



CONNECTICUT TECHNICAL EDUCATION
AND CAREER SYSTEM

Grades 9 - 12
Health Technology Curriculum

Health



Technology

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CTECS - Vision of a Graduate
Connecticut Technical Education and Career System
Vision of a Graduate
A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut’s workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

<p>A Problem Solver</p> <p><i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i></p> <ul style="list-style-type: none"> → Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. → Facilitate group discussions and collaborative projects. → Use real-world scenarios and hands-on activities. → Highlight the importance of effort, persistence, and continuous learning. → Provide regular feedback and encourage reflection. 	<p>Work Ready</p> <p><i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i></p> <ul style="list-style-type: none"> → Set high standards for punctuality, responsibility, professionalism, and task completion. → Use project-based learning and collaborative assignments. → Emphasize clear written and verbal communication. → Offer practical exercises like mock interviews and resume workshops. → Integrate technology and teach digital literacy.
<p>Respectful</p> <p><i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i></p> <ul style="list-style-type: none"> → Demonstrate personal, interpersonal, and professional skills. → Show respect for diversity. → Model respect through active listening and empathy. → Set clear expectations for respectful interactions. → Promote collaboration and group discussions. → Celebrate respectful behavior. → Address disrespect promptly and constructively. 	<p>Skilled Socially</p> <p><i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i></p> <ul style="list-style-type: none"> → Show awareness of global responsibility to others and the environment. → Participate in community involvement. → Design cooperative group projects and team activities → Set expectations for respect and give regular feedback. → Facilitate discussions on inclusivity, kindness, and respect. → Model positive interactions and recognize strong social skills.
<p>A Critical Thinker</p> <p><i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i></p> <ul style="list-style-type: none"> → Encourage critical thinking individually and collaboratively. → Design lessons that challenge assumptions and explore diverse viewpoints. → Use open-ended questions, rigorous activities, and cross-curricular projects. → Integrate project-based learning and real-world problem-solving. → Offer reflective opportunities like journaling and discussions. → Cultivate an environment that values curiosity and inquiry. 	<p>An Effective Communicator</p> <p><i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i></p> <ul style="list-style-type: none"> → Communicate effectively using oral, written, visual, artistic, and technical modes. → Include group discussions, presentations, and peer reviews. → Promote active listening and thoughtful responses. → Offer clear guidelines and constructive feedback. → Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Prepare students for the District Summative Assessments, ensuring alignment with the Course Map
- Maintain consistency of instruction across campuses while adapting to student needs

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs, cycle schedules, and industry-based opportunities, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the trade program. They reflect the core technical competencies, safety practices, and industry-aligned skills that require the greatest instructional focus and appear on program assessments. In CTE programs, each Priority Standard also functions as a Unit of Study, because it includes the required components such as big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard. Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Resources

Resources include the tools, equipment, texts, materials, and digital tools that support learning within each unit and reflect industry standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in scientific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, precision, and communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Health Technology Philosophy

The core of the Health Technology philosophy is the cultivation of work-ready healthcare professionals who are equipped to lead, innovate, and adapt in a dynamic medical world. We view healthcare as a complex, interdependent ecosystem where diverse roles must align specialized skills and technical expertise to support the holistic needs of the patient. Our curriculum provides a comprehensive and systematic experience that empowers students to achieve their fullest potential through rigorous clinical training and industry-aligned standards.

Our program transitions from theoretical knowledge to a skills-based framework, prioritizing the development of essential technical competencies such as infection control, medical math, and clinical simulations. This approach emphasizes that technical precision and mathematical accuracy are not just academic requirements but critical components of patient safety and quality care. By embedding these high-stakes behaviors across core concepts—from body systems to medication administration—we ensure students are practicing the precision necessary for lifelong professional excellence.

We recognize that technical proficiency is inseparable from the ethical and social dimensions of care, serving as a foundation for professional integrity, empathy, and responsible decision-making. Our philosophy emphasizes the "Vision of a Graduate" as a socially skilled problem solver who treats others with dignity and fosters inclusive clinical environments. We strive to develop professionals who can navigate complex legal and cultural boundaries, maintaining patient confidentiality through HIPAA compliance while building therapeutic relationships based on mutual respect and effective communication.

Consistent with National Health Science Standards (NHSS) and industry-based expectations, our program is committed to instructional excellence and workforce readiness. We provide a comprehensive sequence of study that leads to critical industry credentials, including CNA, BLS, and CCMA certifications, ensuring students meet all legal and professional requirements. By maintaining a rigorous, research-based curriculum that integrates critical thinking and effective communication, we prepare our graduates to make informed, life-saving contributions to Connecticut's healthcare workforce.

Course Map

9th Grade Semester 1 & 2

[Exploratory 2 Day \(Phase 1\)](#)

[Exploratory 4 Day \(Phase 2\)](#)

[9.1 - Safety Practices and Infection Control](#)

[9.2- Effective Oral and Written Communication](#)

[9.3 Health Skills](#)

[9.4 Body Systems](#)

[9.5 Health and Wellness](#)

[9.6 Growth and Development](#)

[9.7 Childcare](#)

[9.8 Employability Skills](#)

10th Grade Semester 1 DSA

[10.1 Safety Practices and Prevention](#)

[10.2 Communication](#)

[10.3 Employability](#)

[10.4 Introduction to Allied Health Professions](#)

[10.5 Body Systems Health and Wellness](#)

[10.6 Medical Math and Terminology](#)

[10.7 Health Maintenance Practice](#)

10th Grade Semester 2 DSA

[10.1 Safety Practices and Prevention](#)

[10.2 Communication](#)

[10.3 Employability](#)

[10.4 Introduction to Allied Health Professions](#)

[10.5 Body Systems Health and Wellness](#)

[10.6 Medical Math and Terminology](#)

[10.7 Health Maintenance Practice](#)

11th Grade Semester 1 DSA

[11.1: Intro to CNA, Resident Rights and Independence](#)

[11.2: Foundations of Resident Care](#)

[11.3: Body Systems and Related Conditions](#)

[11.4: Special Populations and Care Procedures](#)

[11.5 Skills performed by the Certified Nursing Assistant](#)

11th Grade Semester 2 DSA

[11.6 Principles of Nutrition and Hydration](#)

[12.5 Medical Terminology](#)

12th Grade Semester 1 DSA

[12.1 Employability: Role of the Medical Assistant](#)

[12.2 Role of the Medical Assistant: Infection Prevention and Control and Safety](#)

[12.3 Certified Clinical Medical Assistant \(CCMA\)](#)

[12.4 Human Needs and Mental Health](#)

[12.5 Medical Terminology](#)

[12.7 Introduction to Phlebotomy](#)

12th Grade Semester 2 DSA

[11.7 Employability Knowledge and Skills](#)

[12.3 Certified Clinical Medical Assistant \(CCMA\)](#)

[12.4 Human Needs and Mental Health](#)

[12.5 Medical Terminology](#)

[12.6 Introduction to EKG](#)

[12.8 Medication Administration Training/ Pharmacology and Medical Administration](#)

9th Grade Curriculum

Phase 1: Exploratory 2 Day

Priority Standard: Explorations of Careers in Healthcare	
Big Idea(s): Training and effective infection control practices are essential for preventing the spread of disease and supporting safety in healthcare environments.	
Essential Question(s): 1. How can you help prevent the spread of infection? 2. How are safety practices applied to clinical skills?	
Learning Outcomes	
<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
E.1.1 Career Opportunities in Healthcare	<ul style="list-style-type: none"> ● Identify related careers in Health Technologies.
E.1.2 Safety and Infection Control	<ul style="list-style-type: none"> ● Identify safety practices for clinical experiences. ● Describe the Health Care workers role for Infection Control. ● Maintain infection control
E.1.3 CPR & Clinical Skills	<ul style="list-style-type: none"> ● Demonstrate a minimum of 2 clinical skills in Healthcare ● Demonstrate hands only CPR
Resources- <ul style="list-style-type: none"> ● Empathy Video ● Career Test ● MRSA Video ● Removing Gloves Safely ● Hands Only CPR Video ● Performing CPR Video ● Hands Only CPR Student Certificates ● Stop the Bleed 	

Phase 2: Exploratory 4 Day

Priority Standard: Exploration a career in Healthcare	
Big Idea(s): Successful entry into healthcare careers requires a foundation in medical terminology to support professional communication and the proper identification and use of healthcare equipment.	
Essential Question(s):	
<ul style="list-style-type: none"> ● What are the appropriate methods of communicating patient information? ● How does medical terminology support effective communication around body systems and health careers? ● What are the applications and importance of first aid? 	
Learning Outcomes	
<i>Students Will Know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
E.2.1 Body Systems	<ul style="list-style-type: none"> ● Identify careers related to different body systems. ● Define medical terms related to the healthcare pathways.
E.2.2 Medical Equipment and Function	<ul style="list-style-type: none"> ● Identifying various equipment used within the healthcare field.
E.2.3 Basic First Aid	<ul style="list-style-type: none"> ● Explain the function and application of medical equipment. ● Demonstration of basic first aid techniques on mannequins.
Resources- <ul style="list-style-type: none"> ● Human Body System Systems of the Human Body Video ● First Aid Kit (Ziplock bag, Gloves, Alcohol wipes, bandaids, hand wipes, gauze etc) 	

Phase 3: Exploratory and Introduction to Health Technology

9th Grade Career Credentials:

Required: Babysitting with First Aid/CPR/AED (American Red Cross)

Supplemental: Stop the Bleed

Priority Standard 9.1 - Safety Practices and Infection Control

Big Idea(s): Maintaining a sterile environment and practicing proper body mechanics are non-negotiable foundations of healthcare that protect both the provider and the patient from harm.

Essential Question(s):

- What are safety standards in the workplace?
- How do we effectively break the chain of infection?
- How does the way I move my body today affect my career longevity tomorrow?

