Patient Care Assistant II
Curriculum

10 Credits

Unit One
Patient Care Assistant II

Course Description

The Patient Care Assisting II course is the second part of a two-year program. The PCA II is comprised of two components: (1) Theoretical/systematical approach to patient care and (2) practical application/clinical rotations. The first component will focus on the following body system and related care, musculoskeletal, integumentary, circulatory, respiratory, gastrointestinal, urinary, endocrine, reproductive and nervous. The student will also learn about nutritional needs of patients, care of a surgical patient, caring for patients with special needs, neonatal and pediatric care, care of older patients, long-term care, rehabilitative care, and finally the care of a terminally ill patient and how to render postmortem care. The second component, a clinical rotation, will provide a practicum for the students to experience a clinical setting and put into practice the observation, communication, personal care skills, and other professional skills acquired in the pre-requisite career and technical courses. The student will complete a minimum of 50 hours of supervised activities, participate in group discussion and reflections, and the completions of weekly journal entries. Also during the clinical rotation emphasis will be placed on self- motivated research and documentation.

The objectives of this course will be met via classroom lectures and testing on content knowledge, skills performance assessments, hands on learning, required reading, assignments, and on-going collaboration and discussion with the program clinical healthcare institution.

Successfully passing Medical terminology and Patient Care I is a prerequisite for this course.
# Patient Care Assistant II

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Muscular Skeletal, Integumentary, Circulatory, Respiratory systems, and measuring vital signs</td>
<td>approx. 10 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Gastrointestinal system, nutrition for the patient, urinary system, specimen collection, and the Endocrine system</td>
<td>approx. 8 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>The Reproductive system, Nervous system, care of surgical patients, special procedures and rehabilitation care, care of patients with special needs, care of terminally ill patients and postmortem care.</td>
<td>approx. 9 week</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Neonatal and Pediatric care, the older patient and long-term care, CPR and first aide certification</td>
<td>approx. 8 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards


- **Technology Operations and Concepts**
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Research and Informational Fluency**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals
think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply
Career Ready Practices

insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

<table>
<thead>
<tr>
<th>CRP10. Plan education and career paths aligned to personal goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</td>
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</tbody>
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<tr>
<th>CRP11. Use technology to enhance productivity.</th>
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<tr>
<td>Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</td>
</tr>
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<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
</tr>
</tbody>
</table>
### Differentiated Instruction

#### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
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<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback/return demonstration</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
<td></td>
<td>- Color code materials</td>
</tr>
</tbody>
</table>
## Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaptation of Material and Requirements
- Evaluate Vocabulary and use of Medical Terminology
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks, Kahoot!
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create a Public Service Announcement
- Glogster to make Electronic Posters
- Kahoot to create a test reviews
## Interdisciplinary Connections

### English Language Arts
- Development of a written patient care plan
- Close reading of health/medical journals, articles, and text
- Create a brochure/power point for a specific medical profession
- Keep a notebook of medical terminology

### Social Studies
- Research the history medicine and a given health or medical profession
- Research prominent historical individuals, disease or health issue in medicine or health
- Use historical medical references, discoveries to solve problems

### Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Develop charts and graph of medical/health researched data
- Use medical math for equivalent apothecary and metric measurements
- Track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts
- Create a poster/brochure/Public Service Announcement recruiting young people to focus their studies on a specific health career or health issues

### Science
- Research the environmental impact of a given career or industry
- Research latest developments in health/medical technology
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Health Science (HL)

- 9.3.12.HL.2: Explain the healthcare workers' role within their department, their organization and the overall healthcare system.
- 9.3.12.HL.3: Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 9.3.12.HL.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.HL.5: Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3.12.HL.6: Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Pathway: Therapeutic Services

- 9.3.12.HL-THR.1: Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3.12.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.HL-THR.4: Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.
Common Career Technical Core (CCTC)

Career Cluster Health Science

HL-THR 01 – Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

- HL-THR 01.1. Employ effective oral communication techniques when responding to patient questions and concerns.
- HL-THR.01.2. Employ effective written communication techniques when responding to patient questions and concerns.

HL-THR.02 - Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

- HL- THR 02.1 – Utilize facility protocol and regulatory guidelines for collecting patient/client health care needs, strengths and problems.
- HL-THR 02.2. - Analyze team interactions that identify effective patterns of communication among team members.

