

**Unit 1: Describing the Fundamental Concepts of Nursing****Unit Focus**

The focus in this unit is on the history, background, and building block of nursing. Students are examining the history as well as current trends in nursing and the medical field. Specifically, technology, pandemics, epidemics, etc. have changed the purpose and function of nurses and the nursing profession, including training and personal wellness. Students are identifying personal characteristics that are typical in nurses and how those characteristics are important for a successful nurse who is part of a larger medical team.

**Duration: 3 weeks**

**Stage 1 – Profile of a Graduate**

**Develops the behaviors, knowledge, and skills to graduate with the following qualities:**

**Critical Thinker**

Achieves and applies appropriate academic and technical knowledge.

Uses critical reading skills to analyze, interpret, and evaluate.

Demonstrates productive workplace skills, qualities, and behaviors.

**Global Collaborator**

Engages in constructive dialogue and debate of local, national, and global issues

**Stage 2 - Desired Outcomes****Virginia 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 care.
37. Describe the differences among the methods of providing nursing care
38. Describe the roles and responsibilities of healthcare team members.
39. Describe the practical nurse's development of professional socialization that includes working in interdisciplinary teams.
40. Describe the cultural and psychosocial aspects of health care in a changing society.

Enduring Understandings	Essential Questions
<p><b><i>Students will understand that...</i></b></p> <p><b>U1</b> Different locales will have different accepted practices</p> <p><b>U2</b> That different beliefs and cultural factors affect the nursing practice and health care to include but not limited to culture competence, global nursing and just culture</p> <p><b>U3</b> Nurses must be able to work on a team</p>	<p><b><i>Students will keep considering...</i></b></p> <p><b>Q1</b> How do classroom demeanor, reading and memory-enhancing techniques, studying, note-taking, test-taking, and time-management skills contribute to academic success?</p> <p><b>Q2</b> How do personal health habits, eustress, distress, and coping mechanisms affect a nurse?</p> <p><b>Q3</b> What future trends may evolve in health care?</p>
Knowledge	Skills
<p><b><i>Students will know...</i></b></p> <p><b>K1</b> The role of the practical nurse</p> <p><b>K2</b> The different levels of healthcare delivery</p> <p><b>K3</b> The legal requirements of nursing healthcare</p> <p><b>K4</b> The role of a nurse on an interdisciplinary team</p> <p><b>K5</b> The centralized nursing figures that have impacted history and current nursing practices</p> <p><b>Key vocabulary:</b> multidisciplinary, interdisciplinary, LPN, transcultural, ANA, Virginia Board of Nursing</p>	<p><b><i>The student will be able to...</i></b></p> <p><b>S1</b> Create an effective learning plan that focuses on time management, resources, and learning strategies</p> <p><b>S2</b> Identify current trends or technologies in nursing care</p> <p><b>S3</b> Compare &amp; contrast primary, acute, and long-term care</p> <p><b>S4</b> Describe the roles of the healthcare team</p>

**Stage 3 – Evidence**

<b>Performance Assessment Tasks</b>	<b>Other Evidence</b>
<b>P1</b> With a partner, discuss and list what attributes and health habits are necessary for nurses	<b>O1</b> Research & present a key figure in the history (past or present) in the evolution of nurses or nursing care
<b>P2</b> Discuss and reflect – what is the effect of stress and the cause of burnout for nurses as well as how can you counter these negatives	<b>O2</b> Create an informational pamphlet to educate someone on the alternatives to healthcare
<b>P3</b> Role play nursing leadership roles	<b>O3</b> Teacher guided rubric
<b>P4</b> Students will collaborate and perform skits to demonstrate both positive and negative attributes of cultural competence	<b>O4</b> Instructor guided examination
	<b>O5</b> ICEV
	<b>O6</b> Peer evaluation

**Stage 4 - Learning Plan****Recommended Learning Experiences**

**Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.**

**Background Knowledge:** Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

**Key Vocabulary:** Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

- L1** Set up a successful learning environment
- L2** Identify the roles on an interdisciplinary healthcare team
- L3** Identify how these roles may vary based on locale, technology, culture, and trends

#### **Scaffolding Suggestions for English Language Learners and Students with Disabilities**

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

**Note:** While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

- General scaffolding strategies to support ELP levels 1-5 can be found on pages **19** and **20** of [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#).
- Examples of [sensory, graphic, and/or interactive supports](#) – The use of these supports in activities and projects helps promote the development of students' academic language proficiency.
- [Matrix for Language Acquisition](#): This resource Bloom's leveled verbs, Students Cans, and Teacher should for each level of language acquisition from Pre-Production (Level 1) through Advance Fluency (Level 5).
- Utilize Language Lab at the school for ELs.

#### **Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students**

Differentiation for students who exhibit a high level of understanding of the CTE content in any given unit should be considered as part of the planning for Tier 1 instruction. The suggestions below provide some support for teachers looking to challenge these learners.

**Note:** Teachers should review and provide differentiation strategies in most lessons. Choose from those suggested in the Peer-Reviewed Resources below. In most cases, these students can and should work on the same content as their peers at a level that goes deeper than may be the case for other students.

- The PWCS Gifted Education Department has many resources available to support gifted students on its web page. Some of these suggestions would make great stations or independent tasks.
- [Meeting the Needs of Gifted Students](#): Differentiating CTE Instruction – See pages 16-17 for a section titled “Strategies for Teaching Gifted Students in an Inclusive Classroom.”

#### **Peer-Reviewed Instructional Resources**

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Teachers should use their professional judgment to select lessons that fully address the Student Competencies and the needs of their students.*

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- International Journal of Mental Health Nursing
- Journal of Nursing Management
- Intensive & Critical Care Nursing
- Nursing Outlook
- Worldviews on Evidence-Based Nursing
- Journal of Clinical Nursing

#### Additional Supporting Resources

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

Scaffolding tools	Academic Literacy Tools (Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)	Differentiation Tools (Cooperative learning, co-teaching)
<ul style="list-style-type: none"> <li>• Provide visual and real-life objects to model content vocabulary.</li> <li>• Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</li> <li>• Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</li> <li>• Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</li> <li>• Modify project steps and materials (student choice of media (traditional and/or contemporary)</li> <li>• Modify project timeline</li> <li>• Modify rubric criteria</li> <li>• Proximal seating</li> <li>• Partner and small group activities</li> <li>• Open-ended project expectations</li> </ul>

#### 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 2: Understanding the Nursing Process****Unit Focus**

The focus of this unit is on client communication. The basis of the communication is the 6 phases of the nursing process. First, the module requires students to turn the 6 phases into practical use. Next, they use the process to create a plan of care – written & oral communication forms. Next, they use this information to develop therapeutic relationships while identifying possible sources of conflict and resolving said conflict. Finally, they use written communication skills to document client information while maintaining confidentiality and staying within legal and ethical boundaries.

**Duration: 3-4 weeks**

**Stage 1 – Profile of a Graduate**

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Achieves and applies appropriate academic and technical knowledge.

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Demonstrates productive workplace skills, qualities, and behaviors.

**Global Collaborator**

Engages in constructive dialogue and debate of local, national, and global issues

**Stage 2 - Desired Outcomes****Virginia Competencies**

- 39. Describe the six phases of the nursing process.
- 40. Explain the relationship of the nursing process to nursing practice.
- 41. Describe a plan of care, using the nursing process.
- 42. Explain the principles of effective verbal and nonverbal communication.
- 43. Explain the principles of communication when establishing therapeutic relationships.
- 44. Identify the sources of conflict.
- 45. Identify principles of conflict resolution.

46. Report information relating to the client. 47. Describe principles of documentation. 48. Demonstrate techniques of client education.	
Enduring Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p><b>U1</b> The nursing process creates a relationship to nursing practice</p> <p><b>U2</b> Clinical judgement is important in the development of nursing practice</p> <p><b>U3</b> Therapeutic communication is crucial to relationships</p> <p><b>U4</b> It is important to identify sources of conflict</p> <p><b>U5</b> Documentation involved confidentiality, ethics, and legal considerations</p> <p><b>U6</b> The Clinical Judgement Measurement Model is part of the framework to accomplish a nursing plan of care</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How is the nursing process important to providing the best client care?</p> <p><b>Q2</b> What should be included in a plan of care?</p> <p><b>Q3</b> What can I do to avoid or resolve interagency conflict?</p> <p><b>Q4</b> What criteria are used to differentiate between subjective and objective reporting?</p> <p><b>Q5</b> What is considered confidential regarding a nurse's knowledge of the client?</p> <p><b>Q6</b> How can a nurse protect a client's confidential information?</p> <p><b>Q7</b> What are the ethical and legal considerations in documentation?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p><b>K1</b> The 6 phases of the nursing process</p> <p><b>K2</b> What is included in a plan of care</p> <p><b>K3</b> Verbal and nonverbal forms of communication</p> <p><b>K4</b> The difference between therapeutic &amp; non-therapeutic communication</p> <p><b>K5</b> Key medical terminology</p> <p><b>K6</b> The 6 parts of the Clinical Judgement Measurement Model</p>	<p><i>The student will be able to...</i></p> <p><b>S1</b> List &amp; describe the 6 phases of the nursing process</p> <p><b>S2</b> Develop a plan of care based on a client's needs</p> <p><b>S3</b> Identify verbal and nonverbal forms of communication in a clinical setting</p> <p><b>S4</b> List sources of conflict &amp; describe how to resolve conflict with each source</p> <p><b>S5</b> Create a written and oral report of pertinent client information</p> <p><b>S6</b> Identify the 6 parts of the Clinical Judgment Measurement Model with the nursing plan of care</p>



**Key vocabulary:** nursing process, audit, quality management, NANDA, Joint Commission on Accreditation of Hospitals, communication, verbal communication, nonverbal communication, therapeutic relationships, interpersonal, intrapersonal, interdisciplinary, interagency, CUS Model, SOAP charting, SBAR communications, CJMM, global health, cultural diversity, conflict resolution, evidence based practice, just culture

### Stage 3 – Evidence

#### Performance Assessment Tasks

- P1** With a partner, role play verbal and nonverbal communication in a clinical situation.
- P2** Discuss the strengths & weaknesses of each type of communication in a clinical situation
- P3** Role-play conflict resolution given a situation with one of the four primary sources of conflict

#### Other Evidence

- O1** Vocabulary assessment
- O2** Using a real-world scenario, create a plan of care for a special-needs client
- O3** Given a client's status, create a written and oral report using the appropriate medical terminology
- O4** ICEV
- O5** Formative & summative assessments
- O6** Teacher guided rubric
- O7** Concept maps

### Stage 4 - Learning Plan

#### Recommended Learning Experiences

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**Background Knowledge:** Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

**Key Vocabulary:** Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

- L1** List & discuss the nursing process & Clinical Measurement Judgment Model (CJMM)
- L2** Discuss how the nursing process and communication skills create client relationships
- L3** Resolve any conflicts in the communication process
- L4** Identify skills for reporting client information using communication skills

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**Note:** While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

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### Additional Supporting Resources

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#### Scaffolding tools

- Provide visual and real-life objects to model content vocabulary.

#### Academic Literacy Tools

(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)

#### Differentiation Tools

- (Cooperative learning, co-teaching)
- Provide a variety of strategies to include content vocabulary: descriptive lists,

<ul style="list-style-type: none"> <li>• <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i></li> <li>• <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i></li> <li>• <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i></li> </ul>	<ul style="list-style-type: none"> <li><i>illustrations, expressions, short phrases, sentence stems</i></li> <li>• <i>Modify project steps and materials (student choice of media (traditional and/or contemporary))</i></li> <li>• <i>Modify project timeline</i></li> <li>• <i>Modify rubric criteria</i></li> <li>• <i>Proximal seating</i></li> <li>• <i>Partner and small group activities</i></li> <li>• <i>Open-ended project expectations</i></li> </ul>
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**Unit 3: Describing Legal, Ethical, and Professional Responsibilities in Clinical Practice****Unit Focus**

The focus of this unit includes the legal, ethical, and professional expectations in a medical/clinical environment. Students identify the ethical and legal guidelines for nurses. Topics include the client's rights including the right to be free of abuse, neglect, mistreatment, etc. Students also learn the various career associations and organizations that exist to further careers, provide continuing education, and provide notifications of laws, etc.

**Duration: 3 weeks**

**Stage 1 – Profile of a Graduate**

**Develops the behaviors, knowledge, and skills to graduate with the following qualities:**

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Achieves and applies appropriate academic and technical knowledge.

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Demonstrates productive workplace skills, qualities, and behaviors.

**Global Collaborator**

Engages in constructive dialogue and debate of local, national, and global issues

**Stage 2 - Desired Outcomes****Virginia Competencies**

56. Explain the legalities governing the scope of practical nursing.
57. Identify the rights of clients.
58. Explain protection of client rights.
59. Describe clients' rights to be free from abuse, mistreatment, neglect, and abandonment.
60. Explain the concept of ethics as related to the nursing practice.
61. Explain nursing standards of care.
62. Describe the effect of various agencies on the delivery of health care.
63. Describe organizations that enhance the development of nursing careers.

Enduring Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p><b>U1</b> The nurse's role in a clinical environment</p> <p><b>U2</b> There are professional and legal boundaries</p> <p><b>U3</b> Client's have the right to protect clients from abuse, mistreatment, neglect, and abandonment</p> <p><b>U4</b> Nurses are mandatory reporters</p> <p><b>U5</b> Nursing requires continuing education</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What are the functions and importance of the Virginia Nurse Practice Act, Virginia Board of Nursing, Patient's Bill of Rights, and Good Samaritan Law to nurses? To clients?</p> <p><b>Q2</b> What are the consequences of social media use in nursing?</p> <p><b>Q3</b> Who do I tell if a client experiences abuse, mistreatment, neglect, or abandonment?</p> <p><b>Q4</b> What is the nurse's role in areas of abortions, euthanasia, and unlawful deaths?</p> <p><b>Q5</b> How can professional organizations further nursing careers or provide education?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p><b>K1</b> The licensure process</p> <p><b>K2</b> Potential legal issues &amp; liabilities</p> <p><b>K3</b> The appropriate use of social media</p> <p><b>K4</b> The difference between government &amp; non-government agencies that support health care</p> <p><b>Key vocabulary:</b> Nurses Practice Act, Virginia Board of Nursing, Patient's Bill of Rights, Good Samaritan Law, NCSBN, HHS, CMS, Patient Protection and Affordable Care Act, Code of Ethics NFLPN, Code of Behavior NAPNES, ANA Standards of Care, Joint Commission, Quality Management, Utilization Review, just culture</p>	<p><i>The student will be able to...</i></p> <p><b>S1</b> Outline the purpose of the Virginia Nurse Practice Act, Virginia Board of Nursing, Patient's Bill of Rights, <b>and/or</b> Good Samaritan Law for nurses and clients</p> <p><b>S2</b> Outline the Patient's Bill of Rights</p> <p><b>S3</b> Describe/outline how to protect the client's confidentiality.</p> <p><b>S4</b> List examples of abuse, mistreatment, neglect, and abandonment</p> <p><b>S5</b> Identify standards of care in nursing</p>

### Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
<b>P1</b> Alphabet soup - With a partner, create a list of the various abbreviated organizations, associations, laws, and guidelines with acronyms for names – write out the name and define (or give purpose) <b>P2</b> Discuss & present how to handle various ethical dilemmas	<b>O1</b> Vocabulary Assessment <b>O2</b> Research & create a brochure of information of the various professional nursing associations. <b>O3</b> Identify ethical guidelines vs. laws in nursing

### Stage 4 - Learning Plan

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- L1** Identify the ethical and legal rights & protections of clients
- L2** How to process violations of these rights
- L3** Describe the agencies with purpose to monitor and protect

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 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.

**Unit 4: Explaining Principles of Anatomy and Physiology****Unit Focus**

The focus of this unit is the anatomy / physiology of the human body including each of the various body systems – what is included in each system, how it works, and why it works. Along with the 14 systems covered, the unit focuses on the body composition from the cellular level. The anatomy / physiology shows what each cell does and how a process like digestion take place in each cell and system and how it affects the body.

**Duration:** 6+ weeks

**Stage 1 – Profile of a Graduate**

**Develops the behaviors, knowledge, and skills to graduate with the following qualities:**

**Critical Thinker**

Achieves and applies appropriate academic and technical knowledge.

Uses critical reading skills to analyze, interpret, and evaluate.

Demonstrates productive workplace skills, qualities, and behaviors.

**Global Collaborator**

Engages in constructive dialogue and debate of local, national, and global issues

**Stage 2 - Desired Outcomes****Virginia Competencies**

64. Explain the basic structural levels of body organization, anatomical structure, and body cavities.
65. Explain chemical components of the body.
66. Explain structures and functions of the cell.
67. Explain structures and functions of tissues, membranes, and glands.
68. Explain structures and functions of the integumentary system.
69. Explain structures and functions of the skeletal system.
70. Explain structures and functions of the muscular system.

71. Explain structures and functions of hematological system.
72. Explain structures and functions of the cardiovascular system.
73. Explain structures and functions of the lymphatic system, including immunity.
74. Explain structures and functions of the respiratory system.
75. Explain structures and functions of the gastrointestinal system.
76. Explain structures and functions of the endocrine system.
77. Explain structures and functions of the reproductive system.
78. Explain structures and functions of the nervous system.
79. Explain structures and functions of the urinary system.
80. Explain structures and functions of the sensory system.
81. Explain the fundamentals of fluid and electrolyte balance.
82. Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.
83. Identify nutrients essential for optimal health and wellness.
84. Describe the digestion and metabolism of food.
85. Describe dietary guidelines recommended for health promotion.
86. Identify principles of food management and safety.
87. Explain basic dietary management techniques.
88. Demonstrate the process for providing nourishment.

Enduring Understandings	Essential Questions
<p><b><i>Students will understand that...</i></b></p> <p><b>U1</b> That atoms and molecules are building blocks</p> <p><b>U2</b> Atoms form cells, cells form tissues, tissues form muscles, &amp; muscles form organs</p> <p><b>U3</b> Fluid/electrolyte balance has an effect on the body's ability to properly function</p> <p><b>U4</b> Dietary needs &amp; restrictions are based on several influencers</p> <p><b>U5</b> Food labels provide nutritional information for consumers</p> <p><b>U6</b> Food safety directly correlates to foodborne illness</p> <p><b>U7</b> Specific foods have specific nutrients and can be selected based on those nutrients</p>	<p><b><i>Students will keep considering...</i></b></p> <p><b>Q1</b> How does the relationship among cells, tissues, organs, and systems affect a client?</p> <p><b>Q2</b> Where is each type of tissue found in the body?</p> <p><b>Q3</b> How important is the kidney in maintaining a healthy body?</p> <p><b>Q4</b> What is the role of electrolytes in a functioning body?</p> <p><b>Q5</b> How do personal preferences influence dietary patterns?</p> <p><b>Q6</b> What risk factors are related to poor nutrition?</p> <p><b>Q7</b> What can cause foodborne illnesses? And what symptoms are present in each illness?</p>

