> ○ Restorative Aides -Rehabilitation and the Whole Person <ul style="list-style-type: none"> ○ Physical Aspects <ul style="list-style-type: none"> ▪ Elimination ▪ Self-care ▪ Mobility ▪ Nutrition ▪ Mechanical Ventilation ○ Communication ○ Psychological and Social Aspects ○ Economic Aspects -The Rehabilitation Team <ul style="list-style-type: none"> - The Nursing Assistant Role -Rehabilitation Programs and Services -Quality of Life <p>Intellectual Disabilities</p> <ul style="list-style-type: none"> - Sexuality - Down Syndrome - Fragile X Syndrome - Autism - Cerebral Palsy - Spina Bifida - Hydrocephalus <p><u>Work Based Learning :</u></p> <p>Guest Speakers from Medical professionals</p> <p>Clinical experience in a healthcare facility</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Demonstrate the appropriate procedure for heat application during patient care. - Evaluate how rehabilitation and restorative care affects the whole person. - Analyze complications of inadequate rehabilitation/restorative care and prevention actions as a nursing assistant. - Describe the common rehabilitation programs and services. - Analyze the relationship of the nursing assistant and rehabilitation/restorative outcomes for quality patient care. - Demonstrate how to assist with range of motion exercises. - Demonstrate how to care for a patient with a prosthesis. - Demonstrate how to assist a patient with walking. - Describe the purpose and care for orthotic devices. - Describe when intellectual and developmental disabilities occur and their causes. - Analyze the relationship between the role of the nursing assistant and patient's with intellectual and developmental disabilities. - Evaluate how intellectual and developmental disabilities affect the person and family across the life span. - Describe the types of support and services available to people with intellectual and developmental disabilities

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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.

Stage 2: Assessment Evidence

Performance Task(s):

Chapter 41

Communication Skill: With a group of three or four students, discuss how it might feel to undergo rehabilitation and what to observe when caring for patients that need rehabilitation or restorative care.

Writing Skill: Write a five-paragraph summary on the role of the nursing assistant and patient rehabilitation/restorative care. Exchange summaries with a partner. Discuss responses of summaries.

Reading Skill

Research valid information about patient rehabilitation on the internet. Write key concepts while reading the information. Write key concepts in a summary format.

Chapter 50

Communication Skill: With a group of three or four students, discuss how it might feel to have an intellectual or developmental disability and what to observe when caring for patients with intellectual and/or developmental disabilities...

- **Writing Skill:** Write a five-paragraph summary on the role of the nursing assistant and patient's with intellectual and/or developmental disabilities. Exchange summaries with a partner. Discuss responses of summaries.

- **Reading Skill:** Research valid information about intellectual and/or developmental disabilities on the internet. Write key concepts while reading the information. Write key concepts in a summary format.

Other Evidence:

- Chapter Test
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review games
- Return demonstration
- AMCA study guide notes/Quizlets
- Patient Simulation practice
- Problem solving patient scenarios
- Clinical experience post conference journal

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Patient Scenarios-Patient simulation practice
Projects
Team building activities
Cooperative learning activities
Interactive games
Online learning websites

Resources:

- Sorrentino, S.A., & Remmert, L.N. (2017). *Nursing Assistants*. St. Louis, MO: Elsevier.
- AMCA Nursing Assistant Study Guide and Quizlets: American Medical Certification Association website.

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<p>Internet research</p> <p>Student driven activities</p> <p>Health care documentaries</p> <p>Out of classroom field trips</p> <p>Divergent thinking for elaboration and synthesis of information</p> <p>Evaluative thinking for rating, judging and qualifying information</p>	<ul style="list-style-type: none"> - Classroom patient simulators. - Health care providers at healthcare facility during clinical experience. <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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		Be consistent with expectations. Adjust timeline for assignments according to student need.	
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Unit Title: Unit I: Quality Patient Care and the Nursing Assistant's Scope of Practice
Geriatric Care (Chapter 12, 53)

Stage 1: Desired Results

Standards & Indicators:

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

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.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

.9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client 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.
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.

