

**Course Title: Foundations of Health Science**

<b>Unit:1</b>	Career Opportunities
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Describe health science pathways and careers. Examples: Therapeutic services, Health Informatics, Support Services, Biotechnology R &amp; D, Diagnostic Services</li> <li>Describe roles and responsibilities of individuals as members of a health care team. Examples: Communication, Leadership, Adaptability, Diversity</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Compare and contrast the history of medicine with current trends.</li> <li>Explain the roles of historical individuals and their contributions to modern health care.</li> <li>Demonstrate knowledge of health careers encompassing the educational requirements, job descriptions, career ladder options and employment opportunities.</li> <li>Relate health science pathways and careers.</li> <li>Identify roles and responsibilities of individuals as members of a health care team.</li> <li>List personal qualities necessary for employment in health careers</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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	<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I.	History of the Health Care Profession A. Historical Events B. Contributors to the field	Ten Plus Two Flash Cards Presentations  Guest Speaker Role Play	Textbook Whiteboard Internet  Objective Sheets
II.	Health Science Careers A. Therapeutic Services B. Diagnostic Services C. Support Services D. Health Informatics E. Biotechnology Research and	Internet Research	Computer Lab

<p>Development</p> <p>III. Health Care Roles and Responsibilities</p> <p>A. Skilled Care/Client Needs</p> <p>B. Communication</p> <p>C. Leadership</p> <p>D. Safety</p> <p>E. Confidentiality</p>		<p>Software</p>
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<p><b>Unit Assessment:</b></p>	<p>Assessment of Career Project/Paper/Presentation</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>HOSA Career Health Display Competitive Event</p>
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<p><b>Unit/Course Culminating Product:</b></p>	<p>Career Plan in Health Science</p>
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<p><b>Course/Program Credential(s):</b> X <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree</p> <p>X <input type="checkbox"/> Other: CPR, First Aid, First Responder</p>
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**Course Title: Foundations of Health Science**

<b>Unit:2</b>	Safety
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>3. Compare health care delivery systems for services, types of facilities, and access to care.</li> <li>4. Demonstrate safe work practices in health care, including adherence to OSHA standards, observance of emergency procedures and protocols, and knowledge of body mechanics as related to the field of ergonomics.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the health care delivery system and its components.</li> <li>2. Identify existing and potential hazards to self, clients and co-workers.</li> <li>3. Identify and adhere to safe work practices.</li> <li>4. Demonstrate knowledge of appropriate emergency procedures for the work place.</li> <li>5. Demonstrate the use of OSHA (Occupational Safety and Health Administration) policies to maintain workplace safety.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Health Care Delivery Systems A. Services B. Types of Facilities C. Access to Care II. Safe Work Practices A. OSHA Standards B. Hand washing C. Personal Protective Equipment/Clothing D. Medical and Surgical Asepsis E. Standard Precautions III. Emergency Procedures and Protocols A. Fire Safety	Group Investigation Brainstorming/Discussion Paper  Listen, think, pair and share  Read, complete worksheet Demonstration  Read, view and Do	Textbook, classroom resources, videos  Textbook, videos, PPE, Lab equipment and supplies  Textbook, Instructional Technology, Guest speaker from Fire Department, Lab equipment – fire extinguishers or other emergency services offices  Textbook, videos, lab equipment and supplies

B. Waste Disposal C. Hazardous Materials D. Environmental Safety E. Body mechanics F. Materials Safety Data Sheet (MSDS)	Ten plus two Scenarios	Prepared scenarios  <a href="http://www.osha.gov">http://www.osha.gov</a>
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<b>Unit Assessment:</b>	Test, performance task, self-assessment, demonstrations, teacher observation, project-based learning
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<b>Unit/Course CTSO Activity:</b>	N/A
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<b>Unit/Course Culminating Product:</b>	Teaching a lesson
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<b>Course/Program Credential(s):</b> X <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree X <input type="checkbox"/> Other: OSHA Certification
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**Course Title: Foundations of Health Sciences**

<b>Unit:3</b>	Medical Terminology
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify basic medical symbols and terms, including pronunciations, abbreviations, prefixes, suffixes, and root words.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Communicate using terminology applicable to the health care industry.</li> <li>Use medical dictionaries, multimedia resources, Internet and other resources to learn medical terminology.</li> <li>Define prefixes, suffixes and word roots.</li> <li>Make additions to new terms, symbols, abbreviations, prefixes, suffixes, and root words.</li> <li>Spell and pronounce medical terms correctly.</li> <li>Apply relevant medical terminology to a simulated professional setting.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Introduction to Medical Terminology               <ol style="list-style-type: none"> <li>A. Rationale for medical terminology</li> <li>B. Pronunciation of Medical Terms</li> </ol> </li> <li>II. Forming Medical Terms From Word Elements               <ol style="list-style-type: none"> <li>A. Combining Word Elements                   <ol style="list-style-type: none"> <li>1. Prefix</li> <li>2. Root</li> <li>3. Suffix</li> <li>4. Word</li> </ol> </li> </ol> </li> </ol>	<p>Games</p> <p>Flash cards</p> <p>Challenge envelopes</p> <p>Memorization</p> <p>Scenarios</p>	<p>Textbooks</p> <p>Computers for games</p> <p>Buzzer system for competitions with class members</p>

