

**Unit 1: Demonstrating Workplace Readiness: Personal Qualities and People Skills
Competencies 1-7**

Unit Focus

Student will be able to work well with others in a professional setting: demonstrating positive work ethic, integrity, creativity, and resourcefulness while maintaining the ability to resolve conflicts and self-represent.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

1. Demonstrate a positive work ethic.
2. Demonstrate integrity.
3. Demonstrate teamwork skills.
4. Demonstrate self-representation skills.
5. Demonstrate diversity awareness.
6. Demonstrate conflict resolution.
7. Demonstrate creativity and resourcefulness.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U1 to maintain punctual and consistent attendance, take direction willing, and exhibit motivation to accomplish the task at hand</p> <p>U2 laws, ethics, and workplace policies including respecting the property of the employer and coworkers, identifying how one's actions and behavior can have far-reaching, and exhibiting honesty and reliability.</p> <p>U3 how to contribute to the overall success as a team</p> <p>U4 how to use appropriate dress, hygiene and words to better establish positive workplace skills</p> <p>U5 how to give and receive constructive criticism</p> <p>U6 how to display initiative readily, independently, and responsibly</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How can a positive work ethic guide your behavior at work?</p> <p>Q2 How would you suggest that a worker demonstrate independence and initiative without overstepping his or her authority?</p> <p>Q3 How can you improve your self-representation skills: how do you overcome shyness? overcome nervousness?</p> <p>Q4 What are the consequences of using the strengths of team members? Of not using the strengths of team members? And how you integrate a new person into your group or team?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 how to create a system of time based priority to maintain punctuality on the job site, and complete work on -time and in full.</p> <p>K2 where to find company rules and regulations as well as where to look for national regulations that may govern their industry.</p> <p>K3 what the company dress code and hygiene expectations are.</p> <p>K4 their chain of command and how to properly access it.</p> <p>Key vocabulary all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional</p>	<p><i>The student will be able to...</i></p> <p>S1 demonstrate daily attendance and timeliness</p> <p>S2 describe laws governing the practice of nursing</p> <p>S3 demonstrate small group participation and laboratory professionalism</p> <p>S4 dress in appropriate uniform per program regulation</p> <p>S5 speak concisely and professionally with clients, peers and instructors</p>

boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.	
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Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
P1 The student will come to class daily, arriving on time and be ready to begin class at the bell. Students who will be absent shall notify the instructor per school policy.	O1 Quizzes and test
P2 The student will complete a treasure hunt internet search of the Department of Health and State Board of Nursing websites	O2 Peer evaluation
P3 The student will participate daily with peers in a positive and constructive manner.	O3 Self- evaluation
P4 The student will assume a leadership role when working in small groups and skills lab to effectively finish assignments.	O4 Teacher guided rubric

Stage 3 – Learning Plan

Recommended Learning Experiences

- L1** The students will be given a copy of the PWCS PN student handbook.
- L2** All classroom rules will be posted for student perusal.
- L3** All student regulations and expectations will be discussed during orientation and reiterated throughout the school year.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(*EL Tools*)

Academic Literacy Tools
(*vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing*)

Differentiation Tools
(*cooperative learning, co-teaching*)

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PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 2: Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills
Competencies 8-17**

Unit Focus

Students will make use of course related professional knowledge and skills for the workplace.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 8. Demonstrate effective speaking and listening skills.
- 9. Demonstrate effective reading and writing skills.
- 10. Demonstrate critical-thinking and problem-solving skills.
- 11. Demonstrate healthy behaviors and safety skills.
- 12. Demonstrate an understanding of workplace organizations, systems, and climates.
- 13. Demonstrate lifelong-learning skills.
- 14. Demonstrate job-acquisition and advancement skills.
- 15. Demonstrate time-, task-, and resource-management skills.
- 16. Demonstrate job-specific mathematics skills.
- 17. Demonstrate customer-service skills.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p>Students will understand that...</p> <p>U7 in preparation for the workplace, students will understand the need for effective speaking, listening, reading, writing, critical-thinking, problem-solving, healthy behaviors, safety, lifelong-learning, job-acquisition, job-advancement, job-specific mathematics and customer-service skills and how they are used in workplace organizations, systems, and climates.</p>	<p>Students will keep considering...</p> <p>Q5 How can miscommunication interfere with your performance in the workplace and how could this be change in other workplace organizations, systems and climates?</p> <p>Q6 What reading and writing skills would be needed in higher level jobs, such as a manager and a vice president in a business?</p> <p>Q7 What are some examples of problem-solving and decision-making, and how are they alike and different?</p> <p>Q8 How do personal health, life-long learning skills, job-acquisition skills and advancement skills relate to each other?</p> <p>Q9 What mathematics skills are required to attain an entry-level job in your chosen field and higher-level jobs in your field?</p> <p>Q10 Why do you think employers put a premium on employees having a positive attitude?</p>
Knowledge	Skills
<p>Students will know...</p> <p>K5 how to demonstrate a form of public speaking.</p> <p>K6 how to demonstrate customer service qualities, the use of gaining details, oratory listening, repeating information and self-response with a good attitude.</p> <p>K7 how to demonstrate personal safety, organization, planning and equipment maintenance.</p> <p>K8 how to demonstrate technological career skill training search and education research.</p> <p>Key vocabulary</p>	<p>The student will be able to...</p> <p>S6 communicate effectively and exhibit large and small group speaking skills.</p> <p>S7 comprehend details, repeat directions or requests to insure understanding of effective listening and follow directions during a task.</p> <p>S8 recognize, analyze and solve a problem in completing an assigned task.</p> <p>S9 adhere to safety guidelines during a task.</p> <p>S10 explore avenues to improve professional skills and education for personal growth.</p> <p>S11 maintain equipment, organize and plan during a task.</p>

