

Medical Assistant I

Unit Title: Unit 1-The Body Systems		
Stage 1: Desired Results		
Standards & Indicators:		
9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.		
9.3 HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: An understanding of the relationship between the function and structure of the organs of the human body is essential to understanding the functioning of each body system.		Essential/Guiding Question: How is the human body organized? What are the basic structures and functions of the human body systems? What terms are used to describe regions of the body?
Content: <ul style="list-style-type: none"> - Anatomy and physiology terminology - Levels of structural organization - The eleven body systems - Anatomical positions, directional terms, and body cavities - Body regions 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the levels of organization within the human body from the simplest to most complex. - Describe the eleven body systems and their functions. - Describe the terminology associated with anatomical positions and directions. - Demonstrate your knowledge of the dorsal and ventral body cavities. - Demonstrate your knowledge of body region terminology

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Interdisciplinary Connections:

- Case studies incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Stage 2: Assessment Evidence

Performance Task(s):

- Students will identify the organs of the major body systems during a gallery walk
- Students will review anatomical terminology during a Quizlet
- Students will review body systems during a patient case study
- Patients will create a poster, labeling the body regions

Other Evidence:

- Unit Test Grade
- Quizzes
- Writing projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Examples of learning opportunities include the following:

- Case Studies
- Projects
- Debates
- Team building activities
- Cooperative learning activities
- Interactive games
- Online learning websites
- Internet research
- Student driven activities

Resources:

Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.

Biodigital.com

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities	Use of critical thinking activities	Build background knowledge prior to lessons	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might
Alternative assignments			

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<p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Highlight key words</p> <p>Incorporate the use of technology</p> <p>Provide notes</p> <p>Provide study guides</p> <p>Pre-teaching of vocabulary for understanding of concepts</p> <p>Word Search or crossword puzzles for vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>Be consistent with expectations</p>	<p>include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Professionalism		
Stage 1: Desired Results		
Standards & Indicators:		
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system		
9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace		
9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.		
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse

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9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p>Central Idea/Enduring Understanding: Professionalism in healthcare involves putting the patient's health and comfort first, displaying ethical behavior, upholding exceptional standards of skill, and consistently demonstrating respect, empathy, and responsibility towards patients.</p>	<p>Essential/Guiding Question: In what ways does a healthcare professional show professionalism through their appearance and behavior? How does a healthcare professional act with empathy and respect individual diversity? What strategies can a healthcare professional use to manage conflicts in their work environment? How can medical practitioners show proficient listening skills? How can a healthcare professional communicate effectively using both verbal and non-verbal communication?</p>
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<p>Content:</p> <ul style="list-style-type: none"> - Professional appearance and demeanor - Integrity and respect for others - Acting with empathy towards others - Respecting individual diversity - Managing conflicts in the workplace - Using effective listening skills - Using non-verbal communication <p>Work Based Learning: Blood Drive Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Describe how a healthcare practitioner can demonstrate professionalism in their appearance and demeanor. - Demonstrate your knowledge of empathy and its impact on diversity - Describe effective methods of conflict resolution in the workplace - Demonstrate your understanding of effective listening and communication skills
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<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - Case study incorporating professionalism with aspects of history taking, differential diagnoses, and treatment using the patient simulator <p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>
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Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Students will create a dress code for a healthcare office 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects
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<ul style="list-style-type: none"> - Students will complete A Sure Sign Activity; creating signs with only pictures that all patients can understand - Students will complete A Loss for Words activity highlighting the importance of translators in medicine - Students will practice medical office phone etiquette scenarios 	<ul style="list-style-type: none"> - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p><u>Resources:</u> Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities Alternative assignments Choice of assignment related to the topic-independent research Use of student-researched case studies	Use of critical thinking activities Alternative assignments Choice of assignment related to the topic-independent research Use of student-researched case studies	Build background knowledge prior to lessons Highlight key words Incorporate the use of technology Provide notes Provide study guides Pre-teaching of vocabulary for understanding of concepts Word Search or crossword puzzles for	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		<p>vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>Be consistent with expectations</p>	
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Unit Title: Medical Law and Ethics		
Stage 1: Desired Results		
Standards & Indicators:		
9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality		
9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace		
9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace		
9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g.,	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in

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	W.11-12.6.)	selecting the best tool for a given task.
<p>Central Idea/Enduring Understanding: Medical law and ethics helps healthcare practitioners make decisions that value patient autonomy, avoid harm, and treat all patients fairly, while keeping to legal constraints to protect both the patient and the practitioner.</p>	<p>Essential/Guiding Question: What rights do patients have in a healthcare setting? What is the function of HIPAA? What is the general terminology that applies to principles of medical law and ethics? What duties and tasks can a medical assistant perform according to the scope of practice?</p>	
<p>Content:</p> <ul style="list-style-type: none"> - Patient's rights and HIPAA - Medical legal terminology - Scope of practice for the medical assistant <p>Work Based Learning: Blood Drive Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Demonstrate your knowledge of patient's rights in a healthcare setting - Describe the purpose of and implementation of HIPAA - Demonstrate your knowledge of medical legal and ethical terminology - Describe the scope of practice of a medical assistant 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - Case study incorporating confidentiality with aspects of history taking, differential diagnoses, and treatment using the patient simulator <p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>		

