

Monroe Career & Technical Institute

Course:

Unit Name: 100 ORGANIZATIONAL AND PROFESSIONAL HEALTH AND WELLBEING

Number: 100 **Hours:** 30.00

Dates: Spring 2025

Description/Objectives:

Students will be able to apply and use safety and organizational procedures to adhere to professional standards of conduct within the healthcare field. Student will know and be able to recognize and adhere to school policies and procedures as identified in the MCTI Student/Parent Handbook. Student will have a general understanding of policies and procedures related to the health occupations program and clinical facilities.

Tasks:

- 101 Comply with school and health care/fitness facility partner rules and regulations
- 102 Comply with course objectives, expectations and grading procedures
- 103 Apply interpersonal conflict management skills
- 104 Utilize safety and emergency procedures and report emergencies immediately
- 105 Adhere to the professional standards for health care providers
- 106 Investigate fitness and health care careers by: describing historical foundations, comparing and contrasting scopes of practice, describing educational/licensure requirements, and analyzing different occupational opportunities
- 107 Use medical/fitness equipment
- 108 Use body mechanics for personal and patient/client safety

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Career Education and Work Standards
- 13.3. Career Retention and Advancement

Supporting Anchor/Standards:

13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11 B. Evaluate team member roles to describe and illustrate active listening techniques:
Clarifying Encouraging Reflecting Restating Summarizing

13.3.11 C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism
Group dynamics Managing/leadership Mediation Negotiation Problem solving

13.3.11 E. Evaluate time management strategies and their application to both personal and work situations.

Instructional Activities:

- Read the summary information first
- Vocabulary with Graphics
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Read then predict
- Think-Pair-Share (A X)
- Focus Free Writing
- Essential Question Posting

Special Adaptations:

- Extended Time (assignments and/or testing)
- Preferential Seating
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Taking Tests in Alternate Setting (or if requested)
- Copy of Teacher/Student Notes/Skeleton Notes
- Use of Computer (Access to)
- Wait Time
- Clear Language for Directions

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Exit Slips
- Class Oral Responses
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary

Resources/Equipment:

Teacher notes and PowerPoint

Hyperlinks: www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course:

Unit Name: 200 DOCUMENTATION, LEGAL AND ETHICAL ISSUES

Number: 200 **Hours:** 80.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to describe how contract laws affect health care and define HIPAA and explain how it provides confidentiality for health care information, basic guidelines for health care personnel, patient rights, and professional standards. Students will understand the importance and legality involved in patient confidentiality as well as other legal concepts related to healthcare.

Tasks:

- 201 Maintain the confidentiality of records/information as required by HIPAA?FERPA
- 202 Implement the components of informed consent
- 203 Identify the legal importance of accurate record keeping to the benefit of all parties
- 204 Define the legal concepts of professional practice (liability, negligence, supervision, standard of care, assumption of risk, etc.)
- 205 Analyze legal considerations and ethical actions

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:**TEXT TYPES AND PURPOSE GRADES 9-10-11-12**

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

- *Pre-Learning
- Essential Question Posting
- Look for unknown words
- Read, listen, share, and question in a small group
- Questioning while reading
- Essential Question Reflection

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Drill and Practice (Repetition of Material)

- Copy of Teacher/Student Notes/Skeleton Notes

- Wait Time

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher evaluating student class participation
- WORK ETHIC
- Evaluate if students work without hindering other students' progress
- Account if students are prepared for class each day
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Teacher developed powerpoints, assessments, and worksheets

Hyperlinks: www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course:

Unit Name: 300 EMERGENCY CARE AND INFECTION CONTROL

Number: 300 **Hours:** 120.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to perform basic emergency care and disaster procedures. Students will know how to perform tasks while maintaining standards that comply with infection control.