Learning Outcomes

<i>Students Will Know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.1.1 Safety Protocols (NHSS Alignment: 7.2.1, 7.3.1, 7.4.1, 7.4.2, 7.5.1)	<ul style="list-style-type: none"> ● Locating safety equipment, practicing fire safety (R.A.C.E./P.A.S.S.), and identifying potential safety hazards and prevention methods. ● Identify safety protocols including OSHA/CDC regulations, Environmental safety techniques, and Hazardous chemical standards (SDS)
9.1.2 Pathogen Control (NHSS Alignment: 7.1.2, 7.2.3)	<ul style="list-style-type: none"> ● Identifying the optimal conditions for the growth of microbes ● Preventing the spread of blood borne pathogens by maintaining standard precautions ● Demonstration of proper donning and doffing of PPE ● Discuss pathogen control with regard to Asepsis, Antisepsis, Disinfection, Sterilization, and Bloodborne
9.1.3 Infection Transmission (NHSS Alignment: 7.1.1)	<ul style="list-style-type: none"> ● Defining, listing, and diagramming the six components of the chain of infection

	<ul style="list-style-type: none"> ● Describing various modes of transmission. ● Classify pathogens including Bacteria, Fungi, and viruses
<p>9.1.4 Body Mechanics (NHSS Alignment: 7.2.2)</p>	<ul style="list-style-type: none"> ● Demonstrating proper body mechanics and posture in the skills lab during patient handling simulations (specifically related to patient care activities such as lifting and positioning.)
<p>Technical Vocabulary: OSHA standards in healthcare, Fire Safety standards (R.A.C.E. / P.A.S.S.), SDS Components, Proper body mechanics, PPE used in healthcare, The importance of handwashing, Bloodborne Pathogens, The links of the chain of infection, The optimal growth conditions for pathogens</p>	
<p>Resources: National Health Science Standards (NHSC): Foundation Standard 7 (Safety Practices), Regulatory Agencies: Occupational Safety and Health Administration (OSHA) and Centers for Disease Control and Prevention (CDC), Facility Protocol: Standard operating procedures for emergency response and hazardous material handling.</p>	

Priority Standard 9.2 - Effective Oral and Written Communication

Big Idea(s): Medical terminology serves as a universal language that ensures precision and eliminates ambiguity in life-or-death clinical situations.

Essential Question(s):

- What are the essential components of effective communication?
- Why is "layman's terms" often insufficient in a clinical setting?
- How does the misuse of a single medical prefix change a patient's diagnosis?

Learning Outcomes

Students Will Know:

As evidenced by: (oral, written, or performance)

9.2.1 Therapeutic Communication Techniques
(NHSS Alignment: 2.1.1, 2.1.4, 2.1.5)

- Create a scenario using both verbal and non-verbal communication
- Identify communication techniques including active listening, reflecting, silence, summarizing, and sender-message-receiver feedback model.

9.2.2 Professional Standards
(NHSS Alignment: 4.1.2, 2.3.1)

- Create a scenario applying professional language (language, behavior, confidentiality, written communication, spelling, grammar)
- Applying professional language and industry-standard codes of conduct in a simulated clinical workplace environment

9.2.3 Medical Abbreviations
(NHSS Alignment: 2.2.2)

- Identifying and defining at least 25 standard abbreviations through flashcards, interactive games, or clinical quizzes.

9.2.4 Introduction to Medical Terminology
(NHSS Alignment: 2.2.1)

- Deconstructing complex medical terms
- Applying root words to determine precise meanings within patient documentation.

Technical Vocabulary- *Combining forms Prefix and Suffix*

Resources:

Reality Works

Priority Standard 9.3 Health Skills

Big Idea(s): Mastery of clinical healthcare skills and mathematical accuracy are direct and essential components of ensuring patient safety and providing quality care.

Essential Question(s):

- What are the consequences of a mathematical error in health care?
- How do indirect and direct care skills contribute to a patient's overall healing process?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.3.1 Core Clinical Competencies (NHSS Alignment: 7.1.2, 7.2.2, 10.1.1)	<ul style="list-style-type: none"> ● Demonstrating the correct sequential steps for handwashing ● Measuring patient vital signs with precision ● Executing safe patient transfers and ambulation using appropriate assistive devices ● Demonstrate core clinical competencies including aseptic handwashing, bed making, vital sign measurement(TPR/BP), height/weight recording, patient transfer protocols (gait belt, ambulation)
9.3.2 Mathematical Foundations (NHSS Alignment: 1.3.1, 1.3.3)	<ul style="list-style-type: none"> ● Calculating clinical values using basic math operations (Whole numbers, Fractions, Percentages, Roman numerals) ● Interpreting analog time into 24-hour military format ● Converting numerical data for accurate patient charting.
9.3.3 Clinical decision-making (NHSS Alignment: 4.2.1)	<ul style="list-style-type: none"> ● Identifying potential patient safety risks ● Formulating appropriate solutions to improve care outcomes within simulated scenarios.

Technical Vocabulary and Skills- Hand Washing , Bed Making, Vital Signs TPR, Height and Weight, Transfer skills (gait belt, ambulation) and Blood Pressure

Medical Math Skills: Number Basics: how mathematics is used in the medical profession as they review Roman numerals, whole numbers, number parts, review military time

Resources: Medical math (military time, Roman numerals), Clinical skill simulations (bed making, vital signs)

Priority Standard 9.4 Body Systems

Big Idea(s): The human body is a complex organization of systems where anatomical structures are perfectly specialized to perform specific physiological functions.

Essential Question(s):

- How does the anatomy relate to the physiology of each body system?
- How do organs work independently and together as a system to support life?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

9.4.1 Structural Organs
(NHSS Alignment: 1.1.1.a, 1.1.1.e, 1.1.2)

- Identifying and locating anatomical landmarks and organs accurately using a three-dimensional anatomical manikin.

9.4.2 Physiological Systems
(NHSS Alignment: 1.1.2.a through 1.1.2.k)

- Diagramming system structures
- Presenting researched findings that differentiate between various system functions, such as gas exchange, nutrient absorption, and hormone production. (including Skeletal, Muscular, Integumentary, Cardiovascular, Lymphatic/Immune, Respiratory, Nervous, Endocrine, Digestive, Urinary, and Reproductive—and their specialized roles in maintaining homeostasis.)

9.4.3 Biological Roles of Body Systems
(NHSS Alignment: 1.1.2.d, 1.1.2.f, 1.1.2.g, 1.1.2.i, 1.1.2.j)

- Explaining the systemic consequences of organ failure
- Defending why these specific organs are classified as vital for human survival during oral or written assessments.
- Identify key roles of the (Brain (Nervous), heart (Cardiovascular), lungs (Respiratory), liver (Digestive accessory), and kidneys (Urinary)).

Technical Vocabulary and Skills: Body Systems, Skeletal, Muscular, Integumentary, Cardiovascular, Lymphatic/Immune, Respiratory, Nervous, Endocrine, Digestive, Urinary, and Reproductive

Resources: Anatomical manikins

Priority Standard 9.5 Health and Wellness

Big Idea(s): Wellness is a holistic balance of physical, emotional, and social factors rather than just the absence of disease.

Essential Question(s):

1. How do our daily choices today dictate our health outcomes in the future?
2. How does a patient's spiritual or emotional state influence their physical recovery?
3. What is the relationship between nutrition and health?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>9.5.1 Health Practices Components of. (NHSS Alignment: 9.1.4)</p>	<ul style="list-style-type: none"> ● Identifying and describing how various holistic factors contribute to a state of total wellness beyond the absence of illness ● Describe various health practices including Holistic, Complementary and Alternative including Eastern, Homeopathic, and Manipulative medicine
<p>9.5.2 Self-care Behaviors (NHSS Alignment: 9.1.1, 9.1.2)</p>	<ul style="list-style-type: none"> ● Evaluating six healthy habits for a daily routine ● Presenting research (via poster boards or videos) on how smoking and drugs negatively affect body system function. ● Discuss the negative impact risky behaviors have on the optimal function of each system evidenced by poster boards, research, and label reading videos ● Analyze coping strategies to maintain a state of wellbeing
<p>9.5.3 Behavioral Health (NHSS Alignment: 9.1.2)</p>	<ul style="list-style-type: none"> ● Defining specific coping mechanisms to manage stress ● Discussing the social and mental impacts of behavioral health disorders such as depression, anxiety, and peer pressure.

9.5.4 Nutritional Principles
(NHSS Alignment: 9.1.1)

- Analyzing the components of a balanced meal and food pyramids
- Justifying dietary choices through label reading and nutritional research.
- Discuss the importance of balanced caloric intake for weight control.

Technical Vocabulary and Skills: Exercise, Nutrition, Food Pyramids, Stress, Sleep habits, Peer pressure, Smoking, Drugs, Depression

Priority Standard 9.6 Growth and Development

Big Idea(s): Humans possess universal developmental needs, such as those identified by Maslow, which must be addressed uniquely at every stage of the life cycle.

Essential Question(s):

1. How does the Maslow's Hierarchy of needs relate to Health Care practices?
2. How does each type of growth and development relate to Health Care practices?
3. How do the needs for patients change with each stage of life?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

9.6.1 Universal Human Needs
(NHSS Alignment: 9.1.1, 9.2.1)

- Describe the basic human needs represented in the hierarchy
- Analyze how these needs influence self-care behaviors (e.g., nutrition, sleep, and relationships)

9.6.2 4 Growth and Development
(NHSS Alignment: 9.2.1)

- Categorize physical, mental, social, and behavioral development changes
- Identify the four types of growth and development that occur at every life stage
- Describe their specific impact on healthcare delivery.

9.6.3 Life Stages
(NHSS Alignment: 9.2.1, 2.1.6)

- Research a specific life stage to describe its normal progression
- Describe normal growth and development across the human life stages from prenatal to death
- Identify appropriate interactions with patients at that stage of psychosocial development

Technical Vocabulary- Human life stages (prenatal, infancy, early, middle, and late childhood, adolescence, early, middle, and late adulthood, and death)

Resources: *Human Growth and Development Module*

Priority Standard 9.7 Childcare and Babysitting

Big Idea(s): Pediatric care requires specialized safety protocols and behavioral strategies specifically tailored to a child's unique developmental stage.