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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.
<u>Central Idea/Enduring Understanding:</u> Nursing assistants have a key role to provide quality care for geriatric patients.		<u>Essential/Guiding Question:</u> What are the nursing assistant standards and actions that will provide quality care for geriatric patients?
<u>Content:</u> --Psychological and Social changes <ul style="list-style-type: none"> ○ Retirement <ul style="list-style-type: none"> ▪ Reduced Income ○ Social Relationships ○ Children as Caregivers ○ Death and Grieving <ul style="list-style-type: none"> ▪ Death of a Child - Physical Changes <ul style="list-style-type: none"> ○ Integumentary System ○ Musculo-Skeletal System ○ Nervous System <ul style="list-style-type: none"> ▪ Senses ○ Circulatory System ○ Respiratory System ○ Digestive System ○ Urinary System ○ Reproductive System - Housing Options <ul style="list-style-type: none"> ○ Living with Family <ul style="list-style-type: none"> ▪ Adult Day care ○ Elder Cottage Housing Opportunity and Accessory Dwelling Units ○ Rental Options <ul style="list-style-type: none"> ○ Senior Citizen Housing ○ Residential Hotels ○ Home-Sharing ○ Group Settings <ul style="list-style-type: none"> ▪ Assisted Living Residences ▪ Board and Care Homes ▪ Adult Foster Care ▪ Adult Care Facilities ▪ Continuing Care Retirement Communities ○ Nursing Centers 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Analyze the relationship between geriatric care and the role of the nursing assistant. - Analyze the physical, psychological, and social changes that occur during older age and the differences of these changes with other growth and developmental stages of life. - Evaluate the advantages and disadvantages of housing options for geriatric patients.

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<p>Work Based Learning : Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	
<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>	
<h3>Stage 2: Assessment Evidence</h3>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Communication Skill: With a group of three or four students, discuss how it might feel to be an older person and what to observe when caring for geriatric patients. - Writing Skill: Write a five-paragraph summary describing the similarities and differences of housing options for older persons and how these housing options relate to the role of the nursing assistant. Exchange summaries with a partner. Discuss responses of summaries. - Reading Skill <u>Pre-reading:</u> Preview the text and predict what it will be about. <u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge. <u>Reflection:</u> After reading the text, write down any questions to improve understanding of content. <u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions. 	<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 - AMCA study guide notes/Quizlets - Patient Simulation practice - Problem solving patient scenarios - Clinical experience post conference journal
<h3>Stage 3: Learning Plan</h3>	
<p>Learning Opportunities/Strategies: Patient Scenarios-Patient simulation practice Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries Out of classroom field trips Divergent thinking for elaboration and synthesis of information Evaluative thinking for rating, judging and qualifying information</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Sorrentino, S.A., & Remmert, L.N. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - AMCA Nursing Assistant Study Guide and Quizlets: American Medical Certification Association website. - Classroom patient simulators. - Health care providers at healthcare facility during clinical experience. <p>LGBT and Disabilities Resources:</p>

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	<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		
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
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.	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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		Adjust timeline for assignments according to student need.	
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Unit Title: UNIT 1: Quality Patient Care and the Nursing Assistant's Scope of Practice

The Surgical Patient (Chapter 35)
Pain Management and Sleep (Chapter 31)
Wound Care (Chapter 36)
Pressure Ulcers (Chapter 37)

Stage 1: Desired Results

Standards & Indicators:

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

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.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

9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client 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
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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	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

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	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).	
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.
<u>Central Idea/Enduring Understanding:</u> Nursing assistants have a key role to provide quality care for surgical patients. Nursing assistants have a key role to provide quality pain management and sleep for patients. Nursing assistants have a key role to provide effective wound care. Nursing assistants have a key role to provide pressure ulcer prevention and treatment		<u>Essential/Guiding Question:</u> What are the nursing assistant standards and actions that will provide quality care for surgical patients? What nursing assistant standards and actions affect the outcomes of patient pain management and sleep? What nursing assistant standards and actions affect the outcomes of wound care? What nursing assistant standards and actions affect the outcomes of pressure ulcer prevention and treatment?
<u>Content:</u> <u>Chapter 35</u> --Psychological Care <ul style="list-style-type: none"> ○ Patient Information ○ Nursing Assistant Role - Pre-Operative Care <ul style="list-style-type: none"> ○ Pre-Operative Teaching ○ Special Tests ○ Nutrition and Fluids ○ Bowel Elimination ○ Urinary Elimination ○ Personal Care ○ Jewelry ○ Skin Preparation ○ Surgery Consent ○ Pre-Operative Checklist <ul style="list-style-type: none"> ▪ Marking the Surgical Site ○ Pre-Operative Drugs ○ Transport to the Operating Room - Sedation and Anesthesia - Post-Operative Care <ul style="list-style-type: none"> ○ Preparing the Person's Room ○ Return from the PACU ○ Measurements and Observations ○ Positioning ○ Preventing Respiratory and Circulatory Complications <ul style="list-style-type: none"> ▪ Leg Exercises ▪ Elastic Stockings ▪ Elastic Bandages ▪ Sequential Compression Stockings 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Analyze the relationship between surgical patient care and the role of the nursing assistant. - Evaluate the common fears and concerns of surgical patients. - Analyze what should be observed, reported, and recorded to the nurse. - Demonstrate positioning techniques for surgical patients. - Demonstrate effective communication methods for surgical patients. - Evaluate surgical complications that could occur with improper patient care. - Analyze nursing assistant strategies that could prevent surgical complications. - Demonstrate how to assist a patient with deep breathing exercises. - Demonstrate how to assist a patient with an incentive spirometry - Evaluate the different types of pain and the role of the nursing assistant.