Tasks:

- 301 Identify the components of a Risk Management/Emergency Action Plan (EAP).
- 302 Identify signs and symptoms, prevention, and treatment of weather-related illnesses.
- 303 Perform cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), and basic First Aid skills.
- 304 Identify signs and symptoms, prevention, and treatment of head injuries/traumatic brain injuries (TBI's).
- 305 Identify signs and symptoms, prevention, and treatment of acute traumatic spine injuries.
- 306 Identify common causes of cardiorespiratory conditions.
- 307 Identify emergency management techniques for neuromusculoskeletal conditions.
- 308 Apply protect, rest, ice, compress, and elevate (PRICE) principle.
- 309 Clean and disinfect objects and surfaces to prevent disease transmission.
- 310 Perform hand hygiene.
- 311 Identify blood borne pathogens and comply with OSHA standards.
- 312 Utilize personal protective equipment (PPE).

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Instructional Activities:

- Essential Question Posting
- Explore for Essential Question
- Look for unknown words
- Read, listen, share, and question in a small group
- Questioning while reading
- Small Group Oral Reading/Questioning
- Think aloud
- Paired Reading (A X)
- Develop tomorrow's quiz
- Essential Question Reflection
- Think-Pair-Share (A X)

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Adapted Tests and/or Assignments
- Adapted Tests and/or Assignments
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Wait Time
- Limited, Short Directions
- Grading Rubric
- Clear Language for Directions

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Class Oral Responses
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate if students work without hindering other students' progress
- Determine and evaluate if students adhere to all safety procedures
- Account if students are wearing appropriate clothing when necessary
- Study guides provided prior to tests

- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Teacher developed powerpoints, assessments, worksheets
Hyperlinks: www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course:

Unit Name: 400 INJURY PREVENTION AND PROTECTION

Number: 400 **Hours:** 90.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate skills that incorporate principles of restorative and injury prevention care under the direction of a licensed health care professional.

Tasks:

- 401 Identify types of bracing/splinting devices and techniques.
- 402 Apply taping and wrapping techniques.
- 403 Utilize patient/client safety measures.
- 404 Adapt therapeutic techniques to the needs of each patient/client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

- Anticipation guide (M A X)
- Essential Question Posting
- Explore for Essential Question
- Look for unknown words
- Read the summary information first
- Vocabulary with Graphics
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Questioning while reading
- Question aloud
- Exit slips of learning

- What are three things that you learned?

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Taking Tests in Alternate Setting (or if requested)
- Drill and Practice (Repetition of Material)
- Encourage Student to Check Work Before Turning In
- Frequent Review Sessions

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Teacher developed powerpoints, assessments, and worksheets

Hyperlinks: www.hosa.com

www.pahosa.com

Monroe Career & Technical Institute

Course:

Unit Name: 500 TREATMENT, REHABILITATION, AND CLINICAL SKILLS

Number: 500 **Hours:** 180.00

Dates: Spring 2025

Description/Objectives:

Students will know how to perform clinical skills in a health care setting. Students will know how to evaluate patients and assess rehabilitation needs and treatment plans.

Tasks:

- 501 Compose HOPS (history/observation/palpation/special tests) and SOAP (subjective/objective/assessment/plan) notes.
- 502 Measure and record height and weight.
- 503 Measure and record vital signs (VS).
- 505 Measure and perform range of motion (ROM).
- 506 Perform manual muscle test (MMT).
- 507 Distinguish the phases of rehabilitation.
- 508 Identify signs and symptoms, prevention, and treatment of neuromusculoskeletal conditions.
- 509 Identify therapeutic modalities and related safety procedures.
- 510 Assist the patient/client with activities of daily living (ADL) and necessary assistive devices (AD).
- 511 Protect a patient's/client's privacy.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to

answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Instructional Activities:

- Anticipation guide (M A X)
- Essential Question Posting
- Look for unknown words
- Scavenger hunt
- Vocabulary with Graphics
- Directed reading or learning questions
- Read, listen, share, and question in a small group

- Think aloud
- Develop tomorrow's quiz
- Demonstrate what was learned
- Focus Free Writing
- What are three things that you learned?
- Think-Pair-Share (A X)

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Taking Tests in Alternate Setting (or if requested)
- Copy of Teacher/Student Notes/Skeleton Notes
- Teacher Modeling
- Grading Rubric
- Encourage Student to Check Work Before Turning In
- Provide Verbal and Written Directions

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed

- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Teacher developed powerpoints, assessments, and worksheets.