<p>B. Rules for Combining</p> <ol style="list-style-type: none"> <li>1. Combining vowels</li> <li>2. Changing words from singular to Plural</li> <li>3. Medical Symbols</li> <li>4. Abbreviations</li> </ol>		
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<p><b>Unit Assessment:</b></p>	<p>Participation in games, flash cards, challenge envelopes, memorization, and scenarios using medical language.</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>Medical Spelling or Medical terminology/HOSA Competitive Events</p>
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<p><b>Unit/Course Culminating Product:</b></p>	<p>Demonstration of correct use of medical terminology and abbreviations, prefixes, suffixes, and root words in oral and written communications in classroom and health care settings</p>
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input type="checkbox"/> Postsecondary Degree   <input type="checkbox"/> University Degree  <input type="checkbox"/> Other: N/A</p>
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**Course Title: Foundations of Health Science**

<b>Unit:4</b>	Anatomy Overview
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>6. Describe basic structures and functions of the human body systems.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of basic anatomy and physiology, body systems, organs and functions.</li> <li>2. Identify structures and functions of the human body systems.</li> <li>3. Describe the basic functions of cells, tissues, organs and systems.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Overview of Anatomy and Physiology</p> <p>II. Structures and Functions</p> <p style="margin-left: 20px;">A. Cells</p> <p style="margin-left: 20px;">B. Tissues</p> <p style="margin-left: 20px;">C. Organs</p> <p>III. Body Systems</p> <p style="margin-left: 20px;">A. Integumentary System</p> <p style="margin-left: 40px;">1. Structure</p> <p style="margin-left: 40px;">2. Functions</p>	<p>Ten plus two</p> <p>Worksheets</p> <p>Color sheets</p> <p>Diagrams</p> <p>Collaborative learning</p> <p>Anatomy T-shirt</p> <p>Software</p> <p>Integrated Media</p> <p>Anatomy In Clay</p> <p>Today's Class</p>	<p>Textbook</p> <p>Models</p> <p>Handouts</p> <p>Internet</p> <p>Media</p> <p>Classroom resources</p> <p>Workbooks</p> <p>White T-shirts</p> <p>Markers</p>

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| <ul style="list-style-type: none"><li>B. Skeletal System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>C. Muscular System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>D. Nervous System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>E. Circulatory System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>F. Lymphatic System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>G. Respiratory System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>H. Digestive System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>I. Urinary System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>J. Endocrine System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li><br/><li>K. Reproductive System<ul style="list-style-type: none"><li>1. Structure</li><li>2. Functions</li></ul></li></ul> |  |  |
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<b>Unit Assessment:</b>	Test and Performance Assessments, Demonstration
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<b>Unit/Course CTSO Activity:</b>	Physiology Knowledge Test/HOSA Competitive Event
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<b>Unit/Course Culminating Product:</b>	Basic knowledge of human body structures and functions
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: N/A
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**Course Title: Foundations of Health Science**

<b>Unit:5</b>	Communication Skills
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>7. Use effective communication skills in the field of health care, including addressing clients respectfully.</li> <li>8. Use information technology applications required for health science careers.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to effectively use interpersonal communication skills to meet the needs of individuals, family, peers and others.</li> <li>2. Identify barriers to communication and take measures to minimize their effects.</li> <li>3. Demonstrate the effective use of information technology applications in communication.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Communication Skills</p> <p>A. Components of effective Communication</p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Consideration</li> <li>3. Showing Interest</li> <li>4. Conflict Resolution</li> <li>5. Negotiation</li> </ol> <p>B. Barriers to effective communication</p> <ol style="list-style-type: none"> <li>1. Prejudices</li> <li>2. Frustrations</li> <li>3. Attitudes</li> <li>4. Life Experiences</li> </ol>	<p>Lecture Worksheets</p> <p>Demonstrations</p> <p>Simulations/Role Playing</p>	<p>Whiteboard</p> <p>Textbooks</p> <p>Videos</p> <p>Computers</p> <p>Transcription Equipment</p> <p>Telephone</p>