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- Early Ambulation
- Wound Healing
 - Nutrition and Fluids
- Elimination
- Comfort and Rest
- Personal Hygiene
- Deep-Breathing Exercises
- Incentive Spirometry

Chapter 31

- Comfort
- Pain
 - Types of Pain
 - Factors Affecting Pain
 - Signs and Symptoms
 - Pain Assessment
 - Reporting and Recording
 - Nursing Measures
 - Back Massage
- Rest
- Sleep
 - Circadian Rhythm
 - Sleep Cycle
 - Factors Affecting Sleep
 - Sleep Disorders
 - Promoting Sleep

Chapter 36

- Skin Tears
 - Causes
 - Persons at Risk
 - Prevention and Treatment
- Circulatory Ulcers
 - Venous Ulcers
 - Arterial Ulcers
 - Diabetic Foot Ulcers
- Wound Healing
 - Types of wound healing
 - Complications of wound healing
- Wound Drainage
- Dressings
 - Types of Dressings
 - Reinforcing Existing Dressings

Chapter 37

- Pressure Ulcer Definitions
 - Avoidable and Unavoidable Pressure Ulcers
- Risk Factors
- Persons at Risk
- Pressure Ulcer Stages
- Sites
- Prevention and Treatment
 - Protective Devices

- Analyze factors affecting pain and nursing assistant measures to promote comfort.
- Demonstrate how to give an affective back massage.
- Analyze nursing assistant actions that would promote sleep.
- Create a patient scenario that indicates the appropriate nursing assistant actions that reduce pain and increase comfort for patients.
- Analyze the relationship between the role of the nursing assistant and effective wound care protocol.
- Evaluate how complications can occur with improper wound care protocol.
- Describe what should be observed, recorded, and reported for wound care.
- Demonstrate the nursing assistant procedure for reinforcement of an existing dressing.
- Create a patient care scenario indicating proper wound care procedure.
- Analyze the relationship between patients with pressure sores and the role of the nursing assistant.
- Demonstrate body positions to avoid pressure ulcers.
- Evaluate the treatment modalities as it relates to the stages of pressure ulcers.
- Describe complications that can occur for patients with pressure ulcers.
- Demonstrate the guidelines for reporting and recording patients with pressure ulcers.
- Analyze the relationship between geriatric care and the role of the nursing assistant.

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<ul style="list-style-type: none"> ○ Dressings ○ Braden Scale - Complications - Reporting and Recording <p>Work Based Learning : Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	
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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.

Stage 2: Assessment Evidence

Performance Task(s):

Chapter 35

- Communication Skill:

With a group of three or four students, create one patient care scenario that is appropriate and one patient care scenario that is not appropriate for a surgical patient. Apply the patient scenario with the patient simulators or role-play method. Discuss the similarities and differences of each scenario.

- Writing Skill: Write a five-paragraph summary describing pre-surgical and post-surgical care and the role of the nursing assistant. Exchange summaries with a partner. Discuss responses of summaries.

- Reading Skill

Research valid information about surgical complications and preventions on the internet. Write key concepts while reading the information. Write key concepts in a summary format.

Chapter 31

Communication Skill: With a group of three or four students, discuss how it might feel to have pain and what to observe when caring for patients that need intervention to relieve pain and promote comfort.

Writing Skill: Write a five-paragraph summary on the role of the nursing assistant for pain management and complications that can occur if patients lack sleep and have pain. Exchange summaries with a partner. Discuss responses of summaries.

Reading Skill

Research valid information about pain management strategies on the internet. Write key concepts while

Other Evidence:

- Chapter Test
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review games
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- AMCA study guide notes/Quizlets
- Patient Simulation practice
- Problem solving patient scenarios
- Clinical experience post conference journal

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reading the information. Write key concepts in a summary format.

Chapter 36

Communication Skill: With a group of three or four students, discuss how it might feel to have a wound requiring wound care and what to observe, report and record during a wound care procedure.