	<b>Q8</b> How are diets adjusted to meet the nutritional needs of clients with illness or high-risk factors
Knowledge	Skills
<p><b>Students will know...</b></p> <p><b>K1</b> The general function of each body system</p> <p><b>K2</b> The general function of each major organ</p> <p><b>K3</b> How to perform EKG and read cardiac rhythm strips</p> <p><b>K4</b> The pH scale's purpose</p> <p><b>K5</b> The makeup and function of DNA &amp; RNA</p> <p><b>K6</b> The 4 types of tissues</p> <p><b>K7</b> The 7 key nutrients</p> <p><b>K8</b> The path of digestion</p> <p><b>K9</b> How to properly and safely handle food to prevent foodborne illnesses</p> <p><b>K10</b> How to create an appropriate food diet based on the needed nutrients</p> <p><b>K11</b> The process/steps for feeding a client</p> <p>The structures &amp; functions of tissues, membranes, and glands, the integumentary system, the skeletal system, the muscular system, hematological system, cardiovascular system, the lymphatic system, the respiratory system, the gastrointestinal system, the endocrine system, the reproductive system, the nervous system, the urinary system, and the sensory system.</p> <p><b>Key vocabulary:</b> body system, organ, dorsal, ventral, cavity, atom, molecule, element, compound, electrolyte, organic compound, enzymes, pH scale, DNA, RNA, cells, tissues, organelle, epithelial tissue, muscle tissue, membrane, gland, active transport, passive transport, osmosis, diffusion, filtration, phagocytosis, Krebs cycle, homeostasis, anabolism,</p>	<p><b>The student will be able to...</b></p> <p><b>S1</b> Identify &amp; label the body cavities, abdominal regions, quadrants, and cavities on the diagram of a body</p> <p><b>S2</b> Compare &amp; contrast ionic &amp; covalent bonds</p> <p><b>S3</b> List &amp; explain the 3 main types of organic compounds</p> <p><b>S4</b> Compare &amp; contrast elements, compounds, and mixtures</p> <p><b>S5</b> Label &amp; explain each of a cell's components</p> <p><b>S6</b> Identify, define, and differentiate DNA &amp; RNA</p> <p><b>S7</b> Identify &amp; define the 4 types of tissues</p> <p><b>S8</b> Identify the 7 key nutrients and the characteristics, chemical composition, purpose/function, classification, food sources, and disorders.</p> <p><b>S9</b> Trace the path of digestion and explain the digestion, absorption, and metabolism of nutrients at each key point</p> <p><b>S10</b> List the steps of how a client should be prepped and fed based on their nutritional needs</p> <p><b>S11</b> Identify the proper method to feed a client</p> <p><b>S12</b> Label, identify, and describe the structures &amp; functions of each of the systems: tissues, membranes, and glands, the integumentary system, the skeletal system, the muscular system, hematological system, cardiovascular system, the lymphatic system, the respiratory system, the gastrointestinal system, the endocrine system, the reproductive system, the nervous system, the urinary system, and the sensory system.</p>

catabolism, basal metabolic rate, MyPlate, Dietary Guidelines for Americans

### Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p><b>P1</b> With a partner, discuss and present a client’s nutritional needs and design a diet to properly meet those needs</p> <p><b>P2</b> Create a nutritional graphic of MyPlate and the Dietary Guidelines for Americans with serving recommendations tied to everyday objects (i.e. meat = deck of cards)</p>	<p><b>O1</b> Vocabulary Assessment</p> <p><b>O2</b> Given a diagram, student can label, identify, and describe the structures &amp; functions of each of the systems: tissues, membranes, and glands, the integumentary system, the skeletal system, the muscular system, hematological system, cardiovascular system, the lymphatic system, the respiratory system, the gastrointestinal system, the endocrine system, the reproductive system, the nervous system, the urinary system, and the sensory system.</p> <p><b>O3</b> Identify potential disease or deficiency for each of the 14 systems</p>

### Stage 4 - Learning Plan

#### Recommended Learning Experiences

**Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.**

**Background Knowledge:** Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

**Key Vocabulary:** Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

- L1** Explain the structure of the body
- L2** Define, describe and explain the function of each body system
- L3** Identify nutritional value needed for each body system

#### **Scaffolding Suggestions for English Language Learners and Students with Disabilities**

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

**Note:** While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

- General scaffolding strategies to support ELP levels 1-5 can be found on pages **19** and **20** of [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#).
- Examples of [sensory, graphic, and/or interactive supports](#) – The use of these supports in activities and projects helps promote the development of students' academic language proficiency.
- [Matrix for Language Acquisition](#): This resource Bloom's leveled verbs, Students Cans, and Teacher should for each level of language acquisition from Pre-Production (Level 1) through Advance Fluency (Level 5).
- Utilize Language Lab at the school for ELs.
- Using Teachers Aid to assist in learning for disabilities.

#### **Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students**

Differentiation for students who exhibit a high level of understanding of the CTE content in any given unit should be considered as part of the planning for Tier 1 instruction. The suggestions below provide some support for teachers looking to challenge these learners.

