

Ganado Unified School District #20

Home Health Aide I/10th Grade

PACING Guide SY 2022-2023

Time Line & Resources (Identify textbook, page number or website link & etc.)	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
-ICEV https://login.icevonline.com/mycourses -ECAP https://portal.azcis.intocareers.org/ -Guest Speakers Unit 1: Skills for Health Science Professionals Unit 2: Mathematics in Health Science Unit 3: Scientific Reasoning & Problem Solving Unit 4: Health Science Safety & Regulations	Technical Standards: -Standard 1.0 Examine roles and responsibilities of the home health care agency -Standard 3.0 Utilize observation, reporting, and documentation Academic Integration: - <i>Literacy Standards:</i> CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 - <i>Writing Standards:</i> CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.5 CCSS.ELA-Literacy.WHST.9-10.6 CCSS.ELA-Literacy.WHST.9-10.9 CCSS.ELA-Literacy.WHST.9-10.10 - <i>Reading Standards:</i> CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9	-What are the skills and duties of a health science professional? -What are the common first aid methods used in healthcare? -Why is it important to know mathematics used in the health science industry? -Why do we use critical thinking, scientific reasoning and problem solving to make informed decisions. -How do we analyze, evaluate and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing? -How do we communicate and apply scientific information extracted from various sources? -What have scientists contributed to the history of science?	-Learning the methods used by health professionals for delivering care to patients -Knowing and using mathematical concepts used commonly in the workplace -Using critical thinking, scientific reasoning and problem solving procedures and discussing the history and impact of science -Learning standards and regulations in the health care industry	Admission Discharge Transfer Ambulation ROM Positioning Prone Lateral Supine Walker Cane Crutches CPR Heimlich Anaphylaxis Compression Weight Proportion Formula Variable Volume Quantitative Measurement Distance Temperature Pulse Respiration Histogram

	Arizona Professional Skills: <i>-Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity. <i>-Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. CTSO Integration- HOSA (Future Health Professionals): <i>-Health Science</i> <i>-Knowledge Tests</i> <i>-Speaking Skills</i> <i>-Public Service Announcement</i> <i>-Medical Terminology</i> <i>-Health Education</i> Work-Based Learning Integration: <i>-Standard 1.1</i> Describe settings for direct care and support services <i>-Standard 3.0</i> Utilize observation, reporting and documentation skills <i>-Standard 3.1</i> Explain the purpose of reporting and documenting <i>-Standard 3.2</i> Describe how to record information accurately <i>-Standard 3.3</i> Analyze the difference between documenting and reporting facts versus opinions or feelings	-What are the systematic procedures for problem solving? -What are the specific health science industry standards related to safety and substance abuse? -What procedures do we follow to maintain a safe working environment in health science? -What are the ethical behavioral standards, legal responsibilities, and the ramifications of unacceptable behavior in health science? What are the roles of the health science professional associations and regulatory agencies?		Qualitative Tables Science Bias Evidence Inference Flippant Advertisements Model Hypothesis Placebo Theory Pseudoscience Toxin Egress MSDS ACA HIPAA OSHA
Second Quarter				
-iCEV https://login.icevonline.com/mycourses -ECAP https://portal.azciscertification.org/reers.org/ -Guest Speakers Unit 5:	Technical Standards: <i>-Standard 3.0</i> Utilize observation, reporting, and documentation <i>-Standard 4.0</i> Demonstrate communication and cultural competency <i>-Standard 11.0</i> Analyze chronic diseases and physical disabilities <i>-Standard 12.0</i> Examine physical and emotional needs of an individual	-Why is it important to recognize common medical prefixes, suffixes and roots? -Why should we know medical terms, terminology, abbreviations, and symbols, and know their meanings? -Why is precise language to communicate in health science scenarios important?	-Learning the importance of medical terminology and evaluating common medical terms and word structures, abbreviations and symbols -Demonstrating strategies for communicating in a medical setting and translating medical terminology	Terminology Prefixes Suffixes Extension Flexion Abduction Adduction Supination Pronation Medial

Medical Terms & Terminology Unit 6: Medical Terminology Translation & Communication Unit 7: Medical Terminology: Resources Unit 8: Medical Records Unit 9: Emerging Technologies in Health Science Unit 10: Community & World Health Unit 11: Homeostasis	Academic Integration: -<i>Literacy Standards:</i> CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 -<i>Writing Standards:</i> CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.5 CCSS.ELA-Literacy.WHST.9-10.6 CCSS.ELA-Literacy.WHST.9-10.7 CCSS.ELA-Literacy.WHST.9-10.9 -<i>Reading Standards:</i> CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 Arizona Professional Skills: -<i>Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity. -<i>Standard 2.0 Collaboration</i> Collaborates, in person and virtually, to complete tasks aimed at organizational goals. -<i>Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. -<i>Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. -<i>Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace.	-How do we translate technical documents related to the health care industry? -Why is communication important in healthcare? -What the structures, including roots, prefixes and suffixes of medical terms? -Which documents are used as permanent records of the health informatics system, particularly medical history? -How do we compile and record data according to industry-based standards? -Why is it important to identify, retrieve and report information appropriately according to industry policy? -What is the relationship between science and technology? -What are some emerging technological advances in health science, including those used to diagnose and monitor various diseases and conditions? -What wellness strategies are available in the prevention of disease, including alternative health practices and therapies? -How is physical, mental and social health in related to an individual's health as a whole? -What is the importance of community health issues, such as blood and organ donation?	-Describing strategies for using medical resources -Describing documents integrated into health informatics systems and the processes used to compile these records -Identifying and exploring technological advances in bioengineering, diagnostics, disorder treatment and disease prevention -Explaining the importance of and discuss the issues of personal, community and world health -Learning the processes required to maintain homeostasis in the body and examine classifications of homeostasis disturbance	Jargon Abbreviations Acronyms Eponyms Homonyms Synonyms Chronic Acute Maternal Paternal Genetic Congenital Neurological Dermatological Extremities Treatment Radiological Benign Malignant Pathology Morphology Morphemes Chronological Medical History Complaint Illness Technology Immunosuppressant Bioengineering Transplant Insulin Arrhythmia Pacemaker Stent Atherosclerosis Dialysis Chiropractic Health Immunization Receptor Effector Hypothalamus
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	CTSO Integration- HOSA (Future Health Professionals): <i>-Medical Spelling</i> <i>-Medical Terminology</i> <i>-Medical Reading</i> <i>-Health Science</i> <i>-Knowledge Tests</i> <i>-Public Service Announcement</i> Work-Based Learning Integration: <i>-Standard 3.0</i> Utilize observation, reporting and documentation skills <i>-Standard 3.2</i> Describe how to record information accurately <i>-Standard 4.0</i> Demonstrate communication and cultural competency <i>-Standard 4.1</i> Compare effective verbal and non-verbal communication <i>-Standard 4.2</i> Describe barriers to communication <i>-Standard 4.3</i> Distinguish among aggressive communication, passive communication, and assertive communication <i>-Standard 4.4</i> Give examples of respectful interactions <i>-Standard 4.5</i> Demonstrate techniques for communicating with individuals with disabilities <i>-Standard 4.6</i> Give examples of and explain the importance of “person first language” <i>-Standard 4.7</i> Demonstrate how to respond in a nonthreatening way to another person’s behavior <i>-Standard 4.8</i> Practice problem-solving and conflict resolution techniques <i>-Standard 4.9</i> Identify culture-specific concepts or practices and explain the impact of culture on a person’s needs and preferences <i>-Standard 4.10</i> Analyze cultural barriers to communication	-What are the biological and chemical processes that maintain homeostasis?		Thermoregulation Endotherms Ectotherm Epinephrine Vasodilation Acetylcholine Vasoconstriction Glycogen Hypercalcemia Hypocalcemia Osteoclasts Osmosis Hypertonic Hypotonic Pathogens Platelets Homeostasis
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	-<i>Standard 4.11</i> Explain “cultural competence” and actions that support culturally competent care -<i>Standard 11.3</i> Identify common conditions affecting body systems and their potential effect on a person’s care -<i>Standard 11.4</i> Describe the effects of aging on the body -<i>Standard 11.5</i> Describe signs and symptoms of anxiety and depression -<i>Standard 11.6</i> Explain the terms “paralysis” and “amputation” -<i>Standard 12.0</i> Examine physical and emotional needs of an individual -<i>Standard 12.1</i> Describe the impact of aging on the physical and emotional needs of an individual -<i>Standard 12.2</i> Describe the physical and emotional needs of a person with a psychological or cognitive condition -<i>Standard 12.4</i> Discuss the possible emotional impact of a physical disability or a chronic disease			
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Third Quarter

-<i>ICEV</i> https://login.icevonline.com/mycourses <i>-ECAP</i> https://portal.azcis.intocareers.org/ <i>-Guest Speakers</i> Unit 12: Basic Anatomy & Physiology Unit 13: Digestive System	Technical Standards: -<i>Standard 11.0</i> Analyze chronic diseases and physical disabilities Academic Integration: -<i>Literacy Standards:</i> CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 -<i>Writing Standards:</i> CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.5 CCSS.ELA-Literacy.WHST.9-10.6 CCSS.ELA-Literacy.WHST.9-10.7 CCSS.ELA-Literacy.WHST.9-10.9	-What is anatomy and physiology? -What are the different methods of dividing the body? -How do we use meanings of various directional terms and scientific prefixes and suffixes in healthcare? -What are the different types of digestive systems, the basic structures and the organs? -What are the basic structures, functions of the organs, and the processes associated with the	-Defining anatomy and physiology and introducing its components, as well as to illustrating how the systems function -Understanding the basic anatomy of digestive systems -Giving viewers a basic knowledge and understanding of both the circulatory and respiratory systems -Understanding the basic anatomy of the nervous, skeletal and muscular systems	Anatomy Microanatomy Physiology Superior Inferior Anterior Posterior Proximal Distal Medial Internal Exterior Superficial Central Peripheral Parietal Visceral
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Unit 14: Circulatory & Respiratory Systems Unit 15: Nervous, Skeletal, & Muscular Systems Unit 16: Endocrine, Immune, & Integrity Systems Unit 17: The Human Body: How Systems Work Together Unit 18: Body Systems: Disease, Trauma, & Congenital Defects	<i>-Reading Standards:</i> CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.7 Arizona Professional Skills: CTSO Integration- HOSA (Future Health Professionals): <i>-Health Science</i> <i>-Knowledge Tests</i> Work-Based Learning Integration: <i>-Standard 11.0</i> Analyze chronic diseases and physical disabilities <i>-Standard 11.2</i> Identify body systems and determine their function <i>-Standard 11.3</i> Identify common conditions affecting body systems and their potential effect on a person's care	circulation and respiration systems? -What are the basic functions, types, and structures of the nervous, skeletal and muscular systems? -What are the basic functions, types, and structures of the endocrine, immune and integumentary systems? -What are the structures and functions of the human body and their relationships? -What are causes and effects of disease, trauma and congenital defects on the structure and function of cells, tissues, organs and systems?	-Understanding the basic anatomy of the endocrine, immune and integumentary systems -Analyzing the interdependence among body systems and their functions -Exploring the structure and function of the human body, as well as factors which can disrupt body functions and the effects of these factors	Cephalic Nasal Orbital Buccal Oral Mental Occipital Cervical Acromial Sternal Axillary Thoracic Mammary Brachial Antecubital Olecranal Antebrachial Popliteal Sural Palmer Pollex Tarsal Scapular Femoral Digestion Ingestion Secretion Arteries Veins Skeletal Ligament Ossification Tendon Lymphocyte Hormone Organ Tissue Gland Cell Atrophy
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Fourth Quarter