	<p>Skills <i>(continued)</i> Students will be able to ... S12 make calculations related to their field. S13 provide a constructive attitude to imitate customer service.</p>
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Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
P5 Use digital memory storage or a course binder to create a reference library to show student organization of file groups.	O5 Quizzes
P6 Demonstrate listening and speaking skills by completing a given task in a group.	O6 Test
P7 Participate in lab maintenance and organization.	O7 Observations
P8 Make mathematical calculations as they pertain to your field.	O8 Teacher rubrics
	O9 Self-evaluation
	O10 Peer evaluations

Stage 3 – Learning Plan

Recommended Learning Experiences

- L4** The student will review and complete AES medical math calculations via classroom web based learning assignments.
- L5** The student will read and research Introduction to Clinical Pharmacy, medical math chapter.
- L6** The student will participate in instructor led mathematical calculations.
- L7** The student will read and follow laboratory rules, including leaving their computer and lab equipment in the correct storage sites.
- L8** The student will participate in instructor led assigned small group tasks.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

Unit 3: Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills Competencies 18-21

Unit Focus	
Students will learn to use technology safely, efficiently, and ethically in the workplace.	
Suggested Duration:	
Stage 1 – Desired Outcomes	
Established Goals	
<p>Virginia Career and Technology Education (CTE) Competencies</p> <p>18. Demonstrate proficiency with technologies common to a specific occupation. 19. Demonstrate information technology skills. 20. Demonstrate an understanding of Internet use and security issues. 21. Demonstrate telecommunications skills.</p> <p>WIDA English Language Development Standard</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area.</p>	
Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U8 to select and safely use technological resources (tools, machines, and electronics).</p> <p>U9 how to work with hardware, file-management techniques, and IT software/programs effectively and on various operating systems.</p> <p>U10 how to work with equipment and software specific to occupation.</p> <p>U11 how to seek additional technology to improve work processes and products.</p> <p>Enduring Understandings (<i>continued</i>)</p>	<p><i>Students will keep considering...</i></p> <p>Q11 What basic level of computer literacy is required for the world of work?</p> <p>Q12 What goals do you have in terms of computer literacy? What resources are available to help you meet your goals?</p> <p>Q13 Is the information provided through the use of technology more reliable and relevant than information obtained in other ways? Explain your answer.</p> <p>Q14</p>

<p><i>Students will understand that ...</i></p> <p>U12 how to use the internet efficiently and ethically for work.</p> <p>U13 how to be able to identify the risks of posting personal and work information on the internet.</p> <p>U14 how to take measures to avoid Internet security risks.</p> <p>U15 how to select and use telecommunication devices, services, and web-based applications appropriate to work assignments.</p>	<p>Essential Questions (<i>continued</i>)</p> <p><i>Students will keep considering...</i></p> <p>Q15 4. How can you protect your privacy and personal safety while using computer technology?</p> <p>Q16 What ethical considerations are needed when utilizing technology within a healthcare setting?</p>
<p>Knowledge</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <p>K9 the appropriate software and hardware for the course.</p> <p>K10 how to use the internet in a secure manner in the workplace.</p> <p>K11 various telecommunication devices and services available for their course.</p> <p>Key vocabulary</p>	<p><i>The student will be able to...</i></p> <p>S14 use the internet for topic specific research.</p> <p>S15 use the internet without creating a security risk for their employer or themselves.</p> <p>S16 use smart devices and web-based applications to enhance their productivity.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P9 Use the computer to research a topic online.</p> <p>P10 Save files and recover them as needed.</p> <p>P11 Use a smart device to transmit information.</p>	<p>O11 Quizzes and Tests</p> <p>O12 Observations</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L9** The student will sign-in/out of medication computer with password, as assigned by instructor.
- L10** The student will create and use password protected class web page as assigned by instructor.
- L11** Students will research common and practical methods for disseminating information via the web.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