**Note:** Teachers should review and provide differentiation strategies in most lessons. Choose from those suggested in the Peer-Reviewed Resources below. In most cases, these students can and should work on the same content as their peers at a level that goes deeper than may be the case for other students.

- The PWCS Gifted Education Department has many resources available to support gifted students on its web page. Some of these suggestions would make great stations or independent tasks.
- [Meeting the Needs of Gifted Students](#): Differentiating CTE Instruction – See pages 16-17 for a section titled “Strategies for Teaching Gifted Students in an Inclusive Classroom.”

**Peer-Reviewed Instructional Resources**

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

- International Journal of Nursing Studies
- International Journal of Mental Health Nursing
- Journal of Nursing Management
- Intensive & Critical Care Nursing
- Nursing Outlook
- Worldviews on Evidence-Based Nursing
- Journal of Clinical Nursing

**Additional Supporting Resources**

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

**Scaffolding tools**

- Provide visual and real-life objects to model content vocabulary.
- Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.
- Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.

**Academic Literacy Tools**

- (Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)*
- Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.
  - Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks

**Differentiation Tools**

- (Cooperative learning, co-teaching)*
- Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems
  - Modify project steps and materials (student choice of media (traditional and/or contemporary))
  - Modify project timeline
  - Modify rubric criteria
  - Proximal seating
  - Partner and small group activities
  - Open-ended project expectations

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)  
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**Unit 5: Examining Concepts of Wellness and Illness****Unit Focus**

The focus of this unit is wellness. Wellness includes whole-body health, alternative therapies, conventional medicines and complementary wellness where alternative is combined with conventional medicine.

**Duration: 1-2 weeks**

**Stage 1 – Profile of a Graduate**

**Develops the behaviors, knowledge, and skills to graduate with the following qualities:**

**Critical Thinker**

Achieves and applies appropriate academic and technical knowledge.

Uses critical reading skills to analyze, interpret, and evaluate.

Demonstrates productive workplace skills, qualities, and behaviors.

**Global Collaborator**

Engages in constructive dialogue and debate of local, national, and global issues

**Stage 2 - Desired Outcomes****Virginia Competencies**

89. Identify principles of wellness and the promotion of healthy lifestyles for clients and populations.

90. Define Complementary and Alternative Medicine /Integrative Healing Arts (CAM/IHA)

**Enduring Understandings**

*Students will understand that...*

**U1** Alternative medicine can complement mainstream medicine for treatment

**Essential Questions**

*Students will keep considering...*

**Q1** How can alternative medicine be used in each situation?

**Q2** What changes in lifestyle can promote better wellness?

U2 The concept of wellness is based on lifestyle	
Knowledge	Skills
<p><b>Students will know...</b></p> <p><b>K1</b> Stress factors and how to cope.</p> <p><b>K2</b> How the body defends itself</p> <p><b>K3</b> The difference between conventional and alternative therapies</p> <p><b>Key vocabulary:</b> coping mechanism, wellness, integrative medicine, complementary medicine, alternative medicine, Eastern medicine, Western medicine, (CAM/IHA) – Complementary and Alternative Medicine / Integrative Healing Arts</p>	<p><b>The student will be able to...</b></p> <p><b>S1</b> List stressors</p> <p><b>S2</b> Identify coping mechanisms to deal with stressors</p> <p><b>S3</b> Identify &amp; list key factors of the conventional and alternative medicines / therapies</p>

### Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p><b>P1</b> Identify the pros/cons of each therapy type (mainstream vs. alternative)</p>	<p><b>O1</b> Vocabulary – identify the belief system / guiding principles for each therapy (mainstream vs. alternative)</p> <p><b>O2</b> Based on a given scenario or client, create a therapy of CAM, mainstream, or both to counter an illness or deficiency</p>

### Stage 4 - Learning Plan

#### Recommended Learning Experiences

**Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.**

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**Key Vocabulary:** Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks.

Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

**L1** Define wellness and the lifestyle that promotes healthy living

**L2** Compare and contrast alternative methods to promoting healthy living

**L3** Create a lifestyle based on complementary (alternative & conventional medicines) ideologies

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