<p style="text-align: center;">5. Labeling</p> <p>II. Information Technology Applications</p> <p>A. Internet</p> <p>B. Transcribing</p> <p>C. Communication Information</p>		
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<b>Unit Assessment:</b>	Test Performance Tasks
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<b>Unit/Course CTSO Activity:</b>	HOSA Project to interact and communicate with nursing home residents
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<b>Unit/Course Culminating Product:</b>	ICT Certification
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<b>Course/Program Credential(s):</b>	<input checked="" type="checkbox"/> X <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: N/A
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**Course Title: Foundations of Health Science**

<b>Unit:6</b>	Employability Skills
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>9. Demonstrate employability traits needed in health science careers.                  Examples: Personal appearance and hygiene, interpersonal skills, completion of job applications</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify employability traits needed in health science careers and explain why employers value them.</li> <li>2. Outline employer expectations of punctuality, attendance, time management, productive work habits and communication skills.</li> <li>3. Demonstrate the procedures necessary to seek and secure employment.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Employability Traits of Healthcare Workers</p> <p>A. Personal Appearance and Hygiene</p> <p>B. Interpersonal Skills</p> <ol style="list-style-type: none"> <li>1. Self-confidence</li> <li>2. Trustworthy Attitude</li> <li>3. Caring Attitude</li> <li>4. Positive Attitude</li> </ol> <p>II. Developing Job-seeking skills</p> <p>A. Communication Skills</p> <ol style="list-style-type: none"> <li>1. Verbal communication</li> <li>2. Written communications</li> </ol>	<p>Worksheets/Activities</p> <p>Think/Pair/Share</p> <p>Simulations/Role Playing</p> <p>Guest Speakers</p> <p>Evaluation of Portfolio</p> <p>Video tapeing</p>	<p>Textbooks</p> <p>Internet searches</p> <p>Personal Quality Inventory</p> <p>Objective Sheets</p>

<p>B. Meeting Employer Expectations</p> <ol style="list-style-type: none"> <li>1. Punctuality</li> <li>2. Attendance</li> <li>3. Time management</li> <li>4. Productive work habits</li> <li>5. Team player</li> </ol> <p>III. Job-Seeking Skills</p> <p>A. Preparing a job application</p> <ol style="list-style-type: none"> <li>1. Cover letter</li> <li>2. Resume'</li> <li>3. Career portfolio</li> </ol> <p>B. Participating in a job interview</p> <ol style="list-style-type: none"> <li>1. Mock Interview</li> <li>2. Participating in actual interview</li> <li>3. Professional Image</li> </ol>		
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<b>Unit Assessment:</b>	Complete a resume' and job application.
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<b>Unit/Course CTSO Activity:</b>	Job Seeking Skills/Interview Skills/HOSA Competitive Events HOSA Health Professions Events
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<b>Unit/Course Culminating Product:</b>	Participate in mock job interview. Successfully secure employment.
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: N/A
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**Course Title: Foundations of Health Science**

<b>Unit:7</b>	Legal and Ethical Implications
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>10. Explain legal responsibilities, limitations and implications within the healthcare setting</li> <li>11. Discuss ethical practices and issues required within the health care setting.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Analyze the importance of a thorough understanding of legal responsibilities, limitations and implications within the health care delivery setting.</li> <li>2. Examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape and sexual abuse.</li> <li>3. Compare and contrast morals, values and ethics as they relate to their beliefs and requirements in the health care setting.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Legal Responsibilities               <ol style="list-style-type: none"> <li>A. Patients’ Bill of Rights</li> <li>B. Legal Documentation Requirements</li> <li>C. HIPPAA</li> <li>D. Malpractice</li> <li>E. Negligence</li> <li>F. Advanced Directives</li> </ol> </li> <li>II. Ethical Practices and Issues               <ol style="list-style-type: none"> <li>A. Prolonged Life (Life Support)</li> <li>B. Technology</li> </ol> </li> </ol>	<p>Read Aud.            Discuss            Review            Homework: Legal Article            Legal Terminology            Research            Field Trip            Critical Thinking Exercises            Role Playing            Mock Scenarios</p>	<p>HIPPA/Confidentiality Video            Textbook            Local newspaper            Contact local judge for court house visit            Internet Searches</p>

<b>Unit Assessment:</b>	Test and performance Assessment
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: Foundations of Health Science**