Create a wound care patient scenario and demonstrate how to reinforce an existing dressing.

Writing Skill: Write a five-paragraph summary on the role of the nursing assistant for wound care and complications that can occur if the nursing assistant does not follow his/her scope of practice. Exchange summaries with a partner. Discuss responses of summaries.

- Reading Skill

Pre-reading: Preview the text and predict what it will be about.

Reading: Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.

Reflection: After reading the text, write down any questions to improve understanding of content.

Remembering: Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions

Chapter 37

- Communication Skill:

With a group of three or four students, create two patient care scenarios that are appropriate for treatment and nursing assistant actions for patients with pressure ulcers. Apply the patient scenario with the patient simulators or role-play method. Discuss the similarities and differences of each scenario.

- Writing Skill:

Write a five-paragraph summary describing complications of pressure ulcers and the role of the nursing assistant. Exchange summaries with a partner. Discuss responses of summaries.

Reading Skill:

Research valid information about current prevention methods and treatment modalities for pressure ulcers. Write key concepts while reading the information. Write key concepts in a summary format.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Patient Scenarios-Patient simulation practice

Resources:

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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>Out of classroom field trips</p> <p>Divergent thinking for elaboration and synthesis of information</p> <p>Evaluative thinking for rating, judging and qualifying information</p>	<ul style="list-style-type: none"> - Sorrentino, S.A., & Remmert, L.N. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - AMCA Nursing Assistant Study Guide and Quizlets: American Medical Certification Association website. - Classroom patient simulators. - Health care providers at healthcare facility during clinical experience. <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>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>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>	
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Unit Title: UNIT 1: Quality Patient Care and the Nursing Assistant's Scope of Practice

Heat and Cold Applications (Chapter 38)
Hearing, Speech, and Vision Problems (Chapter 42)
Oxygen Needs/Respiratory Support and Therapies (Chapter 39)
Admissions, Transfers, and Discharges (Chapter 32)

Stage 1: Desired Results

Standards & Indicators:

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

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.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

9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client 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.

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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.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.
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><u>Central Idea/Enduring Understanding:</u> Nursing assistants have a key role to provide quality care for patients that need heat and cold applications.</p> <p>Nursing assistants have a key role to provide quality care for patients with hearing, speech and/or vision problems.</p> <p>Nursing assistants have a key role providing oxygen therapy for patients.</p> <p>Nursing assistants have a key role in in respiratory support and therapies for patient care.</p> <p>Nursing assistants have a key role with admissions, transfers, and discharges of patients.</p> </div> <div style="width: 48%;"> <p><u>Essential/Guiding Question:</u> What are the nursing assistant standards and actions that will provide quality care for patients that need heat and cold applications?</p> <p>What are the nursing assistant standards and actions that will provide quality care for patients with hearing, speech and/or vision problems?</p> <p>What nursing assistant standards and actions affect the outcomes of oxygen therapy for patients?</p> <p>What nursing assistant standards and actions affect the outcomes of respiratory support and therapies for patient care?</p> <p>What nursing assistant standards and actions affect the outcomes of admissions, transfers, and discharges of patients?</p> </div> </div>		
<p><u>Content:</u> <u>Chapter 38</u> --Heat Applications Complications Moist and Dry Applications</p>		<p><u>Skills(Objectives):</u> - Demonstrate the appropriate procedure for heat application during patient care.</p>

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<ul style="list-style-type: none"> - Cold Applications <ul style="list-style-type: none"> Complications Moist and Dry Cold Applications Applying Heat and Cold <p>Chapter 42 Ear Disorders</p> <ul style="list-style-type: none"> Otitis Media Meniere's Disease Hearing Loss <ul style="list-style-type: none"> ▪ Effects on the Person ▪ Communication ▪ Hearing Aids ▪ Other Hearing Devices <p>Speech Disorders</p> <ul style="list-style-type: none"> ○ Aphasia <p>Eye Disorders</p> <ul style="list-style-type: none"> ○ Cataracts <ul style="list-style-type: none"> ▪ Risk Factors ▪ Treatment ○ Age-Related Macular Degeneration <ul style="list-style-type: none"> ▪ Risk Factors ▪ Treatment ○ Diabetic Retinopathy <ul style="list-style-type: none"> ▪ Risk Factors ▪ Treatment ○ Glaucoma ○ Risk Factors ○ Treatment ○ Low Vision <ul style="list-style-type: none"> ▪ Risk Factors ▪ Treatment ○ Impaired Vision and Blindness <ul style="list-style-type: none"> ▪ Braille ▪ Mobility ○ Corrective Lens <ul style="list-style-type: none"> ▪ Eyeglasses ▪ Contact Lens <p>Chapter 39</p> <ul style="list-style-type: none"> - Factors Affecting Oxygen Needs - Altered Respiratory Function <ul style="list-style-type: none"> ○ Hypoxia ○ Abnormal Respirations - Respiratory Tests <ul style="list-style-type: none"> ○ Pulse Oximetry ○ Sputum Specimens - Meeting Oxygen Needs <ul style="list-style-type: none"> ○ Positioning ○ Deep Breathing and Coughing ○ Incentive Spirometry - Assisting with Oxygen Therapy <ul style="list-style-type: none"> ○ Oxygen Sources ○ Oxygen Devices 	<ul style="list-style-type: none"> - Analyze the relationship between the role of the nursing assistant and heat and cold applications for patient care. - Evaluate the similarities and differences of heat and cold applications for patient care. - Demonstrate the appropriate procedure for cold application during patient care. - Create two patient care scenarios describing heat and/or cold application complications and the appropriate nursing assistant intervention for the complications. - Demonstrate assisting patients with hearing, speech, and vision problems provide quality patient care. - Analyze the relationship between patients with hearing, speech, and/or vision problems and the role of the nursing assistant. - Evaluate the challenges patients with hearing, speech, and/or vision problems endure and compensate for these problem(s) to maintain activities of daily living. - Create two patient care scenarios describing patients with hearing, speech, and/or vision problems and the appropriate nursing assistant intervention to provide quality patient care. - Evaluate similarities and differences of hearing, speech, and vision problems. - Describe complications that can occur for patients with hearing, speech, and/or vision problems if the nursing assistant does not provide quality patient care. - Evaluate complications that can occur if oxygen therapy is not maintained according to healthcare protocol and how a nursing assistant can prevent these complications - Analyze the similarities and differences of tests for respiratory problems. - Describe the nursing assistant actions that can promote oxygenation.
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<ul style="list-style-type: none"> ○ Oxygen Flow Rates ○ Oxygen Set-Up ○ Oxygen Safety - Artificial Airways <ul style="list-style-type: none"> Tracheostomies Safety Measures Assisting with Tracheostomy Care - Suctioning <ul style="list-style-type: none"> Delegation Guidelines Assisting with Chest Tube Care Safety Measures - Mechanical Ventilation <ul style="list-style-type: none"> Assisting with Mechanical Ventilation Safety Measures - Chest Tubes <ul style="list-style-type: none"> Promoting Safety and Comfort Assisting with Chest Tube care Safety Measures <p><u>Chapter 32</u></p> <ul style="list-style-type: none"> - Admissions <ul style="list-style-type: none"> ○ Preparing the Room ○ Admitting the Person <ul style="list-style-type: none"> ▪ Admission Procedure ▪ Weight and Height - Moving the Person to a New Room - Transfers and Discharges <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	<ul style="list-style-type: none"> - Analyze the similarities and differences of devices used to give oxygen. - Describe how the role of the nursing assistant and safely assist with oxygen therapy. - Create two patient care scenarios describing patients with respiratory problems and the appropriate nursing assistant intervention to provide quality patient care. - Demonstrate proper procedure for using a pulse oximetry during patient care. - Demonstrate proper procedure for assisting patients with deep-breathing and coughing exercise. - Demonstrate proper procedure for assisting patients with the use of an incentive spirometry. - Demonstrate how to assist in the care of persons with artificial airways - Analyze the respiratory support and therapies patient complications prevented by the nursing assistant. - Analyze the role of the nursing assistant and respiratory support and therapies for patient care. - Describe the principles and safety measures for suctioning. - Demonstrate how to assist in the care of persons on mechanical ventilation. - Demonstrate how to assist in the care of persons with chest tubes. - Create one patient care scenario describing the role of the nursing assistant and persons on mechanical ventilation, with chest tubes, and requiring suctioning. - Analyze the relationship between the nursing assistant role and patient admissions, transfers and discharges. - Demonstrate how to help a patient and family feel comfortable in the health care setting.
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	<ul style="list-style-type: none"> - Demonstrate how to measure height and weight with student created and assigned patient scenarios. - Describe the reasons for moving a person to a new patient room. - Demonstrate how to prepare a patient's room. - Demonstrate the admission process for a patient.
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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.

Stage 2: Assessment Evidence

Performance Task(s):

Chapter 38

- Communication Skill:

With a group of three or four students, create one patient care scenario that is appropriate and one patient care scenario that is not appropriate for heat and cold applications. Apply the patient scenario with the patient simulators or role-play method. Discuss the similarities and differences of each scenario.

- Writing Skill:

Write a five-paragraph summary describing complications of heat and cold applications and the role of the nursing assistant. Exchange summaries with a partner. Discuss responses of summaries.

- Math Skill

Complete a chart defining the appropriate heat and cold temperature ranges using Fahrenheit and Centigrade readings.

- Reading Skill

Pre-reading: Preview the text and predict what it will be about.

Reading: Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.

Reflection: After reading the text, write down any questions to improve understanding of content.

Remembering: Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.

Other Evidence:

- Chapter Test
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review games
- Return demonstration
- AMCA study guide notes/Quizlets
- Patient Simulation practice
- Problem solving patient scenarios
- Clinical experience post conference journal

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Read assigned patient scenario describing different ways patients can be positioned in bed. Write a paragraph describing at least two of the positions. Read the paragraph out loud and make changes if there are any errors or determine changes for improvement.

Chapter 42

- Communication Skill:

With a group of three or four students, discuss how it might feel to have a hearing, vision and/or speech problem and what to observe when caring for patients with hearing, vision and/or speech problem as a nursing assistant.

- Writing Skill:

Write three patient scenarios on the role of the nursing assistant and patient's with a hearing, vision and/or speech problem. Exchange scenarios with a partner. Discuss responses of scenarios.

- Reading Skill

Research valid information about hearing, vision and/or speech problems on the internet and how these problems can affect outcomes of patient care. Write key concepts while reading the information. Write key concepts in a summary format.

Chapter 39

- Communication Skill:

With a group of three or four students, create one patient scenario that is appropriate and one patient care scenario that is not appropriate for oxygen therapy. Apply the patient scenario with the patient simulators or role-play method. Discuss the similarities and differences of each scenario.

- Writing Skill :

Write a five-paragraph summary on the role of the nursing assistant and complications that can occur if patients lack oxygenation. Exchange summaries with a partner. Discuss responses of summaries

- Math Skill: Complete chart indicating appropriate flowmeter measurement and examples of oxygenation standards for oxygen therapy.

- Reading Skill :

Pre-reading: Preview the text and predict what it will be about.

Reading: Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.

Reflection: After reading the text, write down any questions to improve understanding of content.

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<p><u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions</p> <p>Chapter 32</p> <p>- Communication Skill: With a group of three or four students, create one patient scenario that is appropriate and one patient care scenario for admission, transfer and/or discharge. Apply the patient scenario with the patient simulators or role-play method. Discuss the similarities and differences of each scenario.</p> <p>- Writing Skill: Write a five-paragraph summary on the role of the nursing assistant and patient admissions, transfers, and discharges. Exchange summaries with a partner. Discuss responses of summaries.</p> <p>-Math Skill: Calculate height and weight from student created and assigned patient scenarios.</p> <p>-Reading Skill <u>Pre-reading:</u> Preview the text and predict what it will be about. <u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge. <u>Reflection:</u> After reading the text, write down any questions to improve understanding of content. <u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.</p>	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Patient Scenarios-Patient simulation practice Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries 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"> - Sorrentino, S.A., & Remmert, L.N. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - AMCA Nursing Assistant Study Guide and Quizlets: American Medical Certification Association website. - Classroom patient simulators. - Health care providers at healthcare facility during clinical experience. <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
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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	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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		according to student need.	
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Unit Title: UNIT 2: Job Seeking Skills as a Nursing Assistant

Work Ethics (Chapter 6)

Getting a Job (Chapter 56)

Stage 1: Desired Results

Standards & Indicators:

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

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.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

9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client 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.
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