Essential Question(s):

- How are safety practices designed for infant and child care in both childcare and healthcare settings?
- How do safety practices change when the patient cannot communicate their needs?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.7.1 Early Stages Behavioral Development (NHSS Alignment: 9.2.1, 2.1.2a)	<ul style="list-style-type: none"> ● Discuss physical, mental, social, and behavioral development across early life stages. ● Identify age-appropriate activities ● Describe intervention strategies for children based on their developmental level
9.7.2 Pediatric Life-Saving Skills. (NHSS Alignment: 10.1.2)	<ul style="list-style-type: none"> ● Obtain training or certification in pediatric life-saving skills. ● Successfully demonstrate pediatric CPR, AED use, and response to foreign body airway obstruction (FBAO) using a manikin.
9.7.3 Basic Emergency Response (non-communicative patients) (NHSS Alignment: 10.1.2)	<ul style="list-style-type: none"> ● Apply principles of basic emergency response and safety measures for non-communicative patients ● Correctly identify pediatric emergency signs ● Demonstrate the proper sequencing of life-saving steps in simulated scenarios.
9.7.4 Customer Service Skills. (NHSS Alignment: 6.2.2, 4.2.1)	<ul style="list-style-type: none"> ● Demonstrate respectful and empathetic treatment and effective customer service skills. ● Participate in role-play scenarios demonstrating professional interaction with families, including basic organization and money management
9.7.5 Advanced Childcare Credentials (NHSS Alignment: 4.3.1, 3.1.1a)	<ul style="list-style-type: none"> ● Identify the education and certifications (e.g., advanced childcare courses) required to work in ambulatory or daycare settings

Technical Vocabulary and Skills: CPR, First Aid, Money Management, Shaken Baby, CPR, First Aid, AED, Diapering, Feeding, Safe Sleep, Safe Holds

Resources- [Babysitting Basics Online](#)

American Red Cross Babysitting and Pediatric CPR/AED/First Aid

Priority Standard 9.8 Employability Skills

Big Idea(s): Professionalism in healthcare is defined by a combination of technical "scope of practice," ethical integrity, and the "soft skills" of teamwork and communication.

Essential Question(s):

- What characteristics are essential as a healthcare worker and what role do they have for professional individuals as a part of a healthcare team?
- What is the difference between what I *can* do and what I am *legally allowed* to do?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.8.1 Evolution of Healthcare (NHSS Alignment: 3.1.1, 3.1.4)	<ul style="list-style-type: none"> ● Researching and presenting a minimum of two historical events that have shaped modern medical practices. ● Identify Major milestones and the historical evolution of healthcare delivery systems and health insurance.
9.8.2 Health Science Pathways (NHSS Alignment: 4.3.1, 4.3.2)	<ul style="list-style-type: none"> ● Gathering data on specific employment opportunities and ● Distinguishing between the various credentialing requirements for different medical fields. ● Identify employment trends, educational requirements, and salary growth rates within the five health science pathways: Biotechnology, Diagnostic, Health Informatics, Support, and Therapeutic services.
9.8.3 Personal Traits and Effective teams (NHSS Alignment: 4.1.1, 8.1.1, 8.1.2, 8.2.1)	<ul style="list-style-type: none"> ● Demonstrating appropriate professional interactions with team members and ● Evaluating how positive and negative behaviors affect team processes and outcomes. ● Discuss essential personal traits (empathy, integrity, dependability) and the characteristics of effective teams (mutual respect, collaboration, defined roles).
9.8.4 Scope of Practice	<ul style="list-style-type: none"> ● Identifying and comparing the specific scope

(NHSS Alignment: 4.2.1, 5.2.5)	<p>of practice for a minimum of three careers, including a Certified Nursing Assistant (CNA), to differentiate between professional practice standards.</p> <ul style="list-style-type: none"> ● Discuss legal boundaries and the conceptual framework of a "scope of practice," which defines the limitations and implications of healthcare worker actions.
<p>Technical Vocabulary and Skills: The 11 main NHSS standards (Academic Foundation, Communication, Systems, Employability Skills, Legal Responsibilities, Ethics, Safety Practices, Team Work, Health Maintenance Practices, Technical Skills and Information Technology Skills).</p>	
<p>Resources- <u>Health Science: Concepts and Applications, 1st Edition</u> NHSS standards: https://www.healthscienceconsortium.org/wp-content/uploads/2019/05/NATIONAL_HEALTH_SCIENCE_STANDARDS.pdf</p>	

10th Grade Curriculum

Exploration of Healthcare Career Pathways

10th Grade Career Credentials:
Required: Dementia Training and OSHA Training

Supplemental Student Enrichment: Mandated Reporter Training

Optional Student Enrichment

- * SCSU HLS 100 Introduction to Allied Health Professionals
- * UConn AH 1100 Introduction to Allied Health Professionals
- *SCSU PCH 200 Intro to Nutrition
- *SCSU PCH 201 Intro to Wellness

Priority Standard 10.1 Safety Practices and Prevention

Big Idea(s): Pathogenic organisms are invisible threats that require standardized, proactive defenses to prevent outbreaks and protect patients.

Essential Question(s):

- How do pathogens impact humans?
- How do we protect ourselves and our patients against pathogens as healthcare workers?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.1.1 - Infection Control (NHSS Alignment 7.1.2, 7.1.2b, 7.1.2d)	<ul style="list-style-type: none"> ● Identify proper infection control standards and practices ● Demonstrate proper handwashing technique ● Successful completion of AHA Bloodborne Pathogen Certification
10.1.2 - Asepsis (NHSS Alignment 7.1.2a, 7.2.3, Foundation 10)	<ul style="list-style-type: none"> ● Identify techniques for specimen collection and testing ● Describe asepsis for infection control ● Review proper use of PPE
10.1.3 Bacteria and Viruses (NHSS Alignment 7.1.1a, 7.1.1c, 7.1.1d)	<ul style="list-style-type: none"> ● Describe how bacterial and viral infectious diseases are transmitted

<p>10.1.4 Safety Practices (NHSS Alignment: 7.2.1, 7.4.1, 7.5.2, 3.1.1c, 3.1.1d)</p>	<ul style="list-style-type: none"> ● Successful completion of OSHA training ● Demonstrate appropriate response to emergencies in a healthcare facility ● Explain the role of the CDC and WHO as it pertains to healthcare ● Discuss major safety institutions including OSHA, SDS, Emergency procedures, CDC (Center for Disease Control), and WHO (World Health Organization)
<p>Technical Vocabulary and Skills : Chain of Infection, Asepsis, Medical Asepsis, PPE, Bloodborne Pathogens <i>Skills:</i> Handwashing, Gloving, Emergency Response Protocols, Specimen Collection</p>	
<p>Resources-</p> <ul style="list-style-type: none"> ● NATIONAL HEALTH SCIENCE STANDARDS ● OSHA Academy 	

Priority Standard 10.2 Communication

Big Idea(s): Effective oral and written communication, supported by the professional language of medical terminology, is essential for improving patient outcomes and providing quality care.

Essential Question(s):

- How does communication in a healthcare setting utilize medical terminology to influence patient care?
- How does the use of a universal medical language eliminate the risks of human error in a clinical setting?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

10.2.1 Effective communication
(NHSS Alignment 2.1.1, 2.1.2a, 2.1.3, 2.1.5)

- Describe communication guidelines for healthcare workers to interact with all patients including hearing and visually impaired.
- Compare and contrast subjective and objective observation skills

10.2.2 Medical Terms and Abbreviations
(NHSS Alignment 2.2.1, 2.2.2)

- Written/Performance: Define medical terms by breaking down their components (roots, prefixes, suffixes)
- Interpret healthcare-specific abbreviations

10.2.3 Protected Health Information
(NHSS Alignment 11.1.1, 11.1.3, 11.1.4)

- Describe the impact of electronic health records on patient care, focusing on timeliness, completeness, and accuracy of documentation
- Discuss healthcare delivery fundamentals and the technology used to maintain PHI

Technical Vocabulary and Skills: Subjective communication, objective communication, Non-verbal, Sign Language, Electronic Health Record (EHR)

Skills: Therapeutic communication, medical documentation, interpreting abbreviations, modifying communication for patient needs

Resources: [Preparing the 21st Century Healthcare Worker](#)

Priority Standard 10.3 Employability

Big Idea(s): Modern healthcare professionalism requires a dynamic balance between technical proficiency, ethical integrity, and the ability to navigate complex legal and cultural boundaries.

Essential Question(s):

- What skills and characteristics are essential for careers available to new 21st Century Healthcare Workers?
- How do medical, legal, moral, ethical and cultural issues impact the quality of healthcare?

Learning Outcomes

<i>Student will know</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.3.1 Professional Attributes (NHSS Alignment 4.1.1, 4.1.2)	<ul style="list-style-type: none"> ● Exhibit a professional appearance ● Exhibit professional attributes
10.3.2 21st century Healthcare Skills (NHSS Alignment 4.2.1)	<ul style="list-style-type: none"> ● Explain the National Health Science Standards 9 (NHSS) ● Identify skills necessary for 21st century healthcare workers
10.3.3 Issues in Health Care (NHSS Alignment 5.1.1, 5.2.1, 5.2.6, 6.1.1, 6.2.1)	<ul style="list-style-type: none"> ● Completion of Mandated Reporter Training ● Analyze the medical, legal, ethical and cultural issues involved in health care
10.3.4 Public Health (NHSS Alignment 3.1.3, 9.1.3, 4.4.1)	<ul style="list-style-type: none"> ● Identify at least three contemporary issues that have, or will have, an effect on how healthcare is provided ● Engage in a community service project that will benefit the local population ● Discuss the importance of Public Health in the world today

Technical Vocabulary and Skills: Professionalism, abuse, Neglect, HIPAA, Confidentiality, Medical ethics, Epidemiology, Certification, Registration, Licensure

Skills: Soft skill application (communication, time management), mandated reporting, ethical analysis, community service/service learning

Resources: Mandated Reporter Training

Priority Standard 10.4 Introduction to Allied Health Professions

Big Idea(s): The healthcare industry is a massive, interdependent ecosystem where diverse roles must align specialized education and skills to support holistic patient needs.

Essential Question(s):

- How do various healthcare roles collaborate across different body systems to ensure comprehensive patient recovery?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.4.1 Health Career Clusters (NHSS Alignment 4.3.2)	<ul style="list-style-type: none"> ● Identify career clusters (Therapeutic, Diagnostic, Health Informatics, Support, Biotechnology and Development) and the education and training requirements for different health care professions ● Complete an Allied Health Career Portfolio project which serves as a summative work of your exploration and reflection on a health career ● Participation in field trips and guest speakers
10.4.2 Therapeutic Services (NHSS Alignment 4.3.1, 4.4.1)	<ul style="list-style-type: none"> ● Certified Nurse Assistant (CNA) ● Pharmacist ● Occupational therapist ● Paramedic ● Respiratory Therapist
10.4.3 Health Informatics (NHSS Alignment 4.3.1, 4.4.1)	<ul style="list-style-type: none"> ● Medical administrative assistant ● Health information technician ● Nurse Manager ● Medical transcriptionist ● Healthcare administrator
10.4.4 Biotechnology and Development (NHSS Alignment 4.3.1, 4.4.1)	<ul style="list-style-type: none"> ● Toxicologist ● Biomedical engineer ● Forensic science technician

	<ul style="list-style-type: none"> ● Cytotechnologist ● Epidemiologist
10.4.5 Diagnostic Services (NHSS Alignment 4.3.1, 4.4.1)	<ul style="list-style-type: none"> ● EKG Technician ● Phlebotomist ● Radiology Technician ● Ultrasound Technician ● Dental laboratory Technician
10.4.6 Support Services (NHSS Alignment 4.3.1, 4.4.1)	<ul style="list-style-type: none"> ● Dietary technician ● Biomedical equipment technician ● Medical librarian ● Hospital maintenance engineer ● Central service technician
Technical Vocabulary Career Clusters, Certification, Registration, Licensure, Associates Degree, Bachelor's Degree, Masters Degree, Doctorate	
Resources: Allied Health Professions Video	

Priority Standard 10.5 Body Systems Health and Wellness

Big Idea(s): Human health is an integrated state where understanding how diseases affect system physiology allows for the accurate explanation of symptoms and the implementation of appropriate treatments.

Essential Question(s):

- What skills can be performed to improve the functioning of specific body systems ?
- How does a failure in one body system trigger a "domino effect" across the others?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

10.5.1 Body Systems
(NHSS Alignment 1.1.1, 1.1.2 (a-k))

- List and define the normal structure and function of each body system (Digestive, Urinary, Immune, Lymphatic, Integumentary, Nervous, Sensory, Cardiovascular, Respiratory, Endocrine, Musculoskeletal, Reproductive)
- Discuss the most common disease/disorder and treatments related to each body system

10.5.2 Healthcare Skills
(NHSS Alignment 10.1.1, 7.2.2, Foundation 10)

- Demonstrate Healthcare skills that are associated with body systems (Vital signs, Feeding, transferring, etc.)
- Identify healthcare skills that can improve the function of specific body systems

Technical Vocabulary and Skills:

See Reality Works glossary

Skills: Measuring and recording Vital Signs (BP, T, P, R, SpO2), Body Mechanics (Ambulating, Lifting, Positioning), and patient support skills like Feeding

Resources: [Reality Works Glossary](#)

Priority Standard 10.6 Medical Math and Terminology

Big Idea(s): Medical math and terminology ensure safe patient care because numerical data in clinical settings represent critical decisions that directly protect patient safety.

Essential Question(s):

- How does math directly impact patient safety and treatment outcomes?
- Why is accuracy more important than speed in medical calculations?
- How do healthcare professionals use ratios, proportions, and conversions in daily practice?
- How can ratios, proportions, and unit conversions be applied to real medical situations?
- Why is accuracy in documentation and abbreviations considered a life-saving skill?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.6.1 Medication Topics (NHSS Alignment 1.2.2, 11.1.1)	<ul style="list-style-type: none"> ● Identify sources from which medications can come from ● Discuss purposes for medication therapy ● Describe difference between chemical, generic, and brand name ● Discuss 6 effects medication can have when taken ● Discuss factors that can influence how medication work in the body
10.6.2 Medical Terminology (NHSS Alignment 2.2.1, 2.2.2)	<ul style="list-style-type: none"> ● Properly spell, define, and pronounce medical terms associated with each major body system. ● Interpret common abbreviation used in pharmacology
10.6.3 Pharmacy Math (NHSS Alignment 1.3.1 (a, b, c), 1.3.3)	<ul style="list-style-type: none"> ● List and convert metric and apothecary systems ● Complete drug calculations and conversions
10.6.4 Pharmacy Administration (NHSS Alignment 11.1.3, Foundation 10)	<ul style="list-style-type: none"> ● Identify the Five Rights and Rule of 3 ● What are authorized prescriber orders ● Identify and demonstrate the steps in proper medication administration ● Know how to read a prescription drug label ● Document and Transcribe on a MAR

Technical Vocabulary and Skills: Medication Interactions, Chemical Name, Generic Name, Trade name, Medical Administration Record, Therapeutic Effect, Side Effect, Adverse Effect, Contraindications

Medical Math Skills:

Review Number Basics: how mathematics is used in the medical profession as they review Roman numerals, whole numbers, number parts, review military time

Key Calculations: using ratios, proportions, estimations, and rounding numbers as they reduce ratios to lowest terms, use proportions to solve for unknowns, round and average numbers, and see how estimating is useful to the health care worker.

Measurement Systems : measurements using the English, metric system, and apothecary systems as they practice converting measurement units within each system and learn how to make conversions among these measuring system.

Resources- [DDS Medication Management Student Manual](#)

https://portal.ct.gov/-/media/DDS/Health/DDS_Initial_Medication_Admin_Student_Manual_2012.pdf

https://app.nearpod.com/?pin=EFD5AE8160F137F40826EBED15C17A63-1&&utm_source=link

Priority Standard 10.7 Health Maintenance Practice

Big Idea(s): Health and wellness are the cumulative results of adaptive behaviors versus maladaptive choices that either maintain or disrupt the body’s homeostasis.

Essential Question(s):

- What factors can affect one’s health and wellness?
- How do internal biological factors and external lifestyle choices compete to determine an individual's wellness?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

10.7.1 Risk Factors
(NHSS Alignment 9.1.1, 9.1.2, 1.3.1c,
3.1.3,10.1.1)

- Identify risk factors that impact health and wellness
- Define normal nutrition
- Understand BMI and calculation (Med Math)
- Examine mental health disorders
 - Suicide
 - Non-Suicidal Self Injury (NSSI)
 - Substance Abuse
 - Addictive Disorders
- Examine how families, peers, and community members can influence the health of individuals
- Evaluate how environment influences the health of the community

Technical Vocabulary and Skills:

Skills: Calculating BMI using metric and household conversions, measuring height and weight, identifying behavioral health risk factors

Resources: 988lifeline.org

11th Grade Curriculum

Certified Nurse Assistant

11th Grade Career Credentials:
Required: CNA Certification, BLS Certification

Supplemental: CARES Activities of Daily Living

Optional Student Enrichment:
***SCSU HLS 121 Certified Nursing Assistant**

Priority Standard 11.1: Intro into CNA Residents Rights and Residents Independence

Big Idea(s): Nursing assistants must understand their specific roles and clinical functions while strictly upholding the legal and ethical rights of residents, including HIPAA and the reporting of abuse or neglect.

Essential Question(s):

- How do the legal and ethical responsibilities of a nursing assistant contribute to promoting patient independence and developing cultural sensitivity in healthcare settings?
- In what ways can a Certified Nursing Assistant (CNA) use their understanding of healthcare issues to develop positive relationships with patients and their family members, while also enhancing the quality of patient care?
- How does a CNA's role in identifying potential risks (such as falls or skin breakdown) relate to their legal and ethical responsibilities in providing quality patient care?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

11.1.1 Professional Standards
 (NHSS Alignment: 4.1.2)

- Demonstrate professional conduct and appropriate attire during classroom activities and clinical experiences.
- Summarize professional standards as they apply to hygiene, dress, language, and behavior.

<p>11.1.2 Roles and Responsibilities (NHSS Alignment: 8.1.1, 8.1.2, 4.2.1)</p>	<ul style="list-style-type: none"> ● Demonstrate problem solving ● Utilize the chain of command within a simulated or actual clinical setting ● Evaluate roles and responsibilities of healthcare team members and identify characteristics of effective teams.
<p>11.1.3 Legal Responsibilities (NHSS Alignment: 5.1.1, 5.2.5)</p>	<ul style="list-style-type: none"> ● Describe the scope of practice for a nursing assistant and ● Discuss unprofessional behaviors that lead to legal or ethical violations. ● Analyze legal responsibilities and implications of civil law, including malpractice, liability, and negligence
<p>11.1.4 Delivery Systems and Practice Settings (NHSS Alignment: 3.1.1a)</p>	<ul style="list-style-type: none"> ● Identify and describe at least three different settings where patients receive skilled care. ● Differentiate between healthcare delivery systems and various practice settings (e.g., acute care, long-term care).
<p>11.1.5 Employment Trends and Emerging Issues (NHSS Alignment: 4.3.1, 3.1.3)</p>	<ul style="list-style-type: none"> ● Create a written report on the impact of two current workforce trends on the delivery of patient care ● Research employment trends and analyze the impact of emerging issues (e.g., socioeconomics, technology) on care delivery.
<p>11.1.6 Consumer's Rights and Cultural Values (NHSS Alignment: 3.1.2, 6.2.1)</p>	<ul style="list-style-type: none"> ● Describe the dietary needs, customs, and beliefs of clients ● Explain the essential characteristics of the Patient's Bill of Rights. ● Examine the healthcare consumer's rights and discuss how cultural values impact healthcare rituals and beliefs
<p>11.1.7 Therapeutic Communication and Empathetic Treatment. (NHSS Alignment: 2.1.1, 6.2.2)</p>	<ul style="list-style-type: none"> ● Perform a skit or discussion demonstrating effective interaction techniques with patients and their family members. ● Model verbal and nonverbal therapeutic communication and demonstrate empathetic treatment of all patients.