<p>Scaffolding tools (<i>EL Tools</i>)</p>	<p>Academic Literacy Tools (<i>vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing</i>)</p>	<p>Differentiation Tools (<i>cooperative learning, co-teaching</i>)</p>
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Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 4: Examining All Aspects of an Industry
Competencies 22-29**

Unit Focus

Student will be able to examine all aspects of the industry; to include organization, management, financial responsibility, technical and production skills, principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 22. Examine aspects of planning within an industry/organization.
- 23. Examine aspects of management within an industry/organization.
- 24. Examine aspects of financial responsibility within an industry/organization.
- 25. Examine technical and production skills required of workers within an industry/organization.
- 26. Examine principles of technology that underlie an industry/organization.
- 27. Examine labor issues related to an industry/organization.
- 28. Examine community issues related to an industry/organization.
- 29. Examine health, safety, and environmental issues related to an industry/organization.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U16 all aspects of planning within an industry/organization.</p> <p>U17 all aspects of management within an industry/organization.</p> <p>U18 aspects of financial responsibility within an industry/organization.</p> <p>U19 technical and production skills required of workers within an industry/organization.</p> <p>U20 principles of technology that underlie an industry/organization.</p> <p>U21 labor issues related to an industry/organization.</p> <p>U22 community issues related to an industry/organization.</p> <p>U23 all health, safety, and environmental issues related to an industry/organization.</p>	<p><i>Students will keep considering...</i></p> <p>Q17 Why do you think you will need to be able to examine aspects of planning within the industry?</p> <p>Q18 What basic level of management understanding is required to be proficient in the working world?</p> <p>Q19 How can you set goals to obtain financial responsibility within the industry?</p> <p>Q20 How are your technical and production skills essential to work place readiness?</p> <p>Q21 In what way do you see technology playing a role in the industry?</p> <p>Q22 Examine and explain labor issues related to the industry?</p> <p>Q23 What community issues do you see arising based on the industry?</p> <p>Q24 Explain what environmental concerns should the industry address?</p> <p>Q25 What can be used to motivate employees to become involved in effective health, safety, and environmental practices?</p>

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K12 how to plan within an industry/organization.</p> <p>K13 how to understand aspects of management within an industry/organization.</p> <p>K14 how to utilize all aspects of financial responsibility within an industry/organization.</p> <p>K15 how to use technical and production skills requires of workers within an industry/organization.</p> <p>K16 how to utilize principles of technology that underline an industry/organization.</p> <p>K17 how to examine labor issues related to an industry/organization.</p> <p>K18 how to look at community issues and how they are related to an industry/organization.</p> <p>K19 how to examine health, safety, and environmental issues related to an industry/organization.</p> <p>Key vocabulary</p>	<p><i>The student will be able to...</i></p> <p>S17 demonstrate how to create a schedule in order to plan the salon staffing.</p> <p>S18 practice management skills.</p> <p>S19 demonstrate creating a budget for themselves as well as for the salon</p> <p>S20 demonstrate proficiency in technical and production skills.</p> <p>S21 practice technology skills as it relates to computer appointment books, budgeting, financial records.</p> <p>S22 demonstrate how to communicate with employer, co-workers, and clients in a way that leads to understanding.</p> <p>S23 demonstrate ways to engage community involvement within the salon.</p> <p>S24 demonstrate health and safety processes and hazards.</p> <p>S25 demonstrate environmentally-friendly practices.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P12 Through the usage of a mock clinical environment student will be able to demonstrate their knowledge of planning daily schedules and prioritizing client care, and the importance of communication and leadership within management.</p> <p>P13 Demonstrate the technical skills required through skill check off sheets.</p> <p>P14 Through research within the clinical industry student will be able to explain labor and community issues and ways to improve them.</p> <p>P15 Through daily infection control student will demonstrate their understanding of health, safety, and environmental issues.</p>	<p>O13 Observations</p> <p>O14 Self-evaluation</p> <p>O15 Peer evaluation</p> <p>O16 Quizzes and test</p> <p>O17 Teacher generated rubrics</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L12** The student will research via Fundamental of Nursing textbook, all nursing skills to be performed in the laboratory setting.
- L13** The student will provide written review of skills to be performed in the laboratory setting.
- L14** The student will go to an approved site and watch videos related to performance of all laboratory skills.
- L15** The student will actively participate in laboratory skills, organization, and prioritizing od care as led by the instructor.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 5: Addressing Elements of Student Life
Competencies 30-33**

Unit Focus

Student will be able to understand the purpose and goals surrounding student organizations to include leadership skills through participation in organized activities, meetings, programs, and projects as well as professional/civic organizations as an adult.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 30. Identify the purposes and goals of the student organization.
- 31. Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 32. Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 33. Identify Internet safety issues and procedures for complying with acceptable use standards.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings

Students will understand...