-iCEV https://login.icevonline.com/mycourses -ECAP https://portal.azcis.intocareers.org/ -Guest Speakers Unit 19: Body Systems: Environmental Factors Unit 20: Disease Prevention = Health Promotion Unit 21: Hot Topics = Noise- Induced Health Loss Unit 22: Healthy Relationships Unit 23: Conflict Management	Technical Standards: -<i>Standard 4.0</i> Demonstrate communication and cultural competency -<i>Standard 9.0</i> Facilitate home environment maintenance -<i>Standard 11.0</i> Analyze chronic diseases and physical disabilities Academic Integration: -<i>Literacy Standards:</i> CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 -<i>Writing Standards:</i> CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.5 CCSS.ELA-Literacy.WHST.9-10.6 CCSS.ELA-Literacy.WHST.9-10.7 CCSS.ELA-Literacy.WHST.9-10.9 -<i>Reading Standards:</i> CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 Arizona Professional Skills: -<i>Standard 1.0 Complex Communication</i> Employs complex communication skills in a manner that adds to organizational productivity. -<i>Standard 2.0 Collaboration</i> Collaborates, in person and virtually, to complete tasks aimed at organizational goals. -<i>Standard 3.0 Thinking and Innovation</i> Integrates expertise in technical knowledge and skills with thinking and reasoning	-How do environmental factors such as climate, pollution, radioactivity, chemicals, electromagnetic fields, pathogens, carcinogens and drugs effect the body? -How do we distinguish between communicable and non-communicable diseases, and determine their prevention and treatments? -How can we avoid contracting diseases? -What is the relationship between health promotion and disease prevention? -What is noise-induced hearing loss, its causes and how do we prevent it? -How can we use communication skills to maintain healthy relationships? -How can healthy relationships influence career goals? -How can negative and positive influences affect a healthy relationship? What is conflict, its causes, 5 management styles, resolutions, and intervention process? -What are the components of the Health Science Career Cluster, its career pathways and the skills, education and trends related to each career?	-Exploring environmental factors affecting body systems -Examining causes, treatments and prevention methods for communicable and non-communicable diseases -Exploring what noise-induced hearing loss is, what causes it and how it can be prevented -Assessing the value of communication skills and the importance of healthy relationships to an individual's physical and mental health through his or her lifetime -Defining conflict, analyzing common causes of conflict and providing the solutions to resolve a conflict -Researching and understanding various career opportunities within the Health Science Career Cluster	Climate Pollution Radioactivity Chemical Toxicity Carcinogen Drug Disease Symptom Sign Subjective Objective Terminal Antigen Antibody Communicable Vector Bacteria Viruses Fungi Protozoa Rickettsia Parasitic Hygiene Vaccination Heredity Antibiotics Decibel Cochlea Communication Respect Sharing Trust Inflection Passive Aggressive Assertive Conflict Power Personality Reframing Collaborative Facilitator
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	strategies to create, innovate, and devise solutions. -<i>Standard 4.0 Professionalism</i> Conducts oneself in a professional manner appropriate to organizational expectations. -<i>Standard 5.0 Initiative and Self-Direction</i> Exercises initiative and self-direction in the workplace. -<i>Standard 8.0 Legal and Ethical Practices</i> Observes laws, rules and ethical practices in the workplace. CTSO Integration- HOSA (Future Health Professionals): -<i>Healthy Lifestyle</i> -<i>Public Service Announcement</i> Work-Based Learning Integration: -<i>Standard 4.0</i> Demonstrate communication and cultural competency -<i>Standard 4.1</i> Compare effective verbal and non-verbal communication -<i>Standard 4.2</i> Describe barriers to communication -<i>Standard 4.3</i> Distinguish among aggressive communication, passive communication, and assertive communication -<i>Standard 4.4</i> Give examples of respectful interactions -<i>Standard 4.8</i> Practice problem-solving and conflict resolution techniques -<i>Standard 9.0</i> Facilitate home environment maintenance -<i>Standard 9.1</i> Utilize the service plan to determine cleaning tasks and how and who is responsible for completion -<i>Standard 9.2</i> Distinguish between personal choice and the need to complete tasks to avoid health and safety risks -<i>Standard 9.3</i> Identify cleaning solutions and the proper concentration of these solutions			Mediator Arbitrator Phlegm Therapeutic Diagnostic Physician
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	-<i>Standard 9.4</i> Explain procedures for trash disposal and cleaning up clutter -<i>Standard 9.5</i> Practice general procedures for homemaking skills -<i>Standard 11.0</i> Analyze chronic diseases and physical disabilities -<i>Standard 11.2</i> Identify body systems and determine their function -<i>Standard 11.3</i> Identify common conditions affecting body systems and their potential effect on a person's care			
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