HL-THR.03 - Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

- HL-THR.03.1.- Monitor patient/client using protocols for assessing, monitoring and reporting health status.
- HL-THR.02.2. - Utilize strategies that support patient/client goals when developing treatment plans.
- HL-THR.02.3 - Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope of practice.

HL-THR.04 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

- HL-THR.04.1 - Employ accepted protocols for evaluating patient/client needs, strengths and problems during treatment..
Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

• CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure:

• CCSS.ELA-LITERACY.RL.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas:

• CCSS.ELA-LITERACY.RL.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

• CCSS.ELA-LITERACY.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
• CCSS.ELA-LITERACY.W.11 – 12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
• CCSS.ELA-LITERACY.W.11 -12. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Range of Writing:

• CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Comprehension and Collaboration:

• CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
• CCSS.ELA-LITERACY-SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Conventions of Standard English:

• CCSS.ELA-LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
• CCSS.ELA-LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
• CCSS.ELA_LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Range of Writing:

• CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.
## Course: Patient Care Assistant II

### Unit: 1

#### Grade Level: 9-12

### Unit Overview:
Student will (1) identify the functions of the muscular system and explain how groups of muscles work together to form movement (2) identify functions of the skeletal system and also describe types of bones, joints and surface muscle (3) describe the function of the skin, describe skin conditions, identify guidelines for skin care, and describe devices and equipment used in the care of the skin and prevention of pressure ulcers, (4) describe the function of the heart and blood, describe the function of the respiratory system, identify the relationship between the respiratory and circulatory system work together, identify common disease and disorders of the heart and lungs (5) list and describe vital signs and how to measure them, and demonstrate appropriate skills when measuring various vital signs.

### New Jersey Student Learning Standards (NJSLS):
- 9.3.12.HL.2
- 9.3.12.HL.4
- 9.3.12.HL.5
- 9.3.12.HL.6

### Common Career Technical Core (CCTC):
- HL-THR 01.1
- HL-THR. 01.2
- HL-THR 02.1
- HL-THR 02.2
- ED 02.2
- HL-THR. 03.1
- HL-THR.03.2
- HL-THR.03.3
- HL-THR. 04.1

### Common Core State Standards (CCSS):
- RL.11-12.1
- RL11-12.4
- SL.11-12.1
- SL.11-12.2
- L.11-12.1
- L.11-12.2
- W.11-12.4
- W.11-12.7
- SL.11-12.1
- SL.11-12.2
- L.11-12.1
- L.11-12.2
- L.11-12.3
- W.11-12.2

### Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Define how the muscular system makes it possible for all body motion inside and outside the body.</th>
<th>How groups of muscles work together to perform motion?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJSLS:</strong> 9.3.12.HL.2, 9.3.12.HL.4</td>
<td>What are the names of the body’s muscles?</td>
</tr>
<tr>
<td>**CCTC: **HL-THR.01, HL-</td>
<td>What are common diseases and disorders</td>
</tr>
</tbody>
</table>

### Essential Questions

- How groups of muscles work together to perform motion?
- What are the names of the body’s muscles?
- What are common diseases and disorders?

### Skills & Indicators

- Describe the antagonistic muscle group
- Describe difference between muscle relaxation and contracture
- Describe the difference between

### Sample Activities

- **Diagram:** Create a diagram labeling all the muscles of the body.
- **Clinical Rotation:** Student will work with assigned patient to do range of motion exercise