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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>Central Idea/Enduring Understanding: Nursing assistants must act and function as professionals.</p> <p>Successful nursing assistant training and competency evaluation programs prepares individuals to get a nursing assistant job.</p>		<p>Essential/Guiding Question: What are professional nursing assistant standards and actions?</p> <p>What is the nursing assistant training and competency skills needed to get a nursing assistant job?</p>
<p>Content: Chapter 6</p> <ul style="list-style-type: none"> - Health, Hygiene, and Appearance - Preparing for School or Work - Teamwork <ul style="list-style-type: none"> o Attendance o Attitude o Gossip o Confidentiality o Speech and Language o Courtesies o Person Matters o Meals and Breaks o Job Safety o Planning for Work - Stress Management <ul style="list-style-type: none"> o Dealing with Conflict <ul style="list-style-type: none"> ▪ Resolving Conflict o Burnout - Harassment <ul style="list-style-type: none"> o Sexual Harassment o Bullying - Job Resignation - Job Loss - Drug Testing - Unethical Behavior <p>Chapter 56</p> <ul style="list-style-type: none"> - Sources of Jobs - What Employers Look For <ul style="list-style-type: none"> o Job Skills and Training - Job Applications <ul style="list-style-type: none"> o Completing a Job Application o Resume - The Job Interview <ul style="list-style-type: none"> o Types of Interviews o Preparing for the Interview o During the Interview o After the Interview - Accepting or Declining the Job Offer - Drug Testing 		<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Analyze the relationship between nursing assistant work ethics and job opportunity. - Evaluate similarities and differences of effective nursing assistant work ethics. - Create one nursing assistant scenario of effective work ethics and one nursing assistant scenario of ineffective work ethics. - Demonstrate a professional nursing assistant. - Evaluate outcomes of nursing assistant actions in the work environment. - Evaluate how the actions and appearance of a nursing assistant during an interview determines if a nursing assistant will get a job offer. - Analyze critical components of writing a resume. - Create a resume for a nursing assistant job. - Demonstrate effective techniques as a potential employee during an interview. - Demonstrate how to complete a job application.

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<p>Work Based Learning : Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	
<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>	
<h3>Stage 2: Assessment Evidence</h3>	
<p>Performance Task(s): Chapter 6 - Communication Skill: With a group of three or four students, create one nursing assistant scenario that demonstrates appropriate work ethic standards and one nursing assistant scenario that does not demonstrate appropriate work ethic standards. Role-play scenarios. Discuss the similarities and differences of each scenario. - Writing Skill: Write a five-paragraph summary on work ethics and the role of the nursing assistant. Exchange summaries with a partner. Discuss responses of summaries. - Reading Skill : <u>Pre-reading:</u> Preview the text and predict what it will be about. <u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge. <u>Reflection:</u> After reading the text, write down any questions to improve understanding of content. <u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions. Chapter 56 - Communication Skill: With a group of three or four students, create one nursing assistant scenario that demonstrates appropriate actions for getting a nursing assistant job and one scenario that does not demonstrate appropriate actions for getting a nursing assistant job. Role-play scenarios. Discuss the similarities and differences of each scenario. Role-play participating in a job interview. Discuss similarities and differences of each interview. - Writing Skill:</p>	<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 - AMCA study guide notes/Quizlets - Patient Simulation practice - Problem solving patient scenarios - Clinical experience post conference journal

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<p>Practice writing a resume using resume guidelines and appropriate samples.</p> <p>Practice completing a job application.</p> <p>- Reading Skill :</p> <p>Exchange resumes with another student and discuss strengths and suggestions for improvement.</p> <p>Exchange completed job applications with another student and discuss strengths and suggestions for improvement.</p>	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios-Patient simulation practice 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>Out of classroom field trips</p> <p>Divergent thinking for elaboration and synthesis of information</p> <p>Evaluative thinking for rating, judging and qualifying information</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Sorrentino, S.A., & Remmert, L.N. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - AMCA Nursing Assistant Study Guide and Quizlets: American Medical Certification Association website. - https://www.nj.gov/education/cte/career/ - Health care providers at healthcare facility during clinical experience. <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

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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>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</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,</p>

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Independent research. Use of student-researched case studies.	Independent research. Use of student-researched case studies.	<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>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: Unit 3: Emergency Care

American Heart Association Basic Life Support (AHA BLS) Certification

Stage 1: Desired Results

Standards & Indicators:

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

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.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

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.9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress. 9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. 9.3.12.H5.4 Evaluate patient client 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.
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: Nursing Assistants must be able to provide basic life support if needed during work.		Essential/Guiding Question: What are the standards for providing basic life support if needed during work?
Content: High Quality CPR Personal Protective Equipment - The Chain of Survival Chain of Survival for an In-Hospital Cardia Arrest - Cardiac Arrest or Heart Attack - BLS Healthcare Provider Adult Cardiac Arrest Algorithm Adult 1-Rescuer BLS Sequence		Skills(Objectives): - Describe the importance of high-quality CPR and its impact on survival. - Describe all the steps of the Chain of Survival - Apply the BLS concepts of the Chain of Survival - Recognize the signs of someone needing CPR - Describe the importance of early use of an automated external defibrillator (AED).