Technical Vocabulary and Skills: HIPAA, Malpractice, Confidentiality, Liability, Negligence, Patient Bill of Rights, Scope of practice, Cultural sensitivity, Living will, Advanced directives, Quality of life issues, Professional Boundaries

Resources:

[Sexual Harassment Training](#)

Hartman

Priority Standard 11.2: Foundations of Resident Care

Big Idea(s): Proactive observation, communication, and standard safety precautions serve as the primary defenses against healthcare-acquired infections and workplace emergencies.

Essential Question(s):

- What safety practices and standard precautions can be implemented to provide optimal patient care supporting safe responses to basic medical emergencies?
- How does a healthcare worker differentiate between what they *see* (objective) and what they *feel* (subjective) to communicate urgent patient needs?
- How does a nursing assistant determine what should be reported and documented?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.2.1 Pathogen Control (NHSS Alignment: 7.1.2b, 7.1.2c, 7.2.3)	<ul style="list-style-type: none"> • Demonstrate basic infection control practices, including proper handwashing and the use of Personal Protective Equipment (PPE) • Differentiate methods of controlling the spread and growth of pathogens, including standard and transmission-based precautions
11.2.2 Safety Procedures (NHSS Alignment: 7.2.1, 7.2.2, 7.3.1)	<ul style="list-style-type: none"> • Demonstrate appropriate safety practices related to patient and employee safety, including body mechanics and the safe operation of equipment • Apply personal and environmental safety procedures based on OSHA and CDC regulations
11.2.3 Infection Transmission (NHSS Alignment: 7.1.1c, 7.1.1d)	<ul style="list-style-type: none"> • Identify patient risk factors for healthcare-associated (nosocomial) infections • Demonstrate the precautions required for prevention • Explain the principles of infection transmission, including the chain of infection and modes of transmission
11.2.4 Subjective and Objective information (NHSS Alignment: 2.1.3, 11.1.3)	<ul style="list-style-type: none"> • Demonstrate giving and receiving oral/written reports

	<ul style="list-style-type: none"> ● Create electronic documentation that reflects timeliness, completeness, and accuracy ● Distinguish between subjective and objective information for accurate reporting
11.2.5 Barriers to Communication (NHSS Alignment: 2.1.2, 2.1.5)	<ul style="list-style-type: none"> ● Discuss strategies for patients with physical disabilities (hearing/vision loss) and psychological barriers (anger/inappropriate behaviors) ● Identify common barriers to communication and modify communication to meet patient needs
11.2.6 Basic Emergency Response (NHSS Alignment: 7.5.2, 10.1.2)	<ul style="list-style-type: none"> ● Obtain training or certification in CPR, AED, First Aid, and foreign body airway obstruction (FBAO) ● Apply principles of basic emergency response and follow facility protocols
11.2.7 Common Emergencies (NHSS Alignment: 1.2.1, 10.1.2)	<ul style="list-style-type: none"> ● Perform or describe the emergency response for myocardial infarction (heart attack), stroke, seizures, and choking ● Describe the pathology and treatment of common emergencies.
Technical Vocabulary- <ul style="list-style-type: none"> ● <i>Medical/Surgical Asepsis, OSHA, MDS, Transmission Based Precautions , Standard Precautions , Blood Borne Pathogens , Subjective Data, Objective Data, Verbal Reports, Patient Care Plan , Verbal , Non-Verbal</i> 	
Resources: BLS	

Priority Standard 11.3: Body Systems and Related Conditions

Big Idea(s): Distinguishing between normal physiological changes of aging and abnormal signs of disease is essential for accurate reporting and patient safety.

Essential Question(s):

- How does a healthcare provider distinguish between natural aging and a medical abnormality

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.3.1 Body Systems (NHSS Alignment: 1.1.2a-k)	<ul style="list-style-type: none"> • Identify anatomical structures on diagrams • Summarize the primary functions of each system (e.g., hematopoiesis in the skeletal system or gas exchange in the respiratory system). • Identify basic structures and describe the functions of human body systems
11.3.2 Common Diseases and Disorders (NHSS Alignment: 1.2.1)	<ul style="list-style-type: none"> • Identify symptoms of common disorders (e.g., arthritis, dementia, diabetes, hypertension, UTI) • Distinguish them from normal physiological changes • Describe the etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.
11.3.3 Healthcare Across the Lifespan (NHSS Alignment: 9.2.1)	<ul style="list-style-type: none"> • Analyze a case study to distinguish between natural signs of aging and "abnormal" signs of medical distress or disease. • Discuss physical, mental, social, and behavioral development and its impact on healthcare across the lifespan.
11.3.4 Interpret procedures for reporting activities that affect the health, safety, and welfare of others (NHSS Alignment: 5.2.6, 11.1.1)	<ul style="list-style-type: none"> • Identify changes in symptoms (e.g., SOB, fever, blood in urine) • Demonstrate how to report these to a nurse using an incident report or Electronic Health Record (EHR). • Interpret procedures for reporting activities that affect the health, safety, and welfare of others.
11.3.5 Subjective and Objective Information	<ul style="list-style-type: none"> • Discuss appropriate Nursing Assistant actions

(NHSS Alignment:2.1.3, 5.2.5)	<p>to prevent negative outcomes</p> <ul style="list-style-type: none"> ● Promote patient safety based on documented observations. ● Distinguish between subjective and objective information to provide quality, safe care.
Technical Vocabulary and Skills- Body Systems	
Resources: Incident reports and Electronic Health Records (EHR)	

Priority Standard 11.4: Special Populations and Care Procedures related to Confusion, Dementia and Alzheimer's Disease

Big Idea(s): Caring for patients with cognitive impairment requires a shift to person-centered care where emotional validation is as critical as physical support.

Essential Question(s):

- How does the CNA assist in caring for patients with cognitive impairment, dementia, intellectual disabilities or developmental disabilities?
- What role does rehabilitation and restorative care play in achieving independence while assisting with ADLs?
- How do we maintain the humanity and dignity of a patient whose memory and cognitive function are declining?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

11.4.1 Barriers to Communication
(NHSS Alignment: 2.1.2, 2.1.5, 2.1.1)

- List and demonstrate strategies for therapeutic communication, such as active listening, reflecting, and validation to overcome barriers like aphasia.
- Identify common barriers to communication and modify communication to meet the needs of residents with cognitive impairments.

11.4.2 Dementia and Alzheimer's Disease
(NHSS Alignment: 1.2.1)

- Identify the progressive stages of Alzheimer's disease
- Explain how cognitive decline impacts care considerations.
- Describe the etiology, pathology, and treatment of Dementia and Alzheimer's disease.

11.4.3 Activities of Daily Living
(NHSS Alignment: 6.2.2, 10.1)

- Discuss and model three general principles of person-centered care that prioritize patient satisfaction and dignity during daily tasks.
- Demonstrate respectful and empathetic treatment while assisting with Activities of Daily Living (ADLs).

11.4.4 Patient Care
(NHSS Alignment: 9.2.1, 2.1.2b)

- Define and discuss interventions for difficult behaviors associated with Alzheimer's (e.g., sundowning, wandering) by addressing

	<p>psychological barriers.</p> <ul style="list-style-type: none"> Analyze the impact of mental, social, and behavioral development on patient care.
<p>11.4.5 Self-Care Behaviors and Body Mechanics (NHSS Alignment: 9.2.1, 2.1.2b)</p>	<ul style="list-style-type: none"> Discuss the risks of immobility (e.g., muscle atrophy, contractures) Demonstrate proper positioning and alignment for self and resident. Promote self-care behaviors and apply principles of body mechanics to maintain resident health.
<p>11.4.6 Ambulating Residents (NHSS Alignment:7.2.2, 7.3.1c)</p>	<ul style="list-style-type: none"> Safely demonstrate the use of at least three assistive devices (e.g., walkers, canes, gait belts) while maintaining patient safety Demonstrate the safe operation of equipment and techniques for ambulating residents.
<p>Technical Vocabulary and Terms: Dementia, Alzheimer's, Sundowning , Catastrophic reaction, Pacing , Wandering, Elope, Hallucinations, Delusions, Rummaging, Hoarding, Rehabilitation, Restorative car, Muscle atrophy, Contractures, ROM</p>	
<p>Resources: CARES</p>	

Priority Standard 11.5 Skills performed by the Certified Nursing Assistant

Big Idea(s): Mastery of technical skills and vital-sign monitoring provides the critical data-collection methods necessary for the medical team to make informed treatment decisions.

