

**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><b>U1</b> to maintain punctual and consistent attendance, take direction willing, and exhibit motivation to accomplish the task at hand</p> <p><b>U2</b> 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><b>U3</b> how to contribute to the overall success as a team</p> <p><b>U4</b> how to use appropriate dress, hygiene and words to better establish positive workplace skills</p> <p><b>U5</b> how to give and receive constructive criticism</p> <p><b>U6</b> how to display initiative readily, independently, and responsibly</p>  | <p><i>Students will keep considering...</i></p> <p><b>Q1</b> How can a positive work ethic guide your behavior at work?</p> <p><b>Q2</b> How would you suggest that a worker demonstrate independence and initiative without overstepping his or her authority?</p> <p><b>Q3</b> How can you improve your self-representation skills: how do you overcome shyness? overcome nervousness?</p> <p><b>Q4</b> 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><b>K1</b> 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><b>K2</b> where to find company rules and regulations as well as where to look for national regulations that may govern their industry.</p> <p><b>K3</b> what the company dress code and hygiene expectations are.</p> <p><b>K4</b> their chain of command and how to properly access it.</p> <p><b>Key vocabulary</b><br/>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,</p> | <p><i>The student will be able to...</i></p> <p><b>S1</b> demonstrate daily attendance and timeliness</p> <p><b>S2</b> describe laws governing the practice of nursing</p> <p><b>S3</b> demonstrate small group participation and laboratory professionalism</p> <p><b>S4</b> dress in appropriate uniform per program regulation</p> <p><b>S5</b> speak concisely and professionally with clients, peers and instructors</p>   |

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| opioid crisis, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution. |  |
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## Stage 2 – Evidence

| Performance Assessment Tasks   | Other Evidence                  |
|--|---------------------------------|
| <b>P1</b> 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. | <b>O1</b> Quizzes and test      |
| <b>P2</b> The student will complete a treasure hunt internet search of the Department of Health and State Board of Nursing websites  | <b>O2</b> Peer evaluation       |
| <b>P3</b> The student will participate daily with peers in a positive and constructive manner.   | <b>O3</b> Self- evaluation      |
| <b>P4</b> The student will assume a leadership role when working in small groups and skills lab to effectively finish assignments.   | <b>O4</b> 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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Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;  
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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><b>Students will understand that...</b></p> <p><b>U7</b> 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><b>Students will keep considering...</b></p> <p><b>Q5</b> 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><b>Q6</b> 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><b>Q7</b> What are some examples of problem-solving and decision-making, and how are they alike and different?</p> <p><b>Q8</b> How do personal health, life-long learning skills, job-acquisition skills and advancement skills relate to each other?</p> <p><b>Q9</b> What mathematics skills are required to attain an entry-level job in your chosen field and higher-level jobs in your field?</p> <p><b>Q10</b> Why do you think employers put a premium on employees having a positive attitude?</p> |
| Knowledge  | Skills  |
| <p><b>Students will know...</b></p> <p><b>K5</b> how to demonstrate a form of public speaking.</p> <p><b>K6</b> how to demonstrate customer service qualities, the use of gaining details, oratory listening, repeating information and self-response with a good attitude.</p> <p><b>K7</b> how to demonstrate personal safety, organization, planning and equipment maintenance.</p> <p><b>K8</b> how to demonstrate technological career skill training search and education research.</p> <p><b>Key vocabulary</b></p> | <p><b>The student will be able to...</b></p> <p><b>S6</b> communicate effectively and exhibit large and small group speaking skills.</p> <p><b>S7</b> comprehend details, repeat directions or requests to insure understanding of effective listening and follow directions during a task.</p> <p><b>S8</b> recognize, analyze and solve a problem in completing an assigned task.</p> <p><b>S9</b> adhere to safety guidelines during a task.</p> <p><b>S10</b> explore avenues to improve professional skills and education for personal growth.</p> <p><b>S11</b> maintain equipment, organize and plan during a task.</p>  |



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|  | <p><b>Skills</b> <i>(continued)</i><br/><b>Students will be able to ...</b><br/><b>S12</b> make calculations related to their field.<br/><b>S13</b> provide a constructive attitude to imitate customer service.</p> |
|--|--|

## Stage 2 – Evidence

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

|   |   |  |
|---|---|--|
| <p><b>Scaffolding tools</b><br/>(<i>EL Tools</i>)</p> | <p><b>Academic Literacy Tools</b><br/>(<i>vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing</i>)</p> | <p><b>Differentiation Tools</b><br/>(<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 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.   |   |
| <b>Suggested Duration:</b>   |   |
| Stage 1 – Desired Outcomes   |   |
| Established Goals  |   |
| <p><b>Virginia Career and Technology Education (CTE) Competencies</b></p> <p>18. Demonstrate proficiency with technologies common to a specific occupation.<br/>                     19. Demonstrate information technology skills.<br/>                     20. Demonstrate an understanding of Internet use and security issues.<br/>                     21. Demonstrate telecommunications skills.</p> <p><b>WIDA English Language Development Standard</b></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><b>U8</b> to select and safely use technological resources (tools, machines, and electronics).</p> <p><b>U9</b> how to work with hardware, file-management techniques, and IT software/programs effectively and on various operating systems.</p> <p><b>U10</b> how to work with equipment and software specific to occupation.</p> <p><b>U11</b> how to seek additional technology to improve work processes and products.</p> <p><b>Enduring Understandings</b> (<i>continued</i>)</p>  | <p><i>Students will keep considering...</i></p> <p><b>Q11</b> What basic level of computer literacy is required for the world of work?</p> <p><b>Q12</b> What goals do you have in terms of computer literacy? What resources are available to help you meet your goals?</p> <p><b>Q13</b> Is the information provided through the use of technology more reliable and relevant than information obtained in other ways? Explain your answer.</p> <p><b>Q14</b></p> |

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

## Stage 2 – Evidence

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

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### Additional Supporting Resources

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

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

## Stage 2 – Evidence

| Performance Assessment Tasks  | Other Evidence  |
|---|---|
| <p><b>P12</b> 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><b>P13</b> Demonstrate the technical skills required through skill check off sheets.</p> <p><b>P14</b> Through research within the clinical industry student will be able to explain labor and community issues and ways to improve them.</p> <p><b>P15</b> Through daily infection control student will demonstrate their understanding of health, safety, and environmental issues.</p> | <p><b>O13</b> Observations</p> <p><b>O14</b> Self-evaluation</p> <p><b>O15</b> Peer evaluation</p> <p><b>O16</b> Quizzes and test</p> <p><b>O17</b> 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

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

### Stage 2 – Evidence

| Performance Assessment Tasks  | Other Evidence   |
|---|--|
| <p><b>P16</b> Active participation in HOSA organizational meetings, programs, and projects.<br/> <b>P17</b> Demonstrate leadership skills.<br/> <b>P18</b> Completing online Internet safety simulations/modules.</p> | <p><b>O18</b> Observation<br/> <b>O19</b> Meeting attendance records<br/> <b>O20</b> Self-evaluation<br/> <b>O21</b> 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<br><i>(EL Tools)</i> | Academic Literacy Tools<br><i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i> | Differentiation Tools<br><i>(cooperative learning, co-teaching)</i> |
|--|--|---|
|--|--|---|

#### 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](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.

**Unit 6: Demonstrating Processes of Infection Control  
Competencies 34-41**

**Unit Focus**

The student will be able to demonstrate the skills and explain the rationale behind infection prevention and control in a patient care setting.

**Suggested Duration:**

**Stage 1 – Desired Outcomes**

**Established Goals**

**Virginia Career and Technology Education (CTE) Competencies**

- 34. Identify Occupational Safety and Health Administration (OSHA) regulations and guidelines.
- 35. Demonstrate appropriate hand-hygiene techniques.
- 36. Demonstrates how to clean instruments and supplies.
- 37. Demonstrate isolation procedures to include personal protective equipment (PPE) as it applies to the Centers of Disease Control and Prevention (CDC) regulations on disease processes.
- 38. Demonstrate double-bagging technique.
- 39. Demonstrate the handling and disposal of contaminated material.
- 40. Demonstrate medical asepsis.
- 41. Demonstrate surgical aseptic techniques.

**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><b>U28</b> Students will understand why and how proper handwashing, cleaning and disposing of supplies, and double-bagging takes place.</p> <p><b>U29</b> Students will understand how OSHA regulations and guidelines are carried out within patient care settings.</p>  | <p><i>Students will keep considering...</i></p> <p><b>Q32</b> Why is it important to maintain infection prevention and control practices within healthcare settings?</p> <p><b>Q33</b> To what extent should family visitation be impacted by communicable disease and isolation practices?</p> <p><b>Q34</b> Which, if any, infection prevention and control practices should be taught to visitors of healthcare facilities?</p>  |
| Knowledge  | Skills  |
| <p><i>Students will know...</i></p> <p><b>K24</b> the rationale behind every infection prevention and control practice taken within the laboratory setting</p> <p><b>K25</b> the steps for correctly carrying out hand washing, double-bagging, instrument cleaning and disposal, and isolation garb donning and doffing</p> <p><b>K26</b> how to research appropriate site to determine the most current infection control procedures when new disease appears (i.e. CRE, Ebola)</p> <p><b>Key vocabulary</b><br/>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, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution.</p> | <p><i>The student will be able to...</i></p> <p><b>S30</b> develop a comprehensive plan of care for preventing and controlling infection for a susceptible client</p> <p><b>S31</b> demonstrate effective hand washing prior to and post patient care</p> <p><b>S32</b> demonstrate proper gel in/gel out when entering/leaving patient care areas</p> <p><b>S33</b> demonstrate cleaning of soiled reusable supplies without contaminating themselves</p> <p><b>S34</b> demonstrate double-bagging technique</p> <p><b>S35</b> describe and demonstrate OSHA guidelines relating to infection control and prevention when completing hands on care of the client</p> <p><b>S36</b> demonstrate via Flipgrid video the skills needed for handwashing and sterile gloving.</p> |

| <b>Stage 2 – Evidence</b>   |  |
|---|--|
| <b>Performance Assessment Tasks</b>   | <b>Other Evidence</b>  |
| <p><b>P19</b> lab notebook detailing steps of infection control when performing client care, to include medical and surgical aseptic techniques</p> <p><b>P20</b> demonstration of infection prevention and control techniques while performing hands on care to mannequins in the laboratory setting including both medical and surgical aseptic techniques</p> <p><b>P21</b> handwashing and gel-in/out during patient care in the lab</p> <p><b>P22</b> donning and doffing clean gloves, sterile gloves, and isolation garb in the laboratory setting</p> | <p><b>O22</b> Peer evaluation</p> <p><b>O23</b> Self- evaluation</p> <p><b>O24</b> Teacher guided rubric</p> <p><b>O25</b> Instructor prepared examination</p> <p><b>O26</b> AES</p> |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

- L20** The student review Hawk Nurse training video related infection control practices within the laboratory setting.
- L21** The student will read and review Foundations of Nursing text book chapters related to infection control.
- L22** The student will read and take notes on the AES infection control module.

### 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;  
Resource: Understanding by Design Template, [https://studentservices.madison.k12.wi.us/files/stusvc/UBD\\_Template\\_1.doc](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.

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 7: Mastering Nursing Competencies/Skills in the Clinical Setting

### Competencies 42-53

#### Unit Focus

Student will be able to explain the rationale behind, and demonstrate, the nursing skills in a simulated patient care setting. (The skills include, but are not limited to: I/O, client feeding, body mechanics, client safety, situations of domestic violence, situations of bioterrorism, environmental safety, medical asepsis, surgical asepsis, activities of daily living, client admission, client transfer, and client discharge.)  
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

42. Demonstrate assessment procedures as outlines in the Board of Nursing Regulations in a laboratory and/or clinical setting.
43. Demonstrate measuring and recording intake and output in a laboratory and/or clinical setting.
44. Demonstrate alternate feeding methods and techniques in a laboratory and/or clinical setting.
45. Demonstrate appropriate body mechanics in a laboratory and/or clinical setting.
46. Explain procedures and law regarding use of mobility equipment in a laboratory and/or clinical setting.
47. Maintain a safe and controlled environment within the laboratory and/or clinical setting.
48. Identify prevention of, and appropriate response to, situations of domestic violence within a laboratory and/or clinical setting.
49. Perform procedures related to American Heart Association (AHA) first aid and emergency care in a laboratory and/or clinical setting.
50. Identify environmental safety precautions and procedures within a laboratory and clinical setting.
51. Demonstrate range of motion in a laboratory and/or clinical setting.
52. Explain the admission, transfer, and discharge procedures of a clinical setting.
53. Perform procedures related to personal hygiene and activities of daily living (ADL).

##### 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><b>U30</b> Students will understand why, when, and how to perform the above listed skills.</p> <p><b>U31</b> Students will understand the basic principles of medical and surgical aseptic techniques to allow for adaptation in practices when necessary.</p> <p><b>U32</b> Student will understand the need for comprehensive lab book completion to maximize learning the principles and steps of each competency.</p> <p><b>U33</b> The student will understand the need to perform the above mentioned skills for an instructor during a competency period to allow for remediation of skills.</p>  | <p><i>Students will keep considering...</i></p> <p><b>Q35</b> Which systems of measurement are utilized in Western Medicine, and why is learning the conversion factors between systems important?</p> <p><b>Q36</b> Why must the nurse understand the principles and rationale behind a skill to maximize its application?</p> <p><b>Q37</b> Why is writing down the skills and rationale prior to skill performance essential for maximizing retention and efficiency?</p>  |
| Knowledge   | Skills  |
| <p><i>Students will know...</i></p> <p><b>K27</b> the rationale behind every skill he/she is asked to perform</p> <p><b>K28</b> the steps of every skill he/she is asked to perform</p> <p><b>K29</b> the standard of care expected when performing these skills</p> <p><b>K30</b> how to maintain personal and client safety while performing every skill</p> <p><b>Key vocabulary</b><br/>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, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution.</p> | <p><i>The student will be able to...</i></p> <p><b>S37</b> demonstrate the above skills without harm to self or patient</p> <p><b>S38</b> research and list agencies that support patients when domestic violence is suspected</p> <p><b>S39</b> document the admission, transfer, and discharge process of a simulated patient</p> <p><b>S40</b> describe and demonstrate OSHA guidelines relating to infection control and prevention when completing client based skills</p> <p><b>S41</b> Demonstrate via Flipgrid video skills related to the nursing process.</p> |

## Stage 2 – Evidence

| Performance Assessment Tasks  | Other Evidence  |
|---|---|
| <p><b>P23</b> lab notebook detailing each skill to include medical and surgical aseptic techniques, rationale behind skill, equipment needed to complete skill, pre and post assessment related to each skill, and steps to correctly perform skill</p> <p><b>P24</b> explanation of each skill to lab patient/instructor prior to performance of each skill</p> <p><b>P25</b> demonstration each skill in the laboratory setting including both medical and surgical aseptic techniques</p> <p><b>P26</b> consistent handwashing and gel-in/out during patient care in the lab</p> <p><b>P27</b> consistent donning and doffing clean gloves in the laboratory setting</p> <p><b>P28</b> demonstration videos of assigned skills</p> | <p><b>O27</b> Quizzes and test</p> <p><b>O28</b> Peer evaluation</p> <p><b>O29</b> Self- evaluation</p> <p><b>O30</b> Teacher guided rubric</p> |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

- L23** The students will preview Hawk Nurse videos related to nursing skills.
- L24** The students will review individual skills in the Foundations of Nursing text book.
- L25** The students will review the AES modules pertaining to nursing skills and rationale.
- L26** The students will participate in peer and instructor led skills practice.

### 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<br><i>(EL Tools)</i> | Academic Literacy Tools<br><i>(vocabulary, graphic organizers, K-2 literacy,<br/>3-12 reading, 3-12 writing)</i> | Differentiation Tools<br><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](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 8: Understanding Fluid and Electrolyte Balance**  
**Competencies 54-56**

**Unit Focus**

The student will be able to describe fluid, electrolyte, and acid-base balance within the human body.

**Suggested Duration:**

**Stage 1 – Desired Outcomes**

**Established Goals**

**Virginia Career and Technology Education (CTE) Competencies**

- 54. Explain the role of fluids in maintaining homeostasis.
- 55. Describe the major types of acid-base imbalances.
- 56. Describe the principles of intravenous (IV) therapy.

**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><b><i>Students will understand...</i></b></p> <p><b>U34</b> Students will understand the compartments of water within the human body, and the movement of water between them.</p> <p><b>U35</b> Students will understand electrolyte composition within fluids and tissues, and the movement of electrolytes between them.</p> <p><b>U36</b> Students will understand the primary acid base imbalances of the human body and how the internal environment can be changed in an attempt to recreate homeostasis.</p> <p><b>U37</b> Students will understand the basic principles of IV therapy.</p>  | <p><b><i>Students will keep considering...</i></b></p> <p><b>Q38</b> How does the movement of electrolytes effect the movement of fluids within the human body?</p> <p><b>Q39</b> How can the body utilize pre-existing chemicals to generate more acid or base to maintain homeostasis?</p> <p><b>Q40</b> How does IV therapy allow for infusion and removal of fluids and electrolytes within the human body?</p>   |
| <p><b>Knowledge</b></p>  | <p><b>Skills</b></p>  |
| <p><b><i>Students will know...</i></b></p> <p><b>K31</b> the 2 primary fluid compartments of the human body, and the breakdown of fluid types within</p> <p><b>K32</b> signs and symptoms of fluid excess and deficiency within the human body</p> <p><b>K33</b> the expected values for electrolytes found within the human body, and the clinical signs and symptoms of excess and deficiencies</p> <p><b>K34</b> the expected values for arterial blood gases found within the human body, and how to determine if the values show a shift in acid-base balance</p> <p><b>K35</b> the principles for IV infusion to include: mathematical determination of IV rate, determination of correct fluid types and amount based upon patient symptoms, nurse practice act regulation of who can perform which type of IV fluid administration based upon your nursing license</p> <p><b>Key vocabulary</b><br/>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,</p> | <p><b><i>The student will be able to...</i></b></p> <p><b>S42</b> develop a comprehensive plan of care for a client experiencing fluid shift, electrolyte shift, and/or acid-base imbalance</p> <p><b>S43</b> describe fluid compartments and the movement of fluid related to the RAAS and other internal factors</p> <p><b>S44</b> list expected lab values for electrolytes and ABGs</p> <p><b>S45</b> calculate IV infusion rates in ml/hr and gtts/min</p> <p><b>S46</b> determine which medications may best help the re-establishment of fluid balance, electrolyte imbalance, and acid-base imbalance</p> |

|  |  |
|--|--|
| opioid crisis, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution. |  |
|--|--|

**Stage 2 – Evidence**

| Performance Assessment Tasks   | Other Evidence  |
|--|---|
| <p><b>P29</b> care plans</p> <p><b>P30</b> ROME sheets</p> <p><b>P31</b> experiments demonstrating osmosis, diffusion, and filtration</p> <p><b>P32</b> skits demonstrating active transport</p> <p><b>P33</b> simulated IV set up</p> <p><b>P34</b> math equations related to IV infusion rates, times, and volumes</p> | <p><b>O31</b> Quizzes and test</p> <p><b>O32</b> Peer evaluation</p> <p><b>O33</b> Self- evaluation</p> <p><b>O34</b> Teacher guided rubric</p> |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

- L27** The student will review anatomy and physiology text book, The Human Body, chapters related to Fluids and Acids within the body
- L28** The students will participate in instructor led class labs related to fluid movement via semipermeable membranes.
- L29** The students will participate in instructor led skills lab related to initiation maintenance of IV fluids.

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

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- 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 9: Applying Concepts Related to Wellness and Illness Competencies 57-63

### Unit Focus

The student will be able to describe the physiology of, signs and symptoms for, diagnostic procedures related to, and the nursing process for clients with altered health status. (Altered health status includes, but is not limited to: medical health crisis, surgical procedures, neoplastic diseases, trauma, and AIDS.)

#### Suggested Duration:

### Stage 1 – Desired Outcomes

#### Established Goals

#### Virginia Career and Technology Education (CTE) Competencies

57. Explain physiologic and psychologic aspects of the illness and disease process.
58. Demonstrate a head-to-toe assessment.
59. Identify common diagnostic procedures.
60. Identify common treatment modalities.
61. Apply the nursing process as it relates to the surgical patient.
62. Apply the nursing process as it relates to the patient with a neoplastic disease.
63. Apply the nursing process to a client with acquired immunodeficiency syndrome.

#### 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><b>U38</b> Students will understand the physiology of disease processes.</p> <p><b>U39</b> Students will understand varying diagnostic procedures and treatment modalities for patients during wellness and disease states.</p> <p><b>U40</b> Students will understand how to create a nursing care plan based upon individual patient need, related to the current health/disease status.</p>   | <p><i>Students will keep considering...</i></p> <p><b>Q41</b> How does the nurse ensure all patients receive unbiased, competent care?</p> <p><b>Q42</b> Why might a plan of care differ between two patients with the same diagnosis?</p> <p><b>Q43</b> How does the nurse integrate care for a patient with multiple disease processes?</p>   |
| Knowledge   | Skills  |
| <p><i>Students will know...</i></p> <p><b>K36</b> the physiologic and psychologic ramifications of disease on the human body and spirit</p> <p><b>K37</b> signs and symptoms of various disease, and the expected diagnostics and treatments for the disease entity</p> <p><b>K38</b> how to identify patients with specific needs such as post- surgical care, cancer care, and AIDS/HIV care</p> <p><b>Key vocabulary</b><br/>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, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution.</p> | <p><i>The student will be able to...</i></p> <p><b>S47</b> Identify develop a comprehensive plan of care for the individual patient</p> <p><b>S48</b> assess and list signs and symptoms of disease processes and cluster the data to formulate a judgement related to patient care</p> <p><b>S49</b> explain common diagnostic and treatment modes used for the individual patient</p> |

## Stage 2 – Evidence

| Performance Assessment Tasks   | Other Evidence                   |
|--|----------------------------------|
| <b>P35</b> care plans  | <b>O35</b> Quizzes and test      |
| <b>P36</b> simulated patient interviews  | <b>O36</b> Peer evaluation       |
| <b>P37</b> simulated physical assessment   | <b>O37</b> Self- evaluation      |
| <b>P38</b> data clustering   | <b>O38</b> Teacher guided rubric |
| <b>P39</b> interventional skills on simulated patients (see nursing competency list) |                                  |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

**L30** The students will review instructor assigned chapters in Foundation of Nursing and The Human Body textbooks.

**L31** The students will review AES modules as assigned by the instructor.

**L32** The student will participate in class discussion and small group projects and care plans led by 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**  
(*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: Understanding the Principles of Growth and Development Competencies 64-75

### Unit Focus

The student will be able to explain the growth and development of a human being from conception through death, including how heredity and environment impact one's lifespan.

#### Suggested Duration:

### Stage 1 – Desired Outcomes

#### Established Goals

#### Virginia Career and Technology Education (CTE) Competencies

64. Identify global health influences on growth and development
65. Examine principles of growth and development across the lifespan.
66. Summarize theories of growth and development across the lifespan.
67. Describe the influence of heredity and environment on growth and development.
68. Explain growth and development of the infant.
69. Explain growth and development of the toddler.
70. Explain growth and development of the preschooler
71. Explain growth and development of the school-aged child.
72. Explain growth and development of the adolescent.
73. Explain growth and development of the young adult.
74. Explain growth and development of the middle adult.
75. Explain growth and development of the older adult.

#### 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><b>U41</b> Students will understand the impact of historical influence and theory related to growth and development of a human being.</p> <p><b>U42</b> Students will understand the principles of nature versus nurture.</p> <p><b>U43</b> Students will understand the characteristics of each stage of growth and development, to include but not limited to: social growth, intellectual growth, physical growth, moral growth, development milestones, safety concerns, and common illnesses and immunizations expected within an age group.</p>  | <p><i>Students will keep considering...</i></p> <p><b>Q44</b> Which is more impactful on growth and development, heredity or environment?</p> <p><b>Q45</b> What positive changes does a human experience as aging progresses? what negatives?</p> <p><b>Q46</b> How do we maintain safe environments throughout the aging process?</p> <p><b>Q47</b> At what adult age, if any, does a family have the right to override a person's desire and remove privileges? (i.e. driver's license)</p> |
| <p><b>Knowledge</b></p>   | <p><b>Skills</b></p>   |
| <p><i>Students will know...</i></p> <p><b>K39</b> who the leading theorist on growth and development are and how they have impacted our perceptions with this field</p> <p><b>K40</b> how to explain growth and development through the ages</p> <p><b>K41</b> how to identify characteristics within each age group (see characteristics above)</p> <p><b>K42</b> how heredity and environment impact the life span and disease</p> <p><b>Key vocabulary</b><br/>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, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution.</p> | <p><i>The student will be able to...</i></p> <p><b>S50</b> develop a comprehensive plan of care for the individual patient at various ages throughout the lifespan</p> <p><b>S51</b> create and present a teaching plan that covers a particular age group to include the afore mentioned characteristics of growth and development</p> <p><b>S52</b> create exam questions related to an age group</p>  |



## Stage 2 – Evidence

| Performance Assessment Tasks   | Other Evidence   |
|--|--|
| <p><b>P40</b> care plans</p> <p><b>P41</b> lesson plan for a growth range</p> <p><b>P42</b> exams questions for a growth range</p> <p><b>P43</b> non-computerized model/presentation that demonstrates knowledge of a growth range</p> | <p><b>O39</b> Peer evaluation</p> <p><b>O40</b> Self- evaluation</p> <p><b>O41</b> Teacher guided rubric</p> |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

- L33** The student will research various examples of clients who belong in age ranges.
- L34** The student will compare and contrast male versus female roles within varying age groups.
- L35** The student will read and outline the text book: Growth and Development Across the Lifespan.

### 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<br><i>(EL Tools)</i> | Academic Literacy Tools<br><i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i> | Differentiation Tools<br><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 11: Understanding Concepts of Grief, Death, and Dying  
Competencies 76-81**

**Unit Focus**

The student will be able to describe the stages of death and dying, to include the grieving process.

**Suggested Duration:**

**Stage 1 – Desired Outcomes**

**Established Goals**

**Virginia Career and Technology Education (CTE) Competencies**

- 76. Describe the stages of death and dying.
- 77. Identify the major fears of the dying client.
- 78. Identify the signs and symptoms of approaching death.
- 79. Describe the grieving process.
- 80. Identify a nurse’s responsibility associated with the death of a client.
- 81. Apply the nursing process for a client with palliative care needs.

**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><b><i>Students will understand...</i></b></p> <p><b>U44</b> Students will understand the common fears associated with death and dying.</p> <p><b>U45</b> Students will understand the stages of death and dying and the signs and symptoms found within each.</p> <p><b>U46</b> Students will understand when to expect and what to expect during the grieving process.</p> <p><b>U47</b> Students will understand the concept of <i>palliative care, hospice, DNR, living will and advanced directives, durable power of attorney, and the Death with Dignity Act.</i></p>   | <p><b><i>Students will keep considering...</i></b></p> <p><b>Q48</b> Should patients have the legal right to Practitioner Assist Suicide? And should nursing legally participate in this action?</p> <p><b>Q49</b> At what point should hospice care be delivered? Or suspended?</p>  |
| Knowledge  | Skills  |
| <p><b><i>Students will know...</i></b></p> <p><b>K43</b> Kubler-Ross' stages of grief and how they may impact an individual</p> <p><b>K44</b> common fears of the dying client</p> <p><b>K45</b> signs and symptoms of approaching death</p> <p><b>K46</b> how to perform care of the dead</p> <p><b>K47</b> autopsy versus no autopsy</p> <p><b>K48</b> the expectations of palliative care</p> <p><b>K49</b> how/when to initiate legal paperwork for end of life decisions</p> <p><b>Key vocabulary</b><br/>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, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution.</p> | <p><b><i>The student will be able to...</i></b></p> <p><b>S53</b> develop a comprehensive care plan for individual going through the death and dying process</p> <p><b>S54</b> compose an essay demonstrating their depiction of how they might go through the death and dying process with only 6 months left to live</p> <p><b>S55</b> compose an epitaph and obituary for themselves</p> <p><b>S56</b> perform care of the dead on a simulated patient</p> |

## Stage 2 – Evidence

| Performance Assessment Tasks  | Other Evidence                   |
|---|----------------------------------|
| <b>P44</b> care plans   | <b>O42</b> Peer evaluation       |
| <b>P45</b> postmortem care  | <b>O43</b> Self- evaluation      |
| <b>P46</b> death and dying essay  | <b>O44</b> Teacher guided rubric |
| <b>P47</b> reaction paper to “How to Die in Oregon”, a documentary demonstrating the evolution of legalized practitioner assisted suicide |                                  |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

- L36** The student will read and research assigned chapters in Growth and Development Across the Lifespan.
- L37** The student will view How to Die in Oregon.
- L38** The student will participate in the instructor led skill of post-mortem care.
- L39** The students will research various educational websites related Kubler-Ross’ Stages of Grieving, review and write an essay response to the findings.

### 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><b>Scaffolding tools</b><br/>(<i>EL Tools</i>)</p> | <p><b>Academic Literacy Tools</b><br/>(<i>vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing</i>)</p> | <p><b>Differentiation Tools</b><br/>(<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 12: Introducing Concepts of Medication Administration Competencies 83-105

### Unit Focus

The student will be able to simulate safe medication administration for an individual patient, examine the opioid crisis, examine management of addiction and explain how to work with care givers.

#### Suggested Duration:

### Stage 1 – Desired Outcomes

#### Established Goals

#### Virginia Career and Technology Education (CTE) Competencies

83. Identifying general principles of pharmacology.
84. Identify principles of pharmacodynamics/pharmacokinetics.
85. Explain the principles of medication administration.
86. Calculate medication dosages.
87. Describe Opioid Crisis in USA
88. Describe the history of the opioid crisis in Virginia
89. Describe the appropriate use of opioids
90. Examine the science of addiction
91. Examine prevention and early interventions stages
92. Identify addictions and its behavioral elements
93. Describe treatment of addiction.
94. Explain the medication management antidote used.
95. Explain the science of pain.
96. Describe the tools used to develop a pain management plan.
97. Describe pain treatment options available to various populations
98. Describe the effects of opioid dependency on the human body
99. Explain the mechanism and physical effects of opioids on the human body
100. Explain the use of opioids in the practice setting.

- 101. Explain withdrawal and tapering.
- 102. Describe storage and disposal of opioids.
- 103. Explain community resources for opioid education.
- 104. Describe key communication topics involving opioids for patient.
- 105. Describe communication topics for caregivers and family members.

**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><b>U48</b> Students will understand the principles of medication administration via all potential routes of administration.</p> <p><b>U49</b> Students will understand the principles of pharmacodynamics and pharmacokinetics.</p> <p><b>U50</b> Students will understand how to calculate medication dosages.</p> <p><b>U51</b> Students will Identifying general principles of pharmacology including the principles of pharmacodynamics/pharmacokinetics.</p> <p><b>U52</b> Students will explain opioid crisis and the science and management of addiction, to include teaching principles of education.</p> | <p><i>Students will keep considering...</i></p> <p><b>Q50</b> What safety checks are in place to ensure dosage calculations are correct for the patient?</p> <p><b>Q51</b> Should Schedule I Drugs be used within Western Medicine?</p> <p><b>Q52</b> How does the student provide effective pain relief without the worry of addiction?</p> <p><b>Q53</b> How can the nurse effectively provide pain management to the addicted patient?</p> |
| Knowledge  | Skills  |
| <p><i>Students will know...</i></p> <p><b>K50</b> general concepts of pharmacology</p> <p><b>K51</b> the difference between pharmacodynamics and pharmacokinetics</p> <p><b>K52</b> general concepts of competent medication administration</p> <p><b>K53</b> how to accurately calculate medication dosages</p> <p><b>K54</b> How to manage pain and the addicted patient</p>   | <p><i>The student will be able to...</i></p> <p><b>S57</b> calculate medication dosages accurately</p> <p><b>S58</b> describe the effects medications have on the human body</p> <p><b>S59</b> define half-life, absorption, and excretion of medications</p> <p><b>S60</b> demonstrate the 6 rights of medication administration</p> <p><b>S61</b> read a MAR</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, chain of command, delegation, decision making, patient centered value preferences, and conflict resolution.

**S62** use an electronic medication system/ computer on wheels

**S63** determine when to provide Narcan for the addicted patient during over dose episode

## Stage 2 – Evidence

| Performance Assessment Tasks                                       | Other Evidence                   |
|--|----------------------------------|
| <b>P48</b> care plans  | <b>O45</b> Quizzes and test      |
| <b>P49</b> daily medication calculations                           | <b>O46</b> Peer evaluation       |
| <b>P50</b> simulated MAR documentation                             | <b>O47</b> Self- evaluation      |
| <b>P51</b> simulated use of the Computer on Wheels                 | <b>O48</b> Teacher guided rubric |
| <b>P52</b> simulated medication administration via multiple routes |                                  |
| <b>P53</b> saline/heparin lock flush                               |                                  |

## Stage 3 – Learning Plan

### Recommended Learning Experiences

- L40** The student will review Hawk Nurse videos related to medication administration and document procedures in the lab notebook.
- L41** The student will read and evaluate the assigned chapters in the Introduction to Pharmacology text book.
- L42** The student will participate in instructor and peer reviewed dosage calculation practice.

### Peer-Reviewed Instructional Resources

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

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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)*