Unit 1: Demonstrating Processes of Infection Prevention and Control

Unit Focus
The unit focus is on understanding the process of infection and contamination and how to prevent contamination. Steps include creating a sterile environment and instruments, using PPE, and proper waste disposal of contaminated material. Students follow and demonstrate CDC guidelines for PPE and proper disposal procedures. Students demonstrate proper procedures to create a sterile environment. **Duration: 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
39 Required Identify Occupational Safety and Health Administration (OSHA) regulations and guidelines. 40 Required Demonstrate appropriate hand-hygiene techniques. 41 Required Explain how to clean instruments and supplies. 42 Required Demonstrate isolation procedures to include PPE as it applies to CDC regulations on disease processes. 43 Required Demonstrate the handling and disposal of contaminated material. 44 Required Demonstrate surgical aseptic techniques.

Enduring Understandings	Essential Questions
Students will understand that…	*Students will keep considering…*
U1 Pathogens can be transmitted in different ways	Q1 What makes CRE so difficult to treat?
U2 There are antibiotic resistant pathogens	Q2 How can someone protect themselves from various pathogens?
U3 Hand washing is important to reducing pathogen transmission	Q3 How do you know if supplies are sterile?
U4 Some items are disposed of while others are sterilized	Q4 What are the environmental concerns of medical waste?

Knowledge	Skills
Students will know…	*The student will be able to…*
K1 There are standards to properly wash your hands	S1 Identify the transmissions methods of pathogens
K2 The purpose of PPE	S2 Identify the elements to properly washing your hands
K3 How to properly store equipment & supplies	S3 Explain how to clean and disinfect equipment
K4 The various categories of PPE	S4 Identify the CDC specific categories for PPE
K5 The difference between cleaning, disinfecting and sterilizing	S5 List the procedures of how to dispose of contaminated material
Key vocabulary: OSHA, bloodborne pathogens, airborne pathogens, healthcare associated infections, immunizations, PPE, CDC, sterilize, disinfect, aseptic	

Stage 3 – Evidence	
Performance Assessment Tasks	**Other Evidence**
P1 Demonstrate proper hand washing technique that includes the key elements	O1 Compare & contrast cleaning, disinfecting, and sterilization
	O2 Follow and demonstrate disposal procedures

P2 Demonstrate putting on and taking off gown, mask, and gloves in the correct order	
P3 Demonstrate how to create a sterile surgical environment from gloves and gown to instruments	

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 Introduce infection processes

L2 Identify procedures to protect from infection

L3 Demonstrate procedures of keeping a sterile field and instruments

L4 Demonstrate waste removal of contaminated material

Scaffolding Suggestions for English Language Learners and Students with Disabilities
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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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- 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).
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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.

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Peer-Reviewed Instructional Resources
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- Worldviews on Evidence-Based Nursing
- Journal of Clinical Nursing

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

Prince William County Schools   **Career and Technical Education**   **Subject**

Scaffolding tools	Academic Literacy Tools	Differentiation 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.*	*(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*	*(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*

Unit 2: Mastering Nursing Competencies and Skills in the Clinical Setting

Unit Focus
The focus of this unit is on demonstrating skills, measuring, and recording vital statistics. Students are demonstrating proficiencies in admitting clients, measuring their vital signs, and assisting with personal hygiene, moving/assisting with movement as well as assessing feeding needs and maintaining those needs. Students are learning the legal requirements/protections that exist while working with mobility equipment while a client is in a clinical setting. **Duration: 3-4 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

45	Required	Demonstrate assessment procedures as outlined in the Virginia Board of Nursing Regulations in a lab and/or clinical setting.
46	Required	Demonstrate measuring and recording intake and output in a lab and/or clinical setting.
47	Required	Demonstrate alternate feeding methods and techniques in a lab and/or clinical setting.
48	Required	Demonstrate appropriate body mechanics in a lab and/or clinical setting.