Hyperlinks: www.hosa.com

www.pahosa.com

Monroe Career & Technical Institute

Course:

Unit Name: 600 NUTRITION AND HYDRATION

Number: 600 **Hours:** 140.00

Dates: Spring 2025

Description/Objectives:

Students will demonstrate the ability to read and interpret nutritional labels. Students will understand the role of nutrition and hydration in weightloss and health maintenance.

Tasks:

- 601 Explain daily nutritional requirements, caloric intake, condition specific needs and basal metabolic rate (BMR).
- 602 Evaluate food labels.
- 603 Evaluate basic and sport nutrition needs, including hydration.
- 604 Identify signs and symptoms of dehydration.
- 605 Identify safe methods for weight loss and weight gain.
- 607 Differentiate between supplements and ergogenic aids.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards
3.1.9-12.0 Grade 9-12 Life Science Structure and Function

Supporting Anchor/Standards:

- 3.1.9-12.A Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
- 3.1.9-12.B Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- 3.1.9-12.C Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- 3.1.9-12.P Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Instructional Activities:

- Anticipation guide (M A X)
- Essential Question Posting
- Look for unknown words
- Read the summary information first
- Preview Text (M)
- Directed reading or learning questions
- Jigsaw reading
- Read, listen, share, and question in a small group
- Questioning while reading
- Small Group Oral Reading/Questioning
- Demonstrate what was learned
- Develop tomorrow's quiz
- Develop tomorrow's quiz
- Focus Free Writing
- Sticky tab board
- Summary statements
- Test question list
- What are three things that you learned?

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating

- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Taking Tests in Alternate Setting (or if requested)
- Copy of Teacher/Student Notes/Skeleton Notes
- Wait Time
- Provide Frequent Breaks
- Limited, Short Directions
- Grading Rubric
- Provide Opportunities to Retest
- Provide Verbal and Written Directions

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Completed and Turned-in Make Up work
- Scores on projects when they are completed
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating student class participation
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)

- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Instructor developed lessons, PowerPoint presentations, and materials

Hyperlinks: www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course:

Unit Name: 700 EXERCISE SCIENCE AND PRESCRIPTION

Number: 700 **Hours:** 150.00

Dates: Spring 2025

Description/Objectives:

Students will know and be able to demonstrate basic skills for patients and residents in various rehabilitation settings. Students will know how to create goals and plans for patients who need rehabilitative care.

Tasks:

701 Conduct pre-exercise screening to determine physical activity readiness.

702 Interpret the results of a health/fitness intake questionnaire.

703 Conduct baseline testing for body composition, cardiorespiratory, muscular strength, muscular endurance, and flexibility.

704 Implement the components of exercise prescription and modification.

705 Select and demonstrate exercises to improve body composition, cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility.

706 Select and demonstrate exercises to improve agility, power, speed, balance, and proprioception.

707 Create short-term and long-term goals utilizing the SMART (specific, measurable, attainable, realistic and time bound) principle.

708 Execute spotting techniques for resistance training exercise.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent

understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

- *Pre-Learning
- Look for unknown words
- Read the summary information first
- Read, listen, share, and question in a small group
- Focus Free Writing
- Summary statements
- What are three things that you learned?

Special Adaptations:

- Extended Time (assignments and/or testing)
- Preferential Seating
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Taking Tests in Alternate Setting (or if requested)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Wait Time
- Have Student Repeat Directions

- Grading Rubric
- Provide Verbal and Written Directions
- Use a variety of Modalities when Introducing Skills/Concepts

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient
Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Tests read aloud
- Word bank with no more than 10 options
- Account if students are prepared for class each day
- Determine if students follow the daily plan as laid out at the start of class

Resources/Equipment:

Hyperlinks: www.hosa.com

www.pahosa.com

Monroe Career & Technical Institute

Course:

Unit Name: 800 HUMAN DEVELOPMENT AND MENTAL HEALTH

Number: 800 **Hours:** 80.00

Dates: Spring 2025

Description/Objectives:

Students will be able to understand and explain the stages of human development in relation to patient physical and mental health.