### Resources

- Text: “Being A Nursing Assistant” by Francine Wolgin, 9th Edition
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| THR.02, HL-THR.03, HL-THR.04      | that affect the muscles | abduction and adduction.  
  • Describe the difference between muscle flexion, extension  
  • Define muscle atrophy and muscle contracture and how to prevent these muscle problem. | to improve muscle tone.  
Job shadow a physical therapist  
**Skills lab:**  
Demonstrate flexion and extension abduction and adduction using classroom manikin  
**Kahoot!**  
Computer game on the muscular system  
**Journal**  
Write a journal entry new vocabulary of medical terminology | Participation in the Weekly Clinical Rotation program:  
St. Joseph’s Hospital, Paterson, N.J. |
What is the purpose of joints?  
What are ligaments?  
How does motion | Describe and name purpose and function of long bones.  
Describe and name purpose and function of short bones  
Describe and name the purpose and | **Diagram**  
Create a Diagram labeling long, short, irregular, flat bones and skull.  
**Kahoot!**  
Computer game on skeletal system | **Text:** “Being A Nursing Assistant” by Francine Wolgin, 9th Edition  
**Educational Video:** “Skeletal System”. [www.teachertube.com](http://www.teachertube.com) |
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<tbody>
<tr>
<td>THR.04</td>
<td>function of irregular bones</td>
<td>Journal: Document words and medical vocabulary and their definition.</td>
<td>Participation in the Weekly Clinical Rotation Program: St. Joseph’s Hospital, Paterson, N.J.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS:</strong> RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2, W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3</td>
<td>Describe the purpose and function of flat bones • Explain how the muscular, skeletal, nervous, and circulatory system work together to produce movement.</td>
<td><strong>Clinical rotation:</strong> Job shadow physical therapist observing them working with patients in need of physical rehabilitation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.12.HL.2, 9.3.12.HL-4,</td>
<td>What is the purpose of the purpose and function of the skin?</td>
<td>Diagram: Create a diagram of a cross section of the skin labeling skin layers, glands, blood vessels, and nerves.</td>
<td><strong>Text:</strong> “Being A Nursing Assistant” by Francine Wolgin, 9th Edition</td>
<td></td>
</tr>
<tr>
<td><strong>CCTC:</strong> HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04</td>
<td>What are common disorders of the skin? What are pressure sores and how can you prevent them from developing</td>
<td><strong>Journal:</strong> Document words and medical vocabulary and their definition.</td>
<td><strong>Educational Video:</strong> “Integumentary System”. <a href="http://www.teachertube.com">www.teachertube.com</a></td>
<td></td>
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<tr>
<td><strong>CCSS:</strong> RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2, W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3</td>
<td>How does age affect the skin?</td>
<td><strong>Clinical rotation:</strong></td>
<td><strong>Participation in the Weekly Clinical Rotation program:</strong></td>
<td></td>
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</table>
• Describe equipment and devices used in skin care and treatment  
• Identify common sites for skin ulcers | Job shadow nurse or PCA rendering skin care and wound care  
**Skills lab:** Demonstrate proper skin care using the class room manikin. Demonstrate how to use heel and elbow protectors, foot drop splints, foot boards and egg crate and air mattresses, etc. | St. Joseph’s Hospital, Paterson, N.J. |
| Describe the function and purpose of the heart. | **NJSLS:** 9.3.12.HL.2, 9.3.12.HL.4,  
**CCTC:** HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04  
**CCSS:** RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2, W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, | What is the purpose of the heart?  
Define the four chambers of the heart.  
Identify the vessels of heart.  
Define the role and function of heart valves  
Define and assess heart sounds  
Define the basic Electrocardiogram normal sinus rhythm of the heart | **Kahoot!** Computerized knowledge game on the heart anatomy and function  
**Journal** Write a journal entry new vocabulary and medical term.  
**Skills Lab** Using EKG strips student will identify normal wave | Educational Video: “Exploring the heart” www.Youtube.com  
**Text:** “Being A Nursing Assistant” by Francine Wolgin, 9th Edition  
**Participation in the Weekly Clinical Rotation Program** St. Joseph’s Hospital, Paterson, N.J. |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SL.11-12.1, L.11-12.2, L.11-12.3</td>
<td></td>
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<td>formation as well as heart arrhythmias of the electroconductivity of the heart.</td>
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<td><strong>Weekly clinical rotation:</strong> Job shadowing of an EKG technician performing EKG’s on patients</td>
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<td><strong>Diagram:</strong> Create a diagram labeling the heart chambers, blood vessels, valves, and septum.</td>
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<tr>
<td>Describe the function and purpose of blood.</td>
<td>What is the purpose of blood and blood vessels?</td>
<td>• Define the what blood does as it circulates throughout the body</td>
<td><strong>Diagram:</strong> Create a diagram of the system of veins</td>
<td>Educational Video: “What is blood” <strong><a href="http://www.Youtube.com">www.Youtube.com</a></strong> 2009</td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.12.HL.2, 9.3.12.HL-4,</td>
<td>What are the three types of blood vessels known as?</td>
<td>• Explain what an artery is</td>
<td><strong>Diagram:</strong> Create a diagram of the system of arteries.</td>
<td>Text: “Being A Nursing Assistant” by Francine Wolgin, 9th Edition</td>
</tr>
<tr>
<td><strong>CCTC:</strong> HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04</td>
<td>What are the components of blood?</td>
<td>• Explain what veins are</td>
<td><strong>Journal:</strong> Write vocabulary words and definitions related to the heart and circulatory</td>
<td>Educational video:</td>
</tr>
<tr>
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<td><strong>CCSS:</strong> RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3</td>
<td>What are the common diseases of the circulatory system and platelets are • Identify the major arteries and veins of the body • Define what a myocardial infarction is • Define Angina pectoris • Define arteriosclerosis</td>
<td>system <strong>Kahoot !</strong> Computerized game on the heart. <strong>Care Plan:</strong> Create a care plan for a patient who has suffered a heart attack <strong>Skills lab:</strong> Learning basic phlebotomy techniques <strong>Weekly Clinical rotation:</strong> Job shadowing of a phlebotomist</td>
<td>“How to perform Venipunctures” <a href="http://allsed.com">http://allsed.com</a> <strong>Handout:</strong> Quick guide to venipunctures by George Fritsma, Alexis Bennett AACC Press 2014 <strong>Participation in Clinical Rotation Program:</strong> St. Joseph’s Hospital; Paterson, N.J.</td>
<td></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.12.HL.2, 9.3.12.HL.4,</td>
<td>What are the four components of vital signs?</td>
<td>• List and describe the different types of thermometers. • Demonstrate the procedure for measuring aural, oral, rectal and axillary temperature • Demonstrate proper use of an electronic thermometer • Demonstrate how to assess the rate and rhythm of a heartbeat</td>
<td><strong>Journal:</strong> Write definitions of medical terminology related to vital signs <strong>Skills Lab:</strong> Working in pairs student will assess and document their partner’s vital signs <strong>Graphic Organizer:</strong> Using a graphic sheet student will graph vitals taken</td>
<td><strong>Text:</strong> “Being A Nursing Assistant” by Francine Wolgin, 9th Edition <strong>Educational Video:</strong> “How to take vital signs” <a href="http://www.Youtube.com">www.Youtube.com</a> April 2012 <strong>Participation in the Clinical Rotation Program:</strong> St. Joseph’s Hospital, Paterson, N.J.</td>
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</table>