- U24** the goals and purposes of the Health Occupations Student Association (HOSA).
- U25** student organizations and be able to explain the benefits and responsibilities of HOSA and how they relate to professional organizations as an adult.
- U26** that through participation in HOSA, they will be able to demonstrate leadership skills.

Essential Questions

Students will keep considering...

- Q26** Why do you think you will need to show college and employment recruiters evidence of participation in student organizations?
- Q27** Why are student organizations important to professional growth?
- Q28** What are the benefits and responsibilities of membership in student organizations as a student and as a professional adult?
- Q29** How can you demonstrate leadership skills learned through participation in student organizations?

<p>Enduring Understandings <i>(continued)</i> Students will understand that ... U27 Student will be able to identify internet safety issues and procedures for complying with acceptable use standards.</p>	<p>Essential Questions <i>(continued)</i> Students will keep considering... Q30 In what role does internet safety play in student organizations? Q31 How can you protect your privacy and personal safety while using the Internet?</p>
<p>Knowledge</p>	<p>Skills</p>
<p>Students will know... K20 the purposes and goals of the student organization, Health Occupations Student Association (HOSA). K21 the benefits and responsibilities of membership in HOSA as a student and in professional/civic organizations as an adult. K22 how to demonstrate leadership skills through participation in HOSA activities, such as meetings, programs, or projects. K23 internet safety issues and procedures for complying with acceptable use standards.</p>	<p>The student will be able to... S26 explain the benefits and responsibilities of being a member of HOSA S27 organize and assist in leadership of civic programs and projects. S28 put leadership skills to practice. S29 be aware of the safe way to use the internet.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P16 Active participation in HOSA organizational meetings, programs, and projects. P17 Demonstrate leadership skills. P18 Completing online Internet safety simulations/modules.</p>	<p>O18 Observation O19 Meeting attendance records O20 Self-evaluation O21 Peer evaluation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L16** Planning meetings will be run by student class officers, with faculty sponsor/instructor to facilitate.
- L17** Students will actively participate in HOSA meetings.
- L18** Students will plan and carry out community service projects.
- L19** Class secretary or designee will record minutes and submit to faculty sponsor.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction. Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Virginia’s All Aspects of Industry, Virginia Department of Education.
 Code of Ethics for Nurses with Interpretive Statements, American Nurses Association.
 Virginia’s Workplace Readiness Skills. Virginia Department of Education.
 Office Minutes Template, Microsoft Word Documents

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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**Unit 6: Describing Fundamental Concepts of Nursing
Competencies 34-40**

Unit Focus

The student will be able to describe the role of the practical nursing student as it relates to: the personal aptitudes and interests of each student, the history of the practical nurse, and the development of practical nursing as an interdisciplinary team within the healthcare setting.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 34. Describe the role of the practical nursing student.
- 35. Relate personal aptitudes and interests to the concept of nursing.
- 36. Identify significant factors in the evolution of nursing.
- 37. Describe the differences among the methods of providing nursing care.
- 38. Describe the roles of the healthcare team.
- 39. Describe the development of professional socialization of the practical nurse that includes working in interdisciplinary teams.
- 40. Describe the cultural and psychosocial aspects of health care in a changing society.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U28 the evolution of nursing from early civilization to present day.</p> <p>U29 Their role within the healthcare team, along with the functional roles of other team members.</p> <p>U30 All medical terminology to include but not limited to <i>cultural competence, global nursing, and just culture.</i></p>	<p><i>Students will keep considering...</i></p> <p>Q32 In your opinion, what characteristics make a competent nurse.</p> <p>Q33 What factors continue to shape the evolution of nursing and nursing care within our society?</p> <p>Q34 At what point, when a nurse is making consistent error, do we move from remediation to dismissal?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K24 how to compare personal traits that they possess related to what they feel a competent nurse possesses.</p> <p>K25 how to research centralized figures that have impacted historic and current nursing practice.</p> <p>K26 how to evaluate the appropriateness of physical, psychological, and cultural care given to a patient.</p> <p>Key vocabulary all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.</p>	<p><i>The student will be able to...</i></p> <p>S30 demonstrate cultural competence and appropriate psychologic responses when working in class and lab.</p> <p>S31 describe the roles of the healthcare team and different methods of providing nursing care within the classroom setting.</p> <p>S32 identify historical aspects of the evolution of practical nursing.</p> <p>S33 verbalize personal aptitudes and interest to the concepts of nursing.</p> <p>S34 describe the role of the practical nursing student.</p> <p>S35 explain the remediation process needed after testing or clinical error occurs</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P19 The student will create a bio-poem relating self-interests to nursing skills and aptitudes.</p> <p>P20 Demonstrate leadership skills through role play.</p> <p>P21 The student will create a seating chart placing historic and current nursing theorists within a themed celebration for Florence Nightingale.</p> <p>P22 The student will create a small group skit to demonstrate both positive and negative attributes of cultural competence.</p>	<p>O22 Peer evaluation</p> <p>O23 Self- evaluation</p> <p>O24 Teacher guided rubric</p> <p>O25 Instructor prepared examination</p> <p>O26 AES</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

L20 The student read and review the Foundations of Nursing chapter related to the evolution of nursing.

L21 The student will utilize technology and research historical and modern day nursing figures and their contribution to nursing as a profession.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(EL Tools)

Academic Literacy Tools
*(vocabulary, graphic organizers, K-2 literacy,
3-12 reading, 3-12 writing)*

Differentiation Tools
(cooperative learning, co-teaching)

(This should be at the bottom of the last page)

PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

- Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
- Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc;
- Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
- Resource: WIDA Consortium, [2012 Amplification of the English Language Development Standards Kindergarten – Grade 12](#);
- Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.

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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 7: Understanding the Nursing Process
Competencies 41-43**

Unit Focus

Student will be able to create a plan of care that meets the needs of the client, family and community within the client’s primary setting.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 41. Describe the six phases of the nursing process.
- 42. Explain the relationship of the nursing process to nursing practice.
- 43. Describe a plan of care, using the nursing process.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U31 Students will understand that the nursing process is a systematic approach to plan and implement quality care for individuals, families, and communities.</p> <p>U32 The student will understand how to plan and implement care in accordance with nursing standards of care.</p>	<p><i>Students will keep considering...</i></p> <p>Q35 Why is it important to have a nursing plan of care for the client?</p> <p>Q36 To what extent should organizations out of the health care arena impact creation and implementation of care within a community?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K27 how to define the six stages of the nursing process</p> <p>K28 how to explain the relationship of the nursing process to nursing practice</p> <p>Key vocabulary all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.</p>	<p><i>The student will be able to...</i></p> <p>S36 develop a comprehensive plan of care for a patient</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
P23 The student will create multiple plans of care for clients in varying age groups, and with varying disorders.	O27 Quizzes and test O28 Peer evaluation O29 Self- evaluation O30 Teacher guided rubric

Stage 3 – Learning Plan

Recommended Learning Experiences

L22 The students will review the Nursing Diagnosis Handbook to become familiar with common NANDA

L23 The students will create patient care plans within small group setting.

L24 The student groups will revise plans as necessary based upon instructor feedback.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(*EL Tools*)

Academic Literacy Tools
(*vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing*)

Differentiation Tools
(*cooperative learning, co-teaching*)

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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 8: Communicating Effectively
Competencies 44-49**

Unit Focus

Student will be able to communicate effectively and professionally within the classroom, laboratory, and clinical setting.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 44. Explain the principles of effective verbal and nonverbal communication
- 45. Explain the principles of communication when establishing therapeutic relationships.
- 46. Identify principles of conflict resolution.
- 47. Report information relating to the patient/client.
- 48. Describe principles of documentation.
- 49. Demonstrate techniques of client education.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U33 Students will understand that the nursing communication requires precise language within a detail oriented conversation/note.</p> <p>U34 The student will understand how to plan and carry out an effective communication via individual, group, or written media.</p> <p>U35 The student will understand the principles of effective communication within a patient teaching plan.</p>	<p><i>Students will keep considering...</i></p> <p>Q37 Why is it important to deliver a clear, concise message when interacting with a patient, staff member, or physician?</p> <p>Q38 What potential pitfalls might a nurse experience who is communicating ineffectively, and how might that impact his/her license/career?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K29 how to recognize effective and ineffective communication strategies.</p> <p>K30 how to explain the relationship between communication, patient care, and patient satisfaction.</p> <p>K31 how to determine if a communication is received as intended, and what steps to take if this is not the case.</p> <p>how to create an environment of trust and privacy when establishing communication related to patient health status and care</p> <p>Key vocabulary all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.</p>	<p><i>The student will be able to...</i></p> <p>S37 demonstrate effective communication with peers and instructor while in a classroom setting.</p> <p>S38 demonstrate effective communication when addressing a patient within the lab setting.</p> <p>S39 demonstrate appropriate patient documentation within a nursing note.</p> <p>S40 demonstrate patient teaching techniques in a small and large group setting.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P24 The student will assess and complete written documentation when intervening within the lab setting.</p> <p>P25 The student will verbally report patient condition and steps of interventions to instructor while in the class setting.</p>	<p>O31 Quizzes and test</p> <p>O32 Peer evaluation</p> <p>O33 Self- evaluation</p> <p>O34 Teacher guided rubric</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L25** The student will review the documentation process within the Foundations of Nursing textbook.
- L26** The student will perform dummy documentation on the Docu-care System and with paper and pencil.
- L27** The student will revise documentation based upon instructor feedback.
- L28** The student will review and edit healthcare communication pattern exemplars.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(*EL Tools*)