49	Required	Explain procedures and law regarding use of mobility equipment in a lab and/or clinical setting.
50	Required	Maintain a safe and controlled environment within lab and clinical environments.
51	Required	Identify prevention of, and appropriate response to, situations of intimate partner and family violence within lab and clinical environments.
52	Required	Perform procedures related to American Heart Association (AHA) first aid and emergency care in a lab and/or clinical setting.
53	Required	Identify environmental safety precautions and procedures within lab and clinical environments.
54	Required	Demonstrate range of motion in a lab and/or clinical setting.
55	Required	Explain the admission, transfer, and discharge procedures of a clinical setting.
56	Required	Perform procedures related to personal hygiene and activities of daily living (ADL).

Enduring Understandings	**Essential Questions**
Students will understand that…	*Students will keep considering…*
U1 Measurements need to be recorded	Q1 What are the appropriate steps to measuring vital signs based on the patient's needs?
U2 Clients will have individual feeding needs	
U3 Posture and body mechanics are important for a nurse's safety	Q2 What fluids are best for intake?
	Q3 What feeding options are available in each scenario?
U4 There are legal protections	Q4 What is the best/safest way to lift or move a weighted object?
U5 Controlling the client's environment benefits the client as well as the nurse	Q5 When/How are restraints selected?
U6 What it means to be a mandated reporter	Q6 What are the expectations of a mandated reporter?
U7 Clients often need assistance in daily hygiene maintenance	Q7 What is a bystander expected to do in an emergency?

Knowledge	**Skills**
Students will know…	*The student will be able to…*
K1 The vital signs necessary for each client	S1 Measure each vital sign for a client
K2 Fluids necessary for intake/output	S2 Identify fluids considered as intake vs. output
K3 The conversion between the metric system & USCS	

K4 The appropriate way to sit, stand, move, and lift objects	**S3** Assess a client's feeding needs, prepare a client for feeding, feed the client, and record the feeding
K5 How to use mechanical lifts	**S4** Lift heavy objects (or clients) safely and appropriately
K6 How to control noise & climate while maintaining dignity of the client	**S5** Explain the legal protections of moving a client
K7 How to perform basic first aid	**S6** Design an environment to control climate and noise while protecting the dignity of the client
K8 How to perform CPR	**S7** Report suspected abuse of a client
K9 Performing or assisting a client with personal hygiene	**S8** Perform first aid in a given situation
Key vocabulary: vital sign, intake, output, USCS, SPHM, NIOSH, first aid, mandated reporter, CPR, AHA Basic Life Support, Emergency Medical Treatment and Active Labor Act,	**S9** Perform CPR on a client in respiratory distress
	S10 Admit, transfer, and discharge a client
	S11 Show how to administer one of the types of baths

Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
P1 Demonstrate proper body mechanics/ergonomics	**O1** Compare and contrast fluid intake vs. output
P2 Maintain reasonable client comfort and dignity throughout length of care	**O2** Compare and contrast proper vs. improper body mechanics
	O3 Documenting signs of abuse

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 Admitting a client and measuring vitals for a client

L2 Caring for a client, including moving them and assisting with personal hygiene.

L3 Discharging a client

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- 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.

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Peer-Reviewed Instructional Resources
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Additional Supporting Resources
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• *Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.*	• *Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks*	• *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*

Unit 3: Understanding Fluid and Electrolyte Balances

Unit Focus
This short unit focuses on the effect of fluids, homeostasis, and IV therapies. First, students are understanding how fluids affect the body and its homeostasis. Next, they examine the types of imbalances. Finally, they examine the IV therapies available to counter some of these imbalances. **Duration: 1 week**

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

57	Required	Explain the role of fluids in maintaining homeostasis.
58	Required	Describe the major types of acid-base imbalances.
59	Required	Describe the principles of intravenous (IV) therapy.