<b>Unit:8</b>	Health and Wellness
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>12. Describe fundamentals of health promotion and wellness.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Outline fundamental concepts of health promotion and wellness.</li> <li>2. Distinguish between holistic care and disease-oriented care</li> <li>3. Evaluate the impact of media and technology on individual, family, community, and world health.</li> <li>4. Analyze the relationship between unsafe behaviors and personal health.</li> <li>5. Apply decision-making skills to health promoting skills.</li> <li>6. Develop a personal wellness plan.</li> </ol>
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<b>Essential Question(s):</b>	What skills, knowledge and personal characteristics are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Fundamentals of Health Promotion and Wellness</p> <p>A. Wellness</p> <ol style="list-style-type: none"> <li>1. Physical Wellness</li> <li>2. Emotional Wellness</li> <li>3. Social Wellness</li> <li>4. Mental and Intellectual</li> <li>5. Spiritual Wellness</li> </ol> <p>B. Health Promotion</p> <ol style="list-style-type: none"> <li>1. Disease Prevention</li> <li>2. Exercise and Rest</li> <li>3. Nutrition and Fitness</li> </ol>	<p>Lecture/Discussion Worksheets</p> <p>Cooperative Learning Groups</p> <p>Field Trips</p> <p>Nutrition Games</p> <p>Community Education Guest Speakers</p>	<p>Internet Searches Textbooks</p> <p>Teacher Designed Materials</p> <p>Public Health Brochures, etc.</p>

4. Weight Management
5. Hygiene

II.

Health and Society

A. Consumer Health

1. Being A Wise Consumer
2. Seeking Health Care
3. Accessing the Health Care System

B. Public Health

1. Public Health Issues
2. Preventive Methods

C. Environmental Health

1. Health and the Environment
2. Air Pollution
3. Water Pollution
4. Protective measures and Behaviors

III.

Prevention and Controlling Diseases and Disorders

A. Causes of Diseases

1. Changes in Homeostasis
2. Trauma
3. Disease transmission
4. Failure in immune System
5. Injury
6. Risky behaviors

B. Prevention and Safety Promotion

1. Reducing risks at home, and on the road.
2. Preventing violence
3. Resolving conflicts
4. Avoiding harmful substances
  - (a) Alcohol
  - (b) Tobacco

	(c) drugs (d) Addictive substances 5. Consequences of Risky Behaviors		
IV.	Life Cycle and Human Development A. Life Cycle and Adolescence B. Reproduction C. Pregnancy and Childbirth D. Heredity and Genetics		
V.	The Family A. Dating and marriage B. Parenting and family Systems C. Problems in families D. Hereditary diseases in families		
VI.	First Aid A. First Aid Basics B. First Aid for Life-Threatening Emergencies C. First Aid for Poisoning and other problems		

<b>Unit Assessment:</b>	Written Test, Project Evaluation, Lesson Plan
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<b>Unit/Course CTSO Activity:</b>	Knowledge Tests: HOSA Competitive Event
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<b>Unit/Course Culminating Product:</b>	Health Fair Project
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree
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Other: N/A

**Course Title: Foundations of Health Science**

<b>Unit:9</b>	Technical Skills
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>13. Demonstrate common technical skills required in the health care industry.</li> <li>14. Use mathematical concepts in a health-related setting.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and demonstrate common technical skills required in the health care industry.</li> <li>2. Explain mathematical concepts in a health-related setting.</li> </ol>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Technical Skills in the Health Care Industry</p> <ol style="list-style-type: none"> <li>A. Assess Vital Signs</li> <li>B. Demonstrate CPR</li> <li>C. Administer First Aid</li> <li>D. Practice Infection Control</li> <li>E. Convert units between systems of Measurement</li> <li>F. Move and lift clients safely</li> <li>G. Measuring Intake and output</li> <li>H. Activities of Daily Living</li> </ol>	<p>Lecture and Demonstration</p> <p>Instructional Technology</p> <p>Guided Practice</p>	<p>Whiteboard</p> <p>Textbook</p> <p>Video</p> <p>Vital Signs Equipment</p> <p>CPR Equipment</p> <p>First Aid Supplies</p>

<b>Unit Assessment:</b>	Test, Skill Performance
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<b>Unit/Course CTSO Activity:</b>	Nurse Assisting and CPR, HOSA Competitive Events
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<b>Unit/Course Culminating Product:</b>	CPR Certification First Aid Certification
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Foundations of Health Science**

<b>Unit:10</b>	Financial Literacy
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>15. Create a personal career plan in a chosen health science pathway.</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>1. Develop a personal career plan in a chosen health science pathway.</p>
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<b>Essential Question(s):</b>	What skills and knowledge are essential for success as a health care worker in the 21st century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
Personal Career Plans Skills Needed for Personal Financial Literacy Activities of Daily Living	Instructional software Lecture Group Investigation and oral presentation Research Guest Speaker	Computers/Internet Textbooks Instructional Technology Worksheets Calculators

<b>Unit Assessment:</b>	Test, Skill Performance
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<b>Unit/Course CTSO Activity:</b>	Nurse Assisting and CPR, HOSA Competitive Events
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<b>Unit/Course Culminating Product:</b>	CPR Certification First Aid Certification
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

<b>Unit Assessment:</b>	Presentation, worksheets, reports
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	Develop a presentation demonstrating how to create a financially sound career plan for a chose career.
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: