

Pequea Valley School District
Wellness Education

Unit: CPR

Course: Intro to Health Careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How to recognize an emergency
- How to respond to life threatening emergencies

Keystone Eligible Content/PA Core Standard

- 10.3.12.B

Pacing: Approximate number of class sessions per unit

- 25

Tier 3 Vocabulary (Content specific vocabulary)

Cardiac arrest, heart attack, concousiness, consent, automated external defibrillation, cardio pulmonary resuscitation, personal protective equipment

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- The steps to assessing an unconscious person
- How to treat victims with no breathing and/or no pulse
- Signs and symptoms of cardiac and breathing emergencies

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How to perform an initial assessment
- How to perform CPR one and two man for adult/child and infant
- How to use a AED
- How to treat a conscious choking adult/child and infant

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Proficient skills demonstration of CPR/AED
- Demonstrate calling 911
- Demonstrate performing an initial assessment
- Determine proper steps of care based on situational findings

Assessments:

- Skills Assessment
- Written Test

Software/Resources:

- American Red Cross presentation
- Manckins
- Breathing Barriers
- BVM
- AED trainers

Pequea Valley School District
Wellness Education

Unit: First Aid

Course: Intro to Health Careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How to recognize an emergency
- How to respond in a medical emergency

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 12

Tier 3 Vocabulary (Content specific vocabulary)

Consent, responsiveness, sudden illness, stroke, shock, asthma, anaphylaxis, diabetic emergencies, seizures, fainting, Injuries, bleeding, tourniquet, burns, nosebleeds, sprain, strain, fracture, dislocation, Concussion, heat exhaustion, heat stroke, hypothermia

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- What is an emergency?
- How to obtain consent
- How to call 911
- What care to provide for common medical illnesses

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Duty to act in an emergency
- How to evaluate a responsive person
- How to assess and decide care that needs to be provided
- How to access the emergency services system (911)
- How to treat common medical and environmental illnesses

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Obtain consent
- Form an initial impression
- Provide emergency care for:
 - Shock
 - Asthma
 - Anaphylaxis
 - Diabetic Emergencies
 - Seizures
 - Fainting
 - Stroke
 - Bleeding
 - Burns
 - Muscle, bone and joint injuries
 - Head, neck and spinal injuries
 - Environmental emergencies

Assessments:

- Skill checklist
- Red cross exam

Software/Resources:

- Red cross presentation
- First Aid supplies
- Red Cross test

Pequea Valley School District
Wellness Education

Unit: Introduction

Course: Intro to health careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What are the basics of anatomy and physiology
- How do we access health care information
- What career options are available in health care

Keystone Eligible Content/PA Core Standard

- 10.3.12.D
- 10.4.12.C

Pacing: Approximate number of class sessions per unit

- 5

Tier 3 Vocabulary (Content specific vocabulary)

anatomy, physiology, healthcare, OR, Pediatrics, Geriatrics, Hospice, Palliative Care, orthopedics, gen med

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- What career options there are in the healthcare field
- Basic anatomy
- Basic physiology

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- The difference between anatomy and physiology
- What careers in healthcare match their learning style

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- How to apply basic anatomy and physiology principles to healthcare
- Analyze career paths that are available
- Compare and contrast career options

Assessments:

- quiz
- class discussion
- career exploration

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Medical Ethics

Course: Intro to Health Careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is Ethics?
- How do ethics apply to health care?

Keystone Eligible Content/PA Core Standard

- 10.3.12.B

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

hippocratic oath, autonomy, beneficence, non-maleficence, justice, human rights, HIPPA, FERPA, confidentiality, liability

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- What is the history of medical ethics in the USA
- What are the 4 tenets of medical ethics
- How are ethics monitored in the healthcare system

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How medical ethics apply to all healthcare professions
- What careers fall under the jurisdiction of HIPPA
- Medical ethics have been shaped by past mistakes
- How your personal values apply to and shape your ethics

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Analyze case studies to determine what aspects of medical ethics were broken
- Assess case studies to make changes to prevent ethical issues
- Determine people or resources that can help make decisions when there are ethical issues
- Apply knowledge of ethics to determine eligibility for heart transplant

Assessments:

- Case studies
- Immortal life of Henrietta Lacks movie and movie guide
- Class discussions
- Dirty Dozen activity

Software/Resources:

- immortal life of henrietta lacks movie

Pequea Valley School District
Wellness Education

Unit: Mental health

Course: Intro to health Careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What causes mental health issues?
- How are mental health problems diagnosed?
- How to treat mental health issues?