Academic Literacy Tools
(*vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing*)

Differentiation Tools
(*cooperative learning, co-teaching*)

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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 9: Describing Legal, Ethical and Professional Responsibilities in the Clinical Practice
Competencies 50-57**

Unit Focus

Student will be able to work within the legal and ethical scope of practice, within the nursing community.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 50. Explain the legalities governing the scope of practical nursing as defined in the Board of Nursing Laws and Regulations.
- 51. Identify the rights of clients.
- 52. Explain how we protect the rights of a client.
- 53. Describe the clients’ right to be free from abuse, mistreatment, neglect, and abandonment.
- 54. Explain the concept of ethics as related to the nursing practice.
- 55. Explain nursing standards of care.
- 56. Describe the influence of various agencies on the delivery of health care.
- 57. Describe organizations that enhance the development of nursing.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U36 Students will understand that the State Board of Nursing regulates nursing practices within each state, and defines how an individual becomes able to get a nursing license.</p> <p>U37 The student will understand how to care for patients with dignity and respect.</p> <p>U38 The student will understand the ethical responsibility of nursing, and how to use the chain of command when an ethical situation arises that does not have a clear and concise legal standard of practice.</p> <p>U39 The student will understand that several agencies along with the Board of Nursing influence the rights and responsibilities of nursing practice, and that these agencies can/will support the nurse when legal and ethical dilemmas arise.</p>	<p><i>Students will keep considering...</i></p> <p>Q39 Why is it important to periodically self-reflect on ethical standards within one's personal life?</p> <p>Q40 To what extent should organizations out of the health care arena impact creation of laws and ethical standards for patient care?</p> <p>Q41 What ethical healthcare issues have arisen related to the current opioid crisis?</p> <p>Q42 How might global influences on the healthcare system impact the ability to create medical plans to cover all citizens of this country?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K32 how to define the laws and scope of practice for the state they wish to practice in.</p> <p>K33 how to define laws and find the scope of practice for the state they wish to practice in.</p> <p>K34 how to determine the standard of care that the institution they work in expects.</p> <p>K35 how to assist patients who are processing ethical issues without interjecting their own beliefs onto the patient.</p> <p>K36 the resources available in healthcare when an ethical/legal issue arises.</p>	<p><i>The student will be able to...</i></p> <p>S41 explain the legalities governing the scope of practice as defined by the State Board of Nursing.</p> <p>S42 Identify the rights of the client, especially the how to respect the client, keep them free from abuse, mistreatment, neglect and abandonment.</p> <p>S43 Explain the concept of ethics and nursing standards of care.</p> <p>S44 Describe the agencies and governing bodies that enhance the legal and ethical development of nursing in the state of Virginia.</p>

Key vocabulary

all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P26 The students will create a skit emphasizing the legal process when one is brought up on charges.</p> <p>P27 Debate the use of DNR, medical marijuana, and practitioner assisted suicide, along with other relevant ethical issues within current nursing practice.</p> <p>P28 Create a living will document for a fictional patient.</p>	<p>O35 Quizzes and test</p> <p>O36 Peer evaluation</p> <p>O37 Self- evaluation</p> <p>O38 Teacher guided rubric</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L29** The student will review Legal and Ethical chapter in the Foundations of Nursing textbook.
- L30** The students will utilize technology to research a current ethical dilemma within healthcare.
- L31** The students will research the Department of Health web-site related to the LPN scope of practice and licensure.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(*EL Tools*)

Academic Literacy Tools
(*vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing*)

Differentiation Tools
(*cooperative learning, co-teaching*)

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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

Unit 10: Examining Principles of Anatomy and Physiology

Competencies 58-76

Unit Focus

Student will be able to explain the structural organization of a human being as well as the structure and function of all body systems, to include, but limited to the: chemical components of the body, cell, integumentary system, skeletal system, muscular system, cardiovascular system, immune system, lymphatic system, respiratory system, gastrointestinal system, endocrine system, reproductive system, nervous system, urinary system, and the sensory system.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