Essential Question(s):

- How do you provide optimal patient care within your scope of practice?
- How does skill accuracy impact a patient's overall outcome?
- How do CNAs contribute essential patient data through technical skills and vital-sign monitoring to support the healthcare team?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.5.1 State Certification (NHSS Alignment:4.3.1, 10.1)	<ul style="list-style-type: none"> ● Students will accurately perform skills not limited to those required for prometric testing ● Students will meet minimum requirements for the state of CT CNA testing ● Students will TAKE the state of CT CNA exam. ● Research credentialing requirements and demonstrate specialized technical skills required for state certification.
11.5.2 End-of-Life Care (NHSS Alignment:1.2.1, 6.1.2, 9.2.1)	<ul style="list-style-type: none"> ● Discuss signs of approaching death ● Demonstrate post-mortem care while maintaining patient dignity ● Identify ethical issues and clinical signs related to end-of-life care and stages of development.
11.5.3 Patient and Employee Safety (NHSS Alignment:7.2.2, 7.3.1b)	<ul style="list-style-type: none"> ● Model correct procedures for positioning (supine, prone, lateral, Fowlers), alignment, and repositioning to prevent resident injury ● Demonstrate principles of body mechanics for patient and employee safety.
11.5.4 Patient Transfers (NHSS Alignment:7.2.2, 7.3.1c)	<ul style="list-style-type: none"> ● Differentiate between and perform standing (pivoting) and mechanical transfers using assistive devices or lifts ● Demonstrate the safe operation of equipment for patient transfers.

<p>11.5.5 Vital Signs (NHSS Alignment:10.1.1)</p>	<ul style="list-style-type: none"> ● Accurately measure and record blood pressure, pulse, respirations, temperature, height, and weight ● Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges.
<p>11.5.6 Medical Math and Clinical Data (NHSS Alignment:11.1.1, 11.1.3)</p>	<ul style="list-style-type: none"> ● Perform math conversions (e.g., Fahrenheit to Celsius) ● Calculate weight and height measurements ● Apply medical mathematics and conversions to clinical data.
<p>11.5.7 Medical Documentation (NHSS Alignment:1.3.1c)</p>	<ul style="list-style-type: none"> ● Record vital signs and skill outcomes in a clinical notebook or Electronic Health Record (EHR) following facility protocols ● Create documentation that reflects timeliness, completeness, and accuracy.
<p>Technical Vocabulary and skills:</p> <ul style="list-style-type: none"> ● <i>21 Skills *(see skills checklist below)</i> ● <i>How best to prevent resident injury</i> ● <i>How to maintain proper body alignment</i> ● <i>How to transfer resident safely</i> ● <i>How to use various assistive devices that facilities utilize</i> ● <i>Math conversion: Fahrenheit to Celsius</i> ● <i>How to measure a temperature</i> ● <i>How to measure a pulse & respiration</i> ● <i>How to measure a blood pressure</i> ● <i>How to measure a weight & height</i> ● https://videos.hartmanonline.com/SkillsVideos/index.php 	
<p>Resources: General Info. CT Prometric Site *Skills Checklist Skills Instructions Timing Information for Skills Indirect Care Behavior Measurement Forms Nursing Assistant Care the Basics Chapter 6 & 7</p>	

Priority Standard 11.6 Principles of Nutrition and Hydration

Big Idea(s): Fluid and nutritional balance are the chemical foundations of life, where even minor imbalances can lead to rapid physiological decline in vulnerable populations.

Essential Question(s):

- What role does the CNA play in preventing the progression of dehydration and malnutrition?
- Why is monitoring fluid intake, output, and weight changes an important CNA responsibility?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

11.6.1 Nutrition and Therapeutic Diets
(NHSS Alignment:9.1.1, 1.2.1)

- Identify the various diets (e.g., cardiac, low sodium, diabetic)
- Describe the foods included in each for specific disease prevention (e.g., hypertension, diabetes)
- Demonstrate how to promote nutrition as a self-care behavior for health and wellness across various therapeutic diets

11.6.2 Nutritional Needs and Personal Safety
(NHSS Alignment:10.1, 7.2.2, 1.2.1)

- Demonstrate competency in feeding techniques and positioning residents to prevent aspiration
- Identify signs of swallowing problems (dysphagia) related to stroke/CVA
- Demonstrate specialized technical skills for assisting with nutritional needs while maintaining personal safety.

11.6.3 Intake and Output Monitoring
(NHSS Alignment:10.1.1, 1.3.1c, 9.1.1)

- Recording accurate intake and output forms
- Use medical mathematics to record accurate I&O in ml/cc
- Monitor weight changes in pounds/grams;
- Identify strategies to promote appetite and prevent unintended weight loss.

11.6.4 Homeostatic Fluid Balance
(NHSS Alignment:1.1.2i, 1.1.2j)

- Discuss the clinical signs and symptoms of dehydration and fluid overload (edema)
- Explain how these relate to homeostatic balance.

	<ul style="list-style-type: none"> ● Identify the functions of the digestive and urinary systems in maintaining homeostatic fluid balance
11.6.5 Nutritional and Hydration Documentation (NHSS Alignment:11.1.3)	<ul style="list-style-type: none"> ● Accurately record I&O and dietary intake on facility forms or within an EHR reflecting timeliness, completeness, and accuracy ● Create electronic documentation regarding nutritional and hydration status
<p>Technical Vocabulary and Skills: Parenteral nutrition (PN), Nasogastric tube , Percutaneous endoscopic gastrostomy (PEG) tube, Gastrostomy, NPO, Edema, Dehydration</p>	
<p>Resources: Nursing Assist Health Center 21 Modules, Nutrition and Elimination, Skills Checklist Measurement Forms</p>	

Priority Standard 11.7 Employability Knowledge and Skills

Big Idea(s): Employability skills empower students to transition to the workplace by applying professionalism, communication, and problem-solving to contribute to effective patient care.

Essential Question(s):

- What does it mean to be truly “workplace ready”?
- How do professionalism and attitude impact long-term career success?
- Why are communication and collaboration essential in every career field?
- How do we respond to feedback, challenges, and mistakes in a professional setting?
- How do ethical choices and accountability affect trust in the workplace?
- How do our actions reflect the expectations of employers and our industry?
- How does employability connect to lifelong learning and career growth?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.7.1 Health Team Member Attributes (NHSS Alignment:4.1.1)	<ul style="list-style-type: none"> ● Evaluate personal qualities such as integrity, empathy, and honesty ● Demonstrate the acceptance of criticism and a willingness to learn. ● Identify desirable personal traits and attitudes for health team members.
11.7.2 Professional Standards and Readiness (NHSS Alignment:4.1.2)	<ul style="list-style-type: none"> ● Model appropriate hygiene, dress, and professional language ● Demonstrate the ability to maintain confidentiality and ethical behavior ● Summarize professional standards required for workplace readiness
11.7.3 Employability and Soft Skills (NHSS Alignment:4.2.1)	<ul style="list-style-type: none"> ● Demonstrate problem solving, time management, and an understanding of the chain of command during clinical or classroom simulations. ● Apply employability and soft skills in a professional setting
11.7.4 Healthcare pathways, Credentialing, and Employment Trends (NHSS Alignment:4.3.1, 4.3.2)	<ul style="list-style-type: none"> ● Compare levels of education and employment outlooks for different pathways (Diagnostic, Therapeutic, Informatics, etc.) ● Research healthcare career pathways, credentialing, and employment trends

<p>11.7.5 Employability Preparation (NHSS Alignment:4.4.1)</p>	<ul style="list-style-type: none"> ● Complete a professional resume, personal statement, and Work-Based Learning (WBL) documentation; participate in a mock interview. ● Develop a personal portfolio for employability preparation.
<p>11.7.6 Strategies for Employment (NHSS Alignment:4.4.2)</p>	<ul style="list-style-type: none"> ● Research internships and professional networking opportunities ● Demonstrate the ability to navigate employer websites ● Identify effective strategies for pursuing healthcare employment.
<p>11.7.7 Healthcare Team Roles and Characteristics (NHSS Alignment:8.1.2, 8.2.4)</p>	<ul style="list-style-type: none"> ● Demonstrate collaboration, mutual respect, and effective communication within a team to improve patient care ● Evaluate the roles and characteristics of effective healthcare teams.
<p>Technical Vocabulary and Skills: <i>Interview skills, time management skills</i></p>	
<p>Resources: Personal portfolio, Professional resume, Work-Based Learning (WBL) documentation</p>	

12th Grade Curriculum

Advanced Career Exploration

***12th Grade Career Credentials:
Required: Clinical Medical Assistant***

***Supplemental :EKG Certification, Phlebotomy Certification
(Student must achieve a 70% or higher in the theory (phlebotomy/ EKG) in order to sit for the certification exam)***

Optional Student Enrichment:

***UConn AH 2001: Medical Terminology**

***SCSU HLS 160 Medical Terminology**

***CT State Community College HIMT 1000 Medical Terminology**

***CT State Community College HLTH 1003 Intro to Health Professions**

****If actively participating in WBL you are exempt from EKG and Phlebotomy certification exams***

Priority Standard 12.1 Employability: Role of the Medical Assistant

Big Idea(s): The Medical Assistant serves as a vital link between the community and the clinical setting, requiring mastery of administrative confidentiality and clinical empathy.