Keystone Eligible Content/PA Core Standard

- 10.1.12.A
- 10.1.12.B

Pacing: Approximate number of class sessions per unit

- 8

Tier 3 Vocabulary (Content specific vocabulary)

- Anxiety, Behavioral, Eating, Mood, Personality, Obsessive Compulsive, Personality, Psychotic, Diagnosis, DSM 5

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- What is mental health
- What is mental illness
- How are mental health problems diagnosed
- How are mental health problems treated
- How can we prioritize the mental health of health care workers

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Difference between mental health and mental illness
- Diagnostic criteria for mental illness
- Strategies to promote mental health among self and other health care workers

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Identify signs and symptoms of mental illness
- Basic treatment protocols of mental illnesses
- Basic self care
- How health care workers can be impacted by vocation

Assessments:

- Presentation on mental health disorder of choice
- Prioritizing the mental health of healthcare workers
- Creating a self care plan

Software/Resources:

- Schoology

Pequea Valley School District
Wellness Education

Unit: Patient care and evaluation

Course: Intro to health careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What are the steps to patient evaluation
- What are the vital signs and what is normal
- How to evaluate life-threatening and non life-threatening conditions

Keystone Eligible Content/PA Core Standard

- 10.1.12.B
- 10.1.12.E

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

Vital signs, Consciousness, Subjective, Objective, Jaundice, Dyspnea, Tachypnea, Systolic, Diastolic, Palpations, Goniometer, Dermatome, Myotome

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Normal limits of vital signs
- How to assess vital signs
- Primary vs secondary assessments
- Cultural differences regarding health care

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How variations from normal vital signs can indicate illness
- How culture can impact health care perceptions
- How to take a medical history

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Assess blood pressure, heart rate, respiration rate, pupil response, pain level, responsiveness
- Use an otoscope
- Know abnormal vitals
- Perform accurate primary and secondary assessments
- Take a thorough medical history
- Demonstrate the relationship between culture and health care

Assessments:

- Vital signs skills assessment
- Cultural information sheet and presentation
- Medical terminology edpuzzle
- Quiz

Software/Resources:

- Thermometers
- Stethoscope
- Sphygmometer
- Otoscope
- Reflex Hammer
- Edpuzzle
- Schoology

Pequea Valley School District
Wellness Education

Unit: Basic Pharmacology

Course: Intro to health careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- Where do drugs come from
- What is the difference between over the counter and prescription drugs
- What are the categories of drugs

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

Pharmacology, Pharmacodynamics, Pharmacokinetics, Pharmacy, Pharmacist, Absorption, Distribution, Dose, Half life, Contraindication, Over the counter, Prescription

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Over the counter vs Prescription
- Classes of drugs
- Sources of drugs
- Therapeutic effects of drugs

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- What sources drugs can be derived from
- Best route of application for desired therapeutic effect
- Desired effect vs therapeutic effect
- Dosages

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Identify the best route of application and dosage for desired therapeutic effect of a drug
- Understand and avoid contraindications
- Recognizing drug categories and effects
- Identify the parts of a prescription

Assessments:

- Case studies
- Quizlet

Software/Resources:

- Schoology
- Quizlet
- Kahoot

Pequea Valley School District
Wellness Education

Unit: Public Health

Course: Intro to health careers

Grade: 10-12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is public health
- How does my career choice impact public health
- How can I impact a health determinant through public health

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

Medicine, public health, Pandemic, endemic, epidemic, Healthy People 2030

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- What is public health?
- What is the difference between public health and medicine
- What do public health professionals do
- How do I access public health information

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Public health involves everyone
- The 10 essential public health services
- Steps to designing a public health campaign

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Creation of a public health campaign

Assessments:

- Public health campaign

Software/Resources:

- Healthy people 2030
- Schoology