Enduring Understandings	Essential Questions
Students will understand that…	*Students will keep considering…*

U1 Bodies are constantly adjusting in response to changes outside and inside the body	**Q1** What nursing interventions are indicated for each type of fluid-volume imbalance?
U2 Fluids affect homeostasis in the body	**Q2** How can you counter IV complications?

Knowledge	Skills
Students will know…	*The student will be able to…*
K1 The normal pH in the human body	**S1** Explain the common causes, signs, and symptoms of: respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis
K2 The importance of fluid intake & output	
K3 The causes of acid-base imbalance	**S2** List types of IV therapy
Key vocabulary: homeostasis, intake, output, intracellular, extracellular, antidiuretic hormone (ADH), aldosterone, renin-angiotensin, hypertonic, hypotonic, isotonic solutions, respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis, tonicity, solute, isotonic, hypotonic, hypertonic,	**S3** List types of devices for IV therapy
	S4 Describe how to maintain an IV

Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
P1 Demonstrate knowledge in acid-base balancing	**O1** Compare and contrast fluid intake vs. output
P2 Identify differences between respiratory/metabolic alkalosis/acidosis	**O2** Compare and contrast metabolic and respiratory alkalosis and acidosis

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.

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L1 Describe the role of fluids in the body and homeostasis

L2 IV therapies as a role to imbalances

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Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students
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		• *Modify rubric criteria*
		• *Proximal seating*
		• *Partner and small group activities*
		• *Open-ended project expectations*

Unit 4: Applying Concepts Related to Wellness and Illness

Unit Focus

The unit focus is on the nurse's role in identifying disease and treatment. The nurse's role includes understanding the microorganisms that cause illness, the diagnostic procedures to diagnose the illness, and the treatment of the illness. The treatment includes various therapies as well as the nursing role of calming the client's anxieties, performing pre-, intra-, and post-surgical responsibilities.

Duration: 2-3 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

60	Required	Explain physiological and psychosocial aspects of the illness and disease process.
61	Required	Demonstrate a head-to-toe assessment.
62	Required	Identify common diagnostic procedures.
63	Required	Identify common treatment modalities.
64	Required	Apply the nursing process as it relates to the surgical client.

65	Required	Apply the nursing process to a client with neoplastic disease (i.e., cancer).
66	Required	Apply the nursing process to a client with an immune disorder.

Enduring Understandings	Essential Questions
Students will understand that…	*Students will keep considering…*
U1 Illness can be classified by microorganism.	**Q1** What are the signs/symptoms of a given disease?
U2 There are several different types of treatment modalities	**Q2** What is the best way to assess a given body system based on the client's needs?
	Q3 What is a nurse's role in treatment modalities?
	Q4 How can a family be supported during a client's treatment?

Knowledge	Skills
Students will know…	*The student will be able to…*
K1 The classifications of diseases	**S1** Explain common symptoms of a given disease
K2 The composition of each body system	**S2** Explain psychosocial effects
K3 Strategies for dealing with client anxieties	**S3** Assess each body system of a client
K4 Nursing procedures for surgical, neoplastic, and immunocompromised clients	**S4** Identify the proper treatment modalities for a given illness
	S5 Follow a pre- and post-surgical checklist for a client in a lab or clinical setting
Key vocabulary: physiological, psychosocial, neoplastic disease, infectious disease, hereditary disease, traumatic disease, congenital diseases, chronic, acute, exacerbation, remission, terminal, community acquired, nosocomial illnesses, X-Ray, CT, MRI, biopsy, EKG, EMG, EEG, treatment modalities, intraoperative, postoperative	**S6** Assess outcomes, interventions, and evaluations associated with neoplastic disease and immune disorder

Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence

P1	Identify an illness based on a given set of symptoms	O1	Compare and contrast the different classifications of diseases
P2	Discuss and explain the function of a client history	O2	Perform an assessment of each body system for a client
		O3	Perform pre- and post-surgical duties including: calming client anxieties, performing presurgical procedures, and completing intraoperative and postoperative responsibilities