Tasks:

801 Identify the stages of human growth and development.

802 Communicate according to the patient's/client's stage of development and social determinants of health.

803 Identify and discuss types of mental health disorders.

804 Identify and discuss types of disordered eating.

805 Identify physical and psychological indicators of stress.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

- *Pre-Learning
- Essential Question Posting
- Read the summary information first
- Checking for Comparative Knowledge
- Read, listen, share, and question in a small group
- Questioning while reading
- Paired Reading (A X)
- Essential Question Reflection
- Question Still Unanswered
- What are three things that you learned?

Special Adaptations:

- Extended Time (assignments and/or testing)
- Preferential Seating
- Chunking of Assignments/Material
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)

- Directions and/or Tests Read Aloud
- Taking Tests in Alternate Setting (or if requested)
- Use of Computer (Access to)
- Wait Time
- Provide Frequent Feedback
- Grading Rubric

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Writing assignments
- Class Oral Responses
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher evaluating a student media presentation
- Teacher evaluating student class participation
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Tests read aloud
- Word bank with no more than 10 options
- Account if students are prepared for class each day

Resources/Equipment:

Teacher developed lessons, presentations, and materials

Hyperlinks: www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course:

Unit Name: 900 MEDICAL TERMINOLOGY

Number: 900 **Hours:** 60.00

Dates: Spring 2025

Description/Objectives:

Students will know and be able to use medical terminology including acronyms and abbreviations in the rehabilitation aid field.

Tasks:

901 Use medical terminology and abbreviations/acronyms.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- ennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

- Look for unknown words
- Develop tomorrow's quiz
- Test question list
- Essential Question Posting
- Vocabulary illumination
- Vocabulary with Graphics

Special Adaptations:

- Extended Time (assignments and/or testing)
- Study Guide
- Directions and/or Tests Read Aloud
- Directions and/or Tests Read Aloud
- Wait Time
- Use of Highlighter/Highlighted Text
- Grading Rubric
- Frequent Review Sessions
- All Vocabulary to be Defined Before Testing

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Evaluate if students work without hindering other students' progress
- Evaluate the student's ability to work within a team when teamwork is necessary
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Teacher developed presentations, worksheets and materials.

Hyperlinks: www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course:

Unit Name: 1000 ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

Number: 1000 **Hours:** 150.00

Dates: Spring 2025

Description/Objectives:

Students will be able to identify the organs, functions, and diseases of the various systems of the body.
Students will relate the systems to how the body functions.

Tasks:

- 1001 Identify anatomical position, body planes, directions, and cavities.
- 1002 Identify organs, functions, and disease processes of the integumentary system.
- 1003 Identify organs, functions, and disease processes of the skeletal system.
- 1004 Identify organs, functions, and disease processes of the muscular system.
- 1005 Identify organs, functions, and disease processes of the nervous system.
- 1006 Identify organs, functions, and disease processes of the cardiovascular system.
- 1007 Identify organs, functions, and disease processes of the endocrine system.
- 1008 Identify organs, functions, and disease processes of the lymphatic system.
- 1009 Identify organs, functions, and disease processes of the respiratory system.
- 1010 Identify organs, functions, and disease processes of the urinary system.
- 1011 Identify organs, functions, and disease processes of the digestive system.
- 1012 Identify organs, functions, and disease processes of the reproductive system.
- 1013 Identify organs, functions, and disease processes of the immune system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:**KEY IDEAS/DETAILS GRADES 9-10-11-12**

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Instructional Activities:

- *Pre-Learning
- Look for unknown words
- Read the summary information first
- Preview Text (M)
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Questioning while reading
- Essential Question Reflection
- Focus Free Writing

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material

- Preferential Seating
- Study Guide
- Directions and/or Tests Read Aloud
- Taking Tests in Alternate Setting (or if requested)
- Drill and Practice (Repetition of Material)
- Copy of Teacher/Student Notes/Skeleton Notes
- Wait Time
- Clear Language for Directions
- Provide Verbal and Written Directions

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's responsibility to complete work logs as expected
- Evaluate the student's responsibility to complete work logs as expected
- Evaluate if students work without hindering other students' progress
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Instructor developed presentations and materials

Hyperlinks: www.hosa.org

www.pahosa.org