58. Explain the basic structural levels of body organization, anatomic structure, and body cavities.
59. Explain chemical components of the body.
60. Explain the structures and functions of the cell.
61. Explain structures and functions of tissues, membranes, and glands.
62. Explain the structures and functions of the integumentary system.
63. Explain the structures and functions of the skeletal system.
64. Explain the structures and functions of muscular system.
65. Explain the structures and functions of hematological system.
66. Explain the structures and functions of cardiovascular system.
67. Explain the structures and functions of lymphatic system.
68. Explain the structures and functions of respiratory system.
69. Explain the structures and functions of the gastrointestinal system.
70. Explain the structures and functions of endocrine system.
71. Explain the structures and functions of reproductive system.
72. Explain the structures and functions of nervous system.
73. Explain the structures and functions of urinary system.
74. Explain the structures and functions of sensory system.

75. Explain the fundamentals of fluid and electrolyte movement.
76. Identify the process involved in electrolyte movement.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U40 Students will understand the basic structural levels of the body.</p> <p>U41 The student will understand the chemical make-up of the human body.</p> <p>U42 The student will understand the structure and function of all body systems.</p> <p>U43 The student will understand the integration of all body systems to allow for human life.</p>	<p><i>Students will keep considering...</i></p> <p>Q43 What is homeostasis and how does our body consistently work to achieve this state?</p> <p>Q44 What control system is in place to allow for the integration of body systems that sustain life?</p> <p>Q45 What regulations should be in place to determine if a patient is too ill, or not ill enough, to be placed on/off an organ donor list?</p> <p>Q46 Should the federal government have the right to force prisoner to donate their organs?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K37 how to explain the structural organization of the human body</p> <p>K38 how to explain the chemical components of the body</p> <p>K39 how to explain the structure and function of body systems</p> <p>K40 and use the correct anatomic names of the body parts</p> <p>K41 the correct medical terminology used when describing the planes of the body, and the position of any point on the body</p> <p>Key vocabulary all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.</p>	<p><i>The student will be able to...</i></p> <p>S45 list the structural organization of the human body</p> <p>S46 list chemical components of the body and how they promote life</p> <p>S47 define the body systems, the systems functions, and the individual parts and functions within the system</p> <p>S48 draw and label the parts of the human body</p> <p>S49 draw and label the body planes</p> <p>S50 list and define opposing pairs of anatomic descriptors (i.e. superior/inferior)</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P29 experiment simulating urine production</p> <p>P30 diffusion experiment using potatoes</p> <p>P31 experiment simulating digestion and absorption</p> <p>P32 experiment demonstrating demineralization on chicken bones and egg shells</p> <p>P33 draw and label body parts</p> <p>P34 document using anatomic descriptor pairs, and draw wounds on model when given instruction using descriptor pairs.</p> <p>P35 name that bone exercise</p> <p>P36 ROM in skills lab</p>	<p>O39 Quizzes and test</p> <p>O40 Peer evaluation</p> <p>O41 Self- evaluation</p> <p>O42 Teacher guided rubric</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L32** Review The Human Body textbook by chapter.
- L33** View and critique videos related to the human body organ systems, as per instructor assignment.
- L34** View Hawk Nurse lab skills videos, as assigned.
- L35** Participate in classroom lab experiments with appropriate on-line research.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(*EL Tools*)

Academic Literacy Tools
(*vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing*)

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Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

**Unit 11: Identifying Concepts of Nutrition
Competencies 77-83**

Unit Focus

Student will be able to create a sample meal plan based upon individual caloric and food group need, that is appropriate for the patient’s current health and digestive status.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 77. Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.
- 78. Identify nutrients essential for optimal health and wellness.
- 79. Describe the digestion and metabolism of food.
- 80. Describe dietary guidelines recommended for health promotion.
- 81. Identify principles of food management and safety.
- 82. Explain basic dietary management techniques.
- 83. Demonstrate the process for providing nourishment.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U44 that ethnic, religious, cultural, and personal factors influence dietary choices.</p> <p>U45 the digestive process of the human body.</p> <p>U46 dietary guidelines, food management systems, and food safety.</p> <p>U47 the basic dietary management of individualized patients.</p> <p>U48 how to provide nourishment for a variety for patients with varying degrees of health and digestive diseases.</p>	<p><i>Students will keep considering...</i></p> <p>Q47 Why is it important to provide nourishment to your patient?</p> <p>Q48 How do nutritional needs change during disease processes, and what enhancements might the nurse make to continuously provide nutrients to specialty patient populations.</p> <p>Q49 In what ways might nutrients be supplied to the unconscious patient, and at what point can/should feedings be discontinued in this instance?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K42 how to determine their caloric needs.</p> <p>K43 how to determine how much of each food group is necessary for optimal health.</p> <p>K44 how to safely prepare and store foods.</p> <p>K45 how mechanical and chemical digestion work within the human body.</p> <p>K46 how to provide nourishment to conscious and unconscious patients, and those patients with dysfunctional GI systems.</p>	<p><i>The student will be able to...</i></p> <p>S51 document their caloric need based upon the Harris-Benedict equation.</p> <p>S52 document a food diary for one day.</p> <p>S53 document what food groups should be ingested based upon caloric needs and My.plate groups.</p> <p>S54 describe non-nutrient ways to manage weight and maintain health.</p> <p>S55 create a nutritional teaching care plan based upon client need for safer food handling and/or weight management.</p>