Describe how and why measuring vital signs can reflect the physical well-being and condition of a person

**NCTC:** HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04

How are the four different vital signs taken and documented?

How does illness affect the measurements of vital signs?
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</tr>
</thead>
</table>
- Demonstrate how to assess and count respirations  
- Explain systolic and diastolic pressure  
- Demonstrate how to use a stethoscope  
- Demonstrate how to use an aneroid and mercury blood pressure equipment. | **Weekly Clinical Rotation:**  
Student will take vital signs on patients that are assigned to them  
**Kahoot!** Computerized game on vital signs.  
**Participation in Healthy Mothers Healthy Babies Teen Health Fair** taking blood pressures. | Paterson, N.J. |
| Describe the respiratory system and the normal aging process. | How does the respiratory system function?  
As adults age, what happens to lung tissue?  
What is Chronic obstructive pulmonary Disease (COPD)?  
What are the most common disorder and diseases of the respiratory system? |  
- Describe the relationship between the heart and the lungs  
- Describe the effects of aging and decrease lung tissue elasticity  
- Describe the anatomy of the lungs  
- Define Tuberculosis and the affects it has | **Journal:** Write definitions of medical terminology related to the respiratory system  
**Skills Lab:**  
Working in pairs student will assess and document their partner’s lung sounds  
**Weekly Clinical Rotation:**  
Student will job shadow a respiratory therapist  
**Kahoot!** Computerized | "Being A Nursing Assistant" by Francine Wolgin, 9th Edition  
**Educational Video:**  
"Meet the lungs/Respiratory system introduction"  
www.Khanacademy.com  
**Participation in the Clinical Rotation Program:**  
St. Joseph’s Hospital. |
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<tr>
<td>12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3</td>
<td>on the lungs • Define COPD • Describe normal lung function • Define Pneumonia • Define Emphysema • Define Lung Cancer</td>
<td>game on respiratory system. Diagram: Label parts of the lungs on a diagram of the heart</td>
<td>Paterson, N.J.</td>
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<tr>
<td>Describe abnormal respirations.</td>
<td>How do you measure respiration? What are the different types of abnormal respirations? What does one respiration include?</td>
<td>• Describe one respiratory cycle • Describe labored breathing • Describe stertorous respirations • Describe abdominal breathing • Describe shallow breathing • Describe Cheyne-Stokes respirations</td>
<td>Journal: Write definitions of medical terminology related to the abnormal breathing Skills Lab: Working in pairs student will assess and document their partner's lung sounds Weekly Clinical Rotation: Student will job shadow a respiratory therapist Kahoot! Computerized game on abnormal breathing</td>
<td>Text: “Being A Nursing Assistant” by Francine Wolgin, 9th Edition Educational Video: “Lung Sounds” wwwYouTube.com May 21,2013 Participation in the Clinical Rotation Program: St. Joseph's Hospital, Paterson, N.J.</td>
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</tbody>
</table>
## Unit 1 Vocabulary