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<p>Adult Chest Compressions Adult Breaths Opening and Airway Barrier Devices Bag-Mask Devices Adult 2-Rescuer BLS Sequence</p> <p>- Automated External Defibrillator for Adults and Children 8 years of Age and Older</p> <p>- Team Dynamics</p> <p>- BLS for Infants and Children Infant and Child 1-Rescuer BLS Sequence Infant/Child Chest Compressions Infant/Child Breaths Infant and Child 2-Rescuer BLS Sequence</p> <p>- Ventilation Techniques</p> <p>- Opioid-Associated Life-Threatening Emergencies</p> <p>- Choking Relief for Adults, Children, and Infants</p> <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	<ul style="list-style-type: none"> - Demonstrate the appropriate use of an AED. - Provide effective ventilations by using a barrier device. - Perform high-quality CPR for a child. - Perform high quality CPR for an infant. - Describe the importance of teams during multirescuer resuscitation. - Perform as an effective team member during multirescuer CPR - Describe the technique for relief of foreign-body airway obstruction for an adult, child and infant.
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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.

Stage 2: Assessment Evidence

Performance Task(s):

Pass AHA BLS multiple-choice exams (70% or greater).

Successfully demonstrate AHA BLS techniques using mannequins.

Other Evidence:

- Classroom discussions
- Return demonstration
- Patient Simulation practice
- Problem solving patient scenarios

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Resources:

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<p>Patient Scenarios-Patient simulation practice Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries Out of classroom field trips Divergent thinking for elaboration and synthesis of information Evaluative thinking for rating, judging and qualifying information</p>	<ul style="list-style-type: none"> - American Heart Association Basic Life Support Providers Manual, video, and practice patient manikins. - www.heart.org <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>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>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>	
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Unit Title: Unit IV: Nursing Assistant American Medical Certification Association (NA AMCA) Exam
Review, Study, and Practice for Exam

Stage 1: Desired Results

Standards & Indicators:

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

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.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

.9.3.12.H2.2 Assess and report patient /client's health status in order to monitor and document patient progress.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client 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.

<u>Central Idea/Enduring Understanding:</u> Nursing Assistant American Medical Certification will prepare students for employment as a nursing assistant.	<u>Essential/Guiding Question:</u> How can a student achieve a Nursing Assistant American Medical Certification?
<u>Content:</u> Anatomy and Physiology EKG Law & Ethics Medical Office & Patient Care Medical Terminology OSHA (Occupational Safety and Health Administration) & Infection Control Pharmacology <u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility	<u>Skills(Objectives):</u> -Analyze nursing assistant resources to prepare for the NA AMCA Exam. Evaluate study techniques needed to pass the exam with a 70% or greater. Analyze knowledge strength and weaknesses of exam categories. Develop a specific study plan for the exam.

<u>Interdisciplinary Connections:</u> 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.
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Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> - Practice and prepare for exam by completing AMCA quizlets, practice questions, and learning activities. - Study NA I, NA II and NA III content and classroom review questions and activities. 	<u>Other Evidence:</u> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities
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<ul style="list-style-type: none"> - Pass the NA AMCA exam with a score of 70% or greater. 	<ul style="list-style-type: none"> - Classroom discussions - Student created assessments - Rubrics - Review games - Problem solving patient scenarios
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios-Patient simulation practice Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries 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"> - Sorrentino, S.A., & Remmert, L.N. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier - AMCA Nursing Assistant Study Guide and Quizlets: American Medical Certification Association website. <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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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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		<p>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>	Allow for translators, dictionaries
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Pacing Guide

Nursing Assistant III	Sorrentino, S.A., & Remmert, L.N. (2017). <i>Nursing Assistants</i> . St. Louis, MO: Elsevier	Content Standards
UNIT 1 Quality Patient Care and NA Scope of Practice (58 days)	CHAPTERS 31-32 (10 days) 35-39 (25 days) 41-42 (10 days) 50 (5 days)	9.3.HL-THR.3 9.3.12.H.4 9.3.12.J5.4 9.3.12.H5.3 9.3.12.H2.4
UNIT 2 Job Seeking Skills as NA (14 days)	CHAPTERS 6 (7 days) 56 (7 days)	9.3.HL-THR.3 9.3.12.H.4 9.3.12.J5.4 9.3.12.H5.3 9.3.12.H2.4

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UNIT 3 Emergency Care (10 days)	American Heart Association Basic Life Support Certification (AHA BLS)	9.3.HL-THR.3 9.3.12.H.4 9.3.12.J5.4 9.3.12.H5.3 9.3.12.H2.4
UNIT 4 Nursing Assistant AMCA Exam (10 days)	AMCA exam prep	9.3.HL-THR.3 9.3.12.H.4 9.3.12.J5.4 9.3.12.H5.3 9.3.12.H2.4