Essential Question(s):

- **How do ethical and legal responsibilities of a Medical Assistant, including confidentiality, impact communication with patients, families and staff?**
- **How does effective office management and legal compliance facilitate better clinical outcomes for the patient?**
- **How does the Medical Assistant work in the medical office and interact with staff and the community?**

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

12.1.1 Healthcare Systems and Practice Settings
(NHSS Alignment: 3.1.1a)

- Identify at least three different practice settings (e.g., acute care, ambulatory care, medical practices) and describe the patient populations served in each

	<ul style="list-style-type: none"> ● Differentiate between various healthcare delivery systems and practice settings
12.1.2 Scope of Practice: Medical Assistant (NHSS Alignment: 5.2.5, 4.2.1, 8.1.1)	<ul style="list-style-type: none"> ● Define tasks within the MA scope of practice ● Explain the chain of command regarding delegation and accountability ● Demonstrate professional employability characteristics ● Describe the concept of scope of practice and how it defines the legal limitations of a medical assistant
12.1.3 Patient Rights (NHSS Alignment: 3.1.2, 5.2.3, 5.2.6, 6.1.1)	<ul style="list-style-type: none"> ● Define law and ethics ● List examples of legal/ethical behavior (e.g., HIPAA compliance) ● Describe the procedure for reporting activities that affect safety (mandated reporting) ● Analyze patient rights and differentiate between ethical and legal issues impacting healthcare
12.1.4 Informed and Implied Consent (NHSS Alignment: 5.2.4)	<ul style="list-style-type: none"> ● Explain the legal requirements for different forms of medical consent ● Identify clinical scenarios where each applies ● Differentiate between informed and implied consent as they apply to healthcare delivery
12.1.5 Therapeutic Communication Techniques (NHSS Alignment: 2.1.1, 2.1.2)	<ul style="list-style-type: none"> ● Demonstrate the use of active listening, reflecting, and observation of nonverbal cues to identify and overcome communication barriers ● Model verbal and nonverbal therapeutic communication techniques
12.1.6 Subjective and Objective Information (NHSS Alignment: 2.1.3, 11.1.3)	<ul style="list-style-type: none"> ● Participate in a role-play simulation to create electronic documentation that reflects timeliness, completeness, and accuracy ● Distinguish between subjective and objective information for accurate reporting
<p>Technical Vocabulary and Skills: Delegate, Chain of command, Scope of practice, Ethics, Laws, Advance directives, Patient Self-Determination Act (PSDA), Living Will, Do not resuscitate (DNR), Do not intubate (DNI), Durable power of attorney for health care, Physicians Orders for Life-Sustaining Treatment (POLST), Informed consent, Assault, Battery, Emancipated minors, Mature minors, Implied consent</p>	

Resources: *Medical Assisting the Basics*

CH 1- The Role of the Nursing Assistant

CH 2- Legal and Ethical Issues

CH 3- Communication and Diversity

Priority Standard 12.2 Role of the Medical Assistant: Infection Prevention and Control and Safety

Big Idea(s): Rigorous adherence to OSHA and CDC standards transforms the medical environment into a safe space for healing.

Essential Question(s):

- **Why must infection prevention be treated as a universal protocol rather than a selective one?**

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

12.2.1 Infection Transmission
(NHSS Alignment: 7.1.1a, 7.1.1c, 7.1.1d)

- Identify pathogen types (bacteria, fungi, parasites, protozoa, viruses)
- Describe the mode of transmission (direct, indirect, airborne, etc.)
- Explain the principles of infection transmission, including classifications of pathogens and the chain of infection

12.2.2 Pathogen Spread and Growth
(NHSS Alignment: 7.1.2a, 7.1.2b, 7.2.3)

- Demonstrate proper handwashing and the correct use of Personal Protective Equipment (PPE) as mandated by the CDC.
- Differentiate methods of controlling the spread and growth of pathogens, including asepsis and standard precautions

12.2.3 Bloodborne Pathogen Safety
(NHSS Alignment: 7.1.2d, 7.2.1, 1.2.1)

- Define bloodborne pathogens, describe major diseases (e.g., Hepatitis, HIV),
- Explain the Needlestick Safety and Prevention Act
- Apply safety procedures based on OSHA regulations regarding bloodborne pathogens

12.2.4 Basic Emergency Response
(NHSS Alignment: 7.5.2, 10.1.2)

- Describe response protocols for myocardial infarction (heart attack), stroke, and choking
- Obtain/maintain training in CPR, First Aid, and AED
- Apply principles of basic emergency response for medical emergencies and natural disasters.

12.2.5 Occupational Exposure to Hazardous

- Describe the guidelines for using Safety Data

<p>Chemicals (NHSS Alignment: 7.4.1, 7.4.2)</p>	<p>Sheets (SDS)</p> <ul style="list-style-type: none"> ● Observe safety standards related to occupational exposure to hazardous chemicals.
<p>Technical Vocabulary and Skills: Sharps, Medical Asepsis, Surgical Asepsis, Sterile, Disinfection, Invasive procedures, Autoclave</p>	
<p>Resources: <i>Medical Assisting the Basics</i>, CH 5 Infection Prevention and Control CH 6- Emergency Care and Disaster Preparation</p>	

Priority Standard 12.3 Certified Clinical Medical Assistant (CCMA)

Big Idea(s): Medical Assistants facilitate smooth facility operations by performing clinical duties such as recording vital signs and medical histories, drawing blood, and administering medications.

Essential Question(s):

- What are the roles and responsibilities for a CCMA?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.3.1 Medical Administrative Assistant Career (NHSS Alignment: 4.1.1, 4.1.2, 8.1.1)	<ul style="list-style-type: none"> • Summarize standards for hygiene, dress, language, and confidentiality • Evaluate the roles and responsibilities of the CCMA within a healthcare team • Identify personal traits and professional standards desirable in a Medical Administrative Assistant Career
12.3.2 Employability for Office Management. (NHSS Alignment: 4.2.1, 7.3.1c)	<ul style="list-style-type: none"> • Demonstrate proficiency in organization, time management, and the safe operation of equipment used in the medical office • Apply employability and soft skills for office management.
12.3.3 Electronic Health Records (EHR/EMR) (NHSS Alignment: 11.1.1, 11.1.3)	<ul style="list-style-type: none"> • Identify EHR components (e.g., progress notes, medications, demographics) • Create documentation that reflects timeliness, completeness, and accuracy • Identify components and principles of Electronic Health Records (EHR/EMR)
12.3.4 Patient Scheduling and Reception. (NHSS Alignment: 2.1.4, 2.1.5, 4.2.1)	<ul style="list-style-type: none"> • Use the feedback model to manage various appointment types and modify communication to meet the specific needs of the patient/situation • Apply effective communication and organization for patient scheduling and reception.
12.3.5 Medical Coding (NHSS Alignment: 11.1.4, 3.1.4b)	<ul style="list-style-type: none"> • Examine coding guidelines (ICD) and information systems regulations as required by national entities like HIPAA

<p>12.3.6 Medical Billing, Economics, and Insurance (NHSS Alignment: 3.1.4a, 3.1.4b, 3.1.4c)</p>	<ul style="list-style-type: none"> ● Differentiate between government programs (Medicare, Medicaid) and private health insurance ● Define terms such as premium, co-payment, and deductible ● Understand medical coding and national regulations.
<p>12.3.7 Work-Based Learning (NHSS Alignment: 4.4.1, 4.4.2)</p>	<ul style="list-style-type: none"> ● Develop a personal portfolio (including a resume and certifications) ● Document hours/skills earned through internships or clinical externships ● Participate in work-based learning to prepare for employment
<p>Technical Vocabulary and Skills: <i>EMR, HIPAA, insurance claims, Standard precautions</i></p>	
<p>Resources: Medical Assisting: The Basics</p>	

Priority Standard 12.4 Human Needs and Mental Health

Big Idea(s): Mental health is an inseparable component of physical health, as psychological well-being dictates an individual's ability to manage illness and follow treatment plans.

Essential Question(s):

- How does society's perception of mental health influence the way we treat patients with psychological disorders?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

12.4.1 Behavioral Health
(NHSS Alignment: 9.1.2, 9.2.1)

- Define mental health and its characteristics
- Describe how mental, social, and behavioral development impacts overall healthcare.
- Differentiate between wellness and disease by examining various aspects of behavioral health.

12.4.2 Mental Health Disorders
(NHSS Alignment: 1.2.1, 9.1.3)

- Explain at least two major disorders (e.g., Anxiety, Depression, or Bipolar disorder)
- Identify public health strategies and screenings for prevention/early intervention.
- Describe the etiology, pathology, diagnosis, and treatment of common mental health disorders.

12.4.3 Mental Health Crises
(NHSS Alignment: 10.1.2, 9.1.2)

- Demonstrate the Mental Health First Aid Action Plan for scenarios such as suicide risk, panic attacks, or substance abuse emergencies.
- Apply principles of basic emergency response and First Aid for mental health crises.

12.4.4 Psychological Barriers and Social Perception
(NHSS Alignment: 2.1.2b, 3.1.1a, 3.1.3)

- Discuss how attitudes, bias, and prejudice influence the treatment of patients with psychological disorders
- Evaluate the role of behavioral and mental health services in the delivery system
- Analyze the impact of psychological barriers and social perception on healthcare delivery.

Technical Vocabulary and Skills: Mental Health, Psychological Distress, Depression, Anxiety, Psychosis. Suicidal thoughts, Nonsuicidal self-injury, Panic attacks, Traumatic events, Psychosis, Alcohol use, Aggressive behavior

Resources: CARES Mental Health 4 hour program, *Medical Assisting The Basics* Section 1:4

Priority Standard 12.5 Medical Terminology

Big Idea(s): Medical Terminology provides the framework for understanding the human body in health and disease through the mastery of word roots, prefixes, and suffixes.

Essential Question(s):

- How does understanding the structure of medical terms (roots, prefixes, and suffixes) enhance our ability to comprehend and communicate about human anatomy and physiology?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.5.1 Medical Communication (NHSS Alignment: 2.2.1)	<ul style="list-style-type: none"> • Demonstrate word analysis skills by breaking down complex terms into combining forms and suffixes to define unfamiliar medical words in a matching exercise. • Use common roots, prefixes, and suffixes to communicate information.
12.5.2 Medical Terminology (NHSS Alignment: 1.1.1, 1.1.2)	<ul style="list-style-type: none"> • Identify anatomical structures on diagrams • Understand the meanings of medical terms in the context of anatomy, physiology, and body organization of the human body in health and disease • Describe directional terms (e.g., proximal, distal, superior) and body planes used to explain structure and function
12.5.3 Medical Abbreviations (NHSS Alignment: 2.2.2, 11.1.1)	<ul style="list-style-type: none"> • Analyze a patient scenario or Electronic Health Record (EHR) component to identify specific procedures, lab tests, and medications using standard abbreviations. • Interpret common medical abbreviations and terms related to clinical procedures and diagnostic tests.
12.5.4 Common Diseases and Disorders. (NHSS Alignment: 1.2.1)	<ul style="list-style-type: none"> • Participate in case studies or short-answer assessments identifying the disease processes and treatments affecting various body systems. • Describe the etiology, pathology, diagnosis, and treatment of common diseases and disorders.