Stage 4 - Learning Plan

Recommended Learning Experiences

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L1 Describe assessment of each body system as a way to diagnosis

L2 Explain various and necessary therapies

L3 Perform nursing duties for surgery before, during, and after surgery

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Scaffolding tools	Academic Literacy Tools	Differentiation Tools
	(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)	*(Cooperative learning, co-teaching)*
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Unit 5: Understanding Principles of Growth and Development

Unit Focus
The unit focus is on the various stages of development. This means identifying key characteristics at each stage of being an infant, toddler, preschooler, school-age, adolescent, young adult, middle adult, and older adult. **Duration: 4 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

67	Required	Identify global health influences on growth and development across the lifespan.
68	Required	Examine principles of growth and development across the lifespan.
69	Required	Summarize theories of growth and development across the lifespan.
	Required	Describe the influences of heredity and environment on growth and development
70		across the lifespan.
71	Required	Explain growth and development of the infant.

72	Required	Explain growth and development of the toddler.
73	Required	Explain growth and development of the preschooler.
74	Required	Explain growth and development of the school-age child.
75	Required	Explain growth and development of the adolescent.
76	Required	Explain growth and development of the young adult.
77	Required	Explain growth and development of the middle adult.
78	Required	Explain growth and development of the older adult.

Enduring Understandings	Essential Questions
Students will understand that…	*Students will keep considering…*
U1 Lifespan varies on a global scale	Q1 What major events have affected human lifespan?
U2 Lifespan is affected by environmental factors as well as genetic factors	Q2 How does genetics affect development and lifespan?
U3 Growth and development at each life stage is based on a number of factors	Q3 How do ethnic factors affect development and lifespan?
	Q4 How does ordinal position affect development?

Knowledge	Skills
Students will know…	*The student will be able to…*
K1 The stages of development	S1 Describe characteristics at each life stage
K2 Key theories of development	S2 Explain _____'s theory of development (each of the 7 key theories)
K3 The influences of heredity and environment on growth and development	S3 List hereditary factors on lifespan
Key vocabulary: cephalocaudal, proximodistal, directional, continuous, maturation, readiness, development tasks, cognitive, affective, psychomotor patterns, classical conditioning, operant conditioning, cognitive learning	S4 List environmental factors on lifespan

Stage 3 – Evidence	
Performance Assessment Tasks	**Other Evidence**
P1 List and discuss the hereditary factors that affect development	**O1** Compare and contrast theories of development
P2 List and discuss the environmental factors that affect development	**O2** Explain _____'s theory of development (each of the 7 key theories)
P3 Create age appropriate activities and identify developmentally appropriate communication and care methods	**O3** Describe the elements of growth and development for each stage (infant, toddler, preschooler, school-age, adolescent, young adult, middle adult, older adult)

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 Describe factors that affect growth, development, and lifespan   L2 Describe each stage of development

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	Academic Literacy Tools *(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)*	Differentiation Tools *(Cooperative learning, co-teaching)*
• *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.*	• *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*	• *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*

Unit 6: Understanding Concepts of Grief, Death, and Dying

Unit Focus
The unit focus is on the death and dying stages of life and the nurse's role during these stages. Nurses need to understand the stages of death and dying, the signs of approaching death, their post-mortem responsibilities while using strategies to keep clients and families calm. **Duration: 2-3 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
79   Required   Describe the stages of death and dying. 80   Required   Identify the major fears of the dying client. 81   Required   Identify signs and symptoms of approaching death. 82   Required   Describe the grieving process. 83   Required   Identify a nurse's responsibilities associated with the death of a client. 84   Required   Apply the nursing process for a client with palliative care needs.