<table>
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<tr>
<th>Abduction</th>
<th>Circulatory system</th>
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<tbody>
<tr>
<td>Adduction</td>
<td>Heart</td>
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<tr>
<td>arthritis</td>
<td>Plasma</td>
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<td>atrophy</td>
<td>Pulmonary</td>
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<tr>
<td>contract</td>
<td>Respiratory system</td>
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<td>contracture</td>
<td>Vein</td>
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<td>extension</td>
<td>Capillary</td>
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<td>flexion</td>
<td>aneroid sphygmomanometer</td>
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<td>fracture</td>
<td>Apical pulse</td>
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<td>joint</td>
<td>Axillary</td>
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<tr>
<td>ligament</td>
<td>Blood pressure</td>
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<td>relax</td>
<td>Bradycardia</td>
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<td>bony prominences</td>
<td>Centigrade</td>
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<td>dermis</td>
<td>Cheyne-Stokes respiration</td>
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<td>epidermis</td>
<td>Diastolic</td>
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<td>lesion pressure ulcers</td>
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<td>Dyspnea</td>
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<td>artery</td>
<td>Hypertension</td>
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<tr>
<td>blood pressure</td>
<td>Hypotension</td>
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<tr>
<td>cardiac</td>
<td>Inhaling</td>
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<tr>
<td>circulation</td>
<td>Pulse</td>
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<td>Orthopedic</td>
<td>Pulse deficit</td>
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<td>Incontinent</td>
<td>Radial pulse</td>
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<td>Friction injuries</td>
<td>Stethoscope</td>
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<td>Tachycardia</td>
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<td>Vital signs</td>
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<td>Suggested Unit Projects</td>
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<td><strong>Choose At Least One</strong></td>
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<tr>
<td>Research project on a disease of the heart or the lungs denoted the definition of the disease, causes, signs and symptoms, prevention and treatment.</td>
<td>Participate in a community health fair and the district health fair taking vital signs on health fair participants/attendees.</td>
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<thead>
<tr>
<th>Suggested Structured Learning Experiences</th>
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<tbody>
<tr>
<td>St. Joseph’s Hospital and Medical Center</td>
<td>Northern New Jersey Maternal Child Health Consortium Healthy Mothers Healthy Babies</td>
</tr>
<tr>
<td>700 Main Street</td>
<td>One Ottillio Terrace</td>
</tr>
<tr>
<td>Paterson, New Jersey, 07503</td>
<td>Paterson, New Jersey, 07502</td>
</tr>
<tr>
<td>973-754-2000</td>
<td>973-942-3630</td>
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<td></td>
<td>PASSAICResourceNET.org</td>
</tr>
<tr>
<td>Paterson Division of Health</td>
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<tr>
<td>176 Broadway</td>
<td></td>
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<tr>
<td>Paterson, New Jersey</td>
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<td>973-321-1277</td>
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