Technical Vocabulary: Medical Terminology that pertains to all body systems.

Resources- *Chabner, D.E. (2017). Medical Terminology Online for the Language of Medicine with access code (11th ed.) St. Louis, MO*

If not teaching the UCONN class you may use *Medical Assisting The Basics Section III* with workbook

Lesson plans available by Hartman have scenarios for case studies.

Priority Standard 12.6 Introduction to EKG (Supplemental)

Big Idea(s): Mastery of EKG procedures allows professionals to translate the heart’s electrical activity into actionable data for the diagnosis and treatment of heart disease.

Essential Question(s):

- How does the role of an EKG technician contribute to the diagnosis and treatment of heart-related medical conditions?
- How does an EKG technician translate invisible electrical impulses into actionable diagnostic data?
- How do proper lead placement and patient preparation affect EKG accuracy?
- What are the consequences of misinterpreting EKG data?
- Why is correct lead placement and equipment operation critical to obtaining reliable EKG results?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.6.1 EKG Technician Employability (NHSS Alignment: 4.3.1, 4.3.2)	<ul style="list-style-type: none"> ● Discuss career opportunities and job outlook; distinguish the EKG technician's role within the diagnostic services pathway. ● Research levels of education, credentialing requirements, and employment trends for EKG Technicians.
12.6.2 Vital Signs (NHSS Alignment: 10.1.1)	<ul style="list-style-type: none"> ● Accurately perform and record temperature, pulse, respirations, blood pressure, pain, and oxygen saturation ● Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges.
12.6.3 EKG Basics (NHSS Alignment: 1.1.2d)	<ul style="list-style-type: none"> ● Define the normal cardiac cycle ● Analyze the electrical impulses represented by the PR interval and QRS duration. ● Identify the structures and functions of the cardiac conduction system.
12.6.4 Heart Structure and Function (NHSS Alignment: 1.1.2d)	<ul style="list-style-type: none"> ● Identify cardiovascular organs, major vessels (including coronary arteries), and the movement of blood through chambers and valves. ● Label the parts of the heart and describe the flow of blood through the body.

<p>12.6.5 Electrocardiogram Mechanisms (NHSS Alignment: 7.3.1c, 11.1.2)</p>	<ul style="list-style-type: none"> ● Perform a 12-lead EKG with proper lead placement ● Differentiate between 3-lead, 5-lead, stress tests, and Holter monitors. ● Demonstrate the safe operation of equipment used for patient monitoring and data collection.
<p>12.6.6 EKG Results and Electronic Health Records (EHR) (NHSS Alignment: 11.1.1, 1.2.1)</p>	<ul style="list-style-type: none"> ● Identify at least four different heart rhythms ● Describe the pathology and treatment of related disorders like Myocardial Infarction. ● Analyze EKG results as a component of the Electronic Health Record (EHR) to support diagnosis
<p>Technical Vocabulary and Skills: Normal cardiac cycle, PR Interval, QRS duration, 12 Lead EKG</p>	
<p>Resources: Complete guide for the EKG Technician and Workbook EKG AMCA blueprint</p> <ul style="list-style-type: none"> ● https://www.practicalclinicalskills.com/ecg-quiz ● https://www.practicalclinicalskills.com/ecg-monitor-quiz ● https://litfl.com/ecg-library/basics/ 	

Priority Standard 12.7 Introduction to Phlebotomy (Supplemental)

Big Idea(s): Safe specimen collection is a precise science where adherence to the "Order of Draw" and site selection ensures diagnostic accuracy and prevents contamination.

Essential Question(s):

- How does a phlebotomist's technical skill ensure the integrity of the laboratory results that guide patient treatment?

Learning Outcomes

Students Will know:

As evidenced by: (oral, written, or performance)

12.7.1 Phlebotomy Technician Employability
(NHSS Alignment: 4.3.1, 4.3.2)

- Discuss career opportunities
- Describe phlebotomy's role within the diagnostic services pathway.
- Research levels of education, credentialing requirements, and employment trends for Phlebotomy Technicians.

12.7.2 Circulatory Structure and Function
(NHSS Alignment: 1.1.1, 1.1.2d, 1.2.1)

- Identify vessels, blood components, and heart structures
- Describe the etiology and pathology of common circulatory disorders.
- Apply anatomical organization and directional terms to the circulatory system.

12.7.3 Specimen Collection and Processing
(NHSS Alignment: 10.1, 7.1.2b, 7.1.2d)

- Differentiate between venipuncture and capillary puncture
- Explain the "Order of Draw" and site selection while adhering to Standard Precautions.
- Demonstrate specialized technical skills for safe specimen collection and processing.

12.7.4 Clinical Phlebotomy Communication
(NHSS Alignment: 2.2.1, 11.1.1)

- Define technical terms (e.g., hemolysis, hematoma)
- Identify how diagnostic tests are documented within the Electronic Health Record (EHR).
- Use roots, prefixes, and suffixes to communicate clinical phlebotomy information.

12.7.5 Infection Control Contamination and Injury

- Model proper handwashing and use of

(NHSS Alignment: 7.1.1, 7.1.2b, 7.1.2d)	Personal Protective Equipment (PPE) <ul style="list-style-type: none"> ● Describe protocols for bloodborne pathogen precautions. ● Apply infection control principles to prevent contamination and injury.
Technical Vocabulary: Hemolysis, Hematoma, Order of Draw, Venipuncture, Capillary Puncture, Site Selection, Vessels, Blood components, Standard Precautions, Personal Protective Equipment (PPE), Bloodborne pathogen precautions, Diagnostic tests, Electronic Health Record (EHR)	
Resources- <i>The Complete Guide for the Phlebotomy Technician</i>	

Priority Standard 12.8 Medication Administration Training/ Pharmacology and Medical Administration (Supplemental)

Big Idea(s): Medication is a powerful tool for healing that becomes a lethal weapon without strict adherence to the "Rights of Administration".

Essential Question(s):

1. What training is required to become medication certified for various specialties?
2. Why do you need to know common medications and their purpose?

Learning Outcomes

<i>Students Will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.8.1 Medication Topics (NHSS Alignment: 1.2.2, 5.2.5)	<ul style="list-style-type: none"> ● Discuss the effects and classifications of medications ● Explain the legal role of nursing delegation and scope of practice. ● Describe biomedical therapies and differentiate between medication types (chemical, generic, brand).
12.8.2 Administration of Medications (NHSS Alignment: 10.1, 7.3.1c)	<ul style="list-style-type: none"> ● Perform the "Five Rights" and "Rule of Three"; accurately transcribe prescriber orders ● Demonstrate proper administration techniques. ● Demonstrate specialized technical skills for the safe administration of medications.
12.8.3 Dose Calculations. (NHSS Alignment: 1.3.1a, 1.3.1c)	<ul style="list-style-type: none"> ● Convert measurements between metric, apothecary, and household systems ● Calculate liquid doses and volumes based on weight or body surface area. ● Demonstrate competency in medical mathematics and conversions for dose calculations. ● Demonstrate competency in medical mathematics and conversions for dose calculations.
12.8.4 Medication Labels and Electronic Health Record (EHR). (NHSS Alignment: 11.1.1)	<ul style="list-style-type: none"> ● Identify 10 key pieces of information on a label and differentiate between local and systemic effects

	<ul style="list-style-type: none"> ● Identify medications as a core component of a treatment plan. ● Interpret medication labels and components of the Electronic Health Record (EHR).
12.8.5 Medication Administration Forms (NHSS Alignment: 2.1.5, 1.2.1)	<ul style="list-style-type: none"> ● Discuss advantages/disadvantages of various routes (e.g., sublingual, inhalant) ● Identify when to withhold medication (e.g., dysphagia). ● Analyze routes and forms of administration and identify contraindications.
12.8.6 Medication Reporting (NHSS Alignment: 5.2.6, 7.5.2)	<ul style="list-style-type: none"> ● Describe the differences between error classes (A, B, C) ● Follow facility protocols for completing an incident report in relation to how they work on the body ● Interpret procedures for reporting activities that affect patient safety, such as medication errors.
12.8.7 Medication Administration Electronic Documentation (NHSS Alignment: 11.1.3)	<ul style="list-style-type: none"> ● Accurately complete a Medication Administration Record (MAR) reflecting timeliness, completeness, and accuracy. ● Create electronic documentation regarding medication administration.
<p>Technical Vocabulary and Skills: <i>medication classification, medication error, Medication Interactions, Chemical Name, Generic Name, Trade name, Medical Administration Record, Therapeutic Effect, Side Effect, Adverse Effect, Contraindications</i></p>	
<p>Review Medical Math Skills <i>Key Calculations:</i> using ratios, proportions, estimations, and rounding numbers as they reduce ratios to lowest terms, use proportions to solve for unknowns, round and average numbers, and see how estimating is useful to the health care worker. Review <i>Measurement Systems</i> :measurements using the English, metric system, and apothecary systems as they practice converting measurement units within each system and learn how to make conversions among these measuring system</p>	

Resources- ***Google Classroom Med Admin***

<https://portal.ct.gov/DDS/EducationalSupport/Medication-Administration/medadmin-elearning>

21-hour Med Admin Course Modified Version for eLearning

Playlist: https://www.youtube.com/playlist?list=PLmH1CUIb26nZd33KI127D_6anAzIb-lhg

Student manual <https://portal.ct.gov/->

[/media/DDS/Health/DDS_Initial_Medication_Admin_Student_Manual_2012.pdf](https://portal.ct.gov/-/media/DDS/Health/DDS_Initial_Medication_Admin_Student_Manual_2012.pdf)

DDS Med Admin Nearpod

https://app.nearpod.com/?pin=EFD5AE8160F137F40826EBED15C17A63-1&&utm_source=link

Textbook: ***Medical Assisting the Basics***