Enduring Understandings	Essential Questions
Students will understand that…	*Students will keep considering…*
U1 Personal beliefs can affect a client's fear in death & dying stage of life	**Q1** How do religious/spiritual beliefs affect a client's view of death & dying?
U2 A client may feel lonely and scared during the death & dying stage	**Q2** How can nurses provide comfort for the client and family during death & dying stage?
U3 Various cultures will view death and observe the grieving process differently	**Q3** What are the stages of grief for the client as well as for family?
U4 Death with dignity	

Knowledge	Skills
Students will know…	*The student will be able to…*
K1 Theories of death & dying	**S1** Explain the theories of death & dying
K2 Methods to calm a client's fear during death & dying stage	**S2** Describe characteristics of each stage of death
K3 The signs & symptoms of death	**S3** List strategies/methods to calm fear, loneliness, and abandonment.
K4 The stages of grief	**S4** List physical signs of approaching death
K5 How to handle advance directives	**S5** Explain the nurse's role in a post-mortem situation.
K6 Palliative vs. hospice care	**S6** Demonstrate hospice and palliative care tactics
Key vocabulary: Kübler-Ross theory of death, clinical death, brain death, palliative care, DNR, DNAR, DNI, AHCD, dying with dignity	

Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
P1 Discuss and present the various theories of death & dying	**O1** Compare and contrast hospice and palliative care
P2 Perform palliative and hospice care to clients and families	**O2** Demonstrate hospice and palliative care for a client

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 Discuss the stages of death & dying

L2 Provide comfort and calm fears during each stage

L3 Demonstrate palliative care needs

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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.

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Scaffolding tools	**Academic Literacy Tools**	**Differentiation Tools**
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Unit 7: Introducing Concepts of Medication Administration

Unit Focus

The unit focus is on drug administration. Students identify key principles of medication administration including the drug (chemical) to be administered, the legal and ethical issues of using the drug, using conversion and math skills to calculate the exact dosage, and appropriately recording the time, frequency, and dosage.

Duration: 2-3 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

85   Required Identify general principles of pharmacology.
86   Required Identify principles of pharmacodynamics and pharmacokinetics.
87   Required Explain the principles of medication administration.
88   Required Calculate medication dosages.

Enduring Understandings	Essential Questions
Students will understand that…	**Students will keep considering…**
U1 Different forms of drugs are available for different scenarios	Q1 What are the ethical responsibilities of a nurse in drug administration?
U2 Drugs affect the body based on dosage, interactions, etc.	
U3 There are rules and responsibilities in medication administration	Q2 What factors affect the absorption and distribution of drugs in the body?
U4 Math skills, conversions, and ratios are needed for calculating medication dosages	Q3 How does technology affect medication administration?

Knowledge	Skills
Students will know…	**The student will be able to…**
K1 Legal standards and agencies of pharmacology	S1 Identify drug reference books/online resources
K2 Factors that affect drug effectiveness	S2 Identify chemical, generic, and brand names
K3 Disposal of medication and safety procedures	S3 Identify factors affecting drug absorption and effectiveness.
K4 The proper equipment necessary for medication administration	S4 Calculate medication dosage and the appropriate abbreviations used to record administration
K5 Conversions necessary to calculate medication dosages	
Key vocabulary: pharmacology, pharmacodynamics, pharmacokinetics, USDA, CSA, USP, Patient's Bill of Rights,	

Stage 3 – Evidence	
Performance Assessment Tasks	**Other Evidence**
P1 Research & present the key agencies in medication administration (FDA, USP, CSA, etc)	O1 Calculate medication dosage based on a client's profile and needs
P2 Compare and contrast pharmacodynamics and pharmacokinetics	O2 Create a list of drug references and resources
P3 Safely and accurately administer medication via various routes	O3 Explain the pharmacodynamics and pharmacokinetics of a given medication for a client

Stage 4 - Learning Plan
Recommended Learning Experiences

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L1 Identify pharmacodynamics and pharmacokinetics of drugs

L2 Calculate the proper dosage based on given factors including pharmacodynamics and pharmacokinetics

L3 Discuss the qualitative principles of medication administration including Patient's Bill of Rights, safety, drug agencies, etc.

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