Key vocabulary

all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P37 document their caloric need based upon the Harris-Benedict equation.</p> <p>P38 document a food diary for one day.</p> <p>P39 document what food groups should be ingested based upon caloric needs and My.plate groups.</p> <p>P40 describe non-nutrient ways to manage weight and maintain health.</p> <p>P41 create a nutritional teaching care plan based upon client need for safer food handling and/or weight management.</p> <p>P42 provide nutrition to a simulated patient.</p>	<p>O43 Quizzes and test</p> <p>O44 Peer evaluation</p> <p>O45 Self- evaluation</p> <p>O46 Teacher guided rubric</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L36** The student will read and research assigned chapters in Nutrition and Diet Therapy book.
- L37** The student will review myPlate.gov and enter data as assigned.
- L38** The student will review SparkPeople.com and enter nutritional data as per assignment.
- L39** The student will research recipes based on vitamins and minerals assigned.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

- Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
- Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc;
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These headers are used when a cell within a table continues onto the next page. Copy and paste the appropriate header to the beginning of the column on the new page.

Established Goals *(continued)*

Enduring Understandings *(continued)*
Students will understand that ...

Essential Questions *(continued)*
Students will keep considering...

Knowledge *(continued)*
Students will know...

Skills *(continued)*
Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*

Unit 12: Examining Concepts of Wellness and Illness
Competencies 84-85

Unit Focus

Student will be able to identify wellness and the promotion of health utilizing Western medicine as well as Complementary and Alternative approaches to health care.

Suggested Duration:

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 84. Identify principles of wellness and the promotion of healthy lifestyles for clients and populations.
- 85. Define Complementary and Alternative Medicine (CAM) / Integrative Healing Arts. (IHA)

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U49 Students will understand natural body defenses and the way the body copes with disease and stress.</p> <p>U50 The student will understand the use and rationales for Complementary and Alternative medicines within the Westernized Medical System.</p> <p>U51 The student will understand the difference between <i>Western Medicine, Complementary and Alternative Medicine, and Integrated Healing Arts.</i></p>	<p><i>Students will keep considering...</i></p> <p>Q50 How should stress related disorders be explained to the client?</p> <p>Q51 What lifestyle choices promote optimal wellness?</p> <p>Q52 Why is the use of Integrating Healing Arts increasing in popularity while Complementary Medicine and Alternative Therapies are declining?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K47 how to define natural and active body defenses</p> <p>K48 how to define and differentiate between Western Medicine, CAM, and IHA.</p> <p>K49 how stress affects the body.</p> <p>Key vocabulary all medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: global health, cultural diversity, legal and ethical conduct, professional boundaries, community health, evidence based practice, just culture, opioid crisis, and conflict resolution.</p>	<p><i>The student will be able to...</i></p> <p>S56 develop a comprehensive plan of care for their client</p> <p>S57 research varying forms of Alternative approaches to Western Medicine and explain their use and rationale</p> <p>S58 research and explain IHA and how integrated effort maximize health and wellness</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P43 demonstrate the use of massage within the laboratory setting</p> <p>P44 complete a stress survey and discuss stress reductions techniques related to the level of stress noted on the survey</p> <p>P45 demonstrate yoga poses</p> <p>P46 demonstrate guided imagery</p> <p>P47 research and discuss current nutritional trends related to specific healing processes (natural herbs that reduce inflammation or cancer diets in lieu of surgery)</p>	<p>O47 Quizzes and test</p> <p>O48 Peer evaluation</p> <p>O49 Self- evaluation</p> <p>O50 Teacher guided rubric</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L40** The student will review and research Alternative Health within the Foundation of Nursing textbook.
- L41** The student will research various instructor approves sites related to Alternative therapies and Integrated Healing Arts.
- L42** The student will participate in small and large group demonstration of techniques as a follow-the-leader style.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

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Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*