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Students will define medical legal and ethical terminology - Students will identify HIPAA violations in patient scenarios - Students will create a presentation describing the scope of practice for a medical assistant - Students will review current malpractice cases 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies: Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p>Resources: Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p>Biodigital.com</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p>
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		<ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 	
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Use of critical thinking activities</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Build background knowledge prior to lessons</p> <p>Highlight key words</p> <p>Incorporate the use of technology</p> <p>Provide notes</p> <p>Provide study guides</p> <p>Pre-teaching of vocabulary for understanding of concepts</p> <p>Word Search or crossword puzzles for vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>Be consistent with expectations</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

<p>Unit Title: Office Reception</p>
<p>Stage 1: Desired Results</p>
<p>Standards & Indicators:</p> <p>9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality</p> <p>9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals</p>

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9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: Medical office reception involves effectively interacting with patients in a healthcare setting and managing administrative tasks for the medical team		Essential/Guiding Question: What factors determine how patients are triaged in a healthcare setting? What are the types of scheduling for patient appointments? What are the appropriate time frames for different types of patient appointments? How do you manage an appointment reminder system?
Content: <ul style="list-style-type: none"> - Patient triage - Patient scheduling and scheduling methods 		Skills(Objectives): <ul style="list-style-type: none"> - Demonstrate your understanding of how to triage patients in a healthcare setting - Describe the various methods of patient scheduling - Demonstrate your knowledge of appropriate scheduling based on patient status (new patient, physical exam, existing patient)
Interdisciplinary Connections: Case study incorporating aspects of triage during a patient work-up, diagnosis, and treatment on the patient simulator.		
W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation		

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Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Students complete the Triage Activity: triage patients based on need - Students will create a medical office patient schedule based on simulated patients 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p>Resources:</p> <p>Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p>Biodigital.com</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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Use of critical thinking activities Alternative assignments Choice of assignment related to the topic-independent research Use of student-researched case studies	Use of critical thinking activities Alternative assignments Choice of assignment related to the topic-independent research	Build background knowledge prior to lessons Highlight key words Incorporate the use of technology Provide notes Provide study guides	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following::

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	Use of student-researched case studies	<p>Pre-teaching of vocabulary for understanding of concepts</p> <p>Word Search or crossword puzzles for vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>Be consistent with expectations</p>	<p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Medical Records Management/Patient Care Coordination and Education		
Stage 1: Desired Results		
Standards & Indicators:		
9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care		
9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner		
9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns		
9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
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9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

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	better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p>Central Idea/Enduring Understanding: Medical records management involves maintaining accurate patient charts</p> <p>Patient care and coordination is the management and organization of a patient's healthcare in order to maximize treatment outcomes</p>	<p>Essential/Guiding Question: What are the two types of patient records? What are the components of a patient medical record? How can a healthcare provider maintain confidentiality when handling patient medical records? What abnormalities should a medical assistant be concerned about when a patient's reports self exams?</p>
<p>Content:</p> <ul style="list-style-type: none"> - Components of a medical record - The healthcare team - Confidentiality of records - Patient self exams <p>Work Based Learning: Blood Drive Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Demonstrate the types of patient's records - Identify the components of a medical record - Describe how to maintain confidentiality of patient records - Demonstrate how to instruct patient's on self exams

<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - Case study incorporating parts of the medical record into the diagnosis and treatment during a scenario with the Susie simulator <p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>
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Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Students will create a medical chart based on given patient information - Healthcare team gallery walk: identify the roles on healthcare members - Identification of abnormal findings on simulator breasts 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies: Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects 	<p>Resources: Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p>
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<ul style="list-style-type: none"> - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p>Biodigital.com</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities Alternative assignments Choice of assignment related to the topic-independent research Use of student-researched case studies	Use of critical thinking activities Alternative assignments Choice of assignment related to the topic-independent research Use of student-researched case studies	Build background knowledge prior to lessons Highlight key words Incorporate the use of technology Provide notes Provide study guides Pre-teaching of vocabulary for understanding of concepts Word Search or crossword puzzles for vocabulary reinforcement Using alternatives to written assessments (oral reports, class discussion, and/or projects) Be consistent with expectations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Billing and Insurance/Medical Office Management		
Stage 1: Desired Results		
Standards & Indicators:		
9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality		
9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals		
9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Cental Idea/Enduring Understanding:		Essential/Guiding Question:
<p>Medical assistants facilitate the billing process, collaborating with patients, providers, and insurance providers.</p> <p>Medical assistants assist with medical office management including managing patient correspondence</p>		<p>What types of medical insurance are used by patients?</p> <p>What information should be contained on a billing statement?</p> <p>What do the following medical billing codes represent: ICD 10, CPT 5, HCPCS, and modifiers?</p> <p>What is the difference between a copay, deductible, and coinsurance?</p> <p>What is the correct process for daily opening and closing of a medical office?</p> <p>What is the procedure for handling patient correspondence including physical mail, email, and the patient portal?</p> <p>Why do medical offices maintain MSDS?</p>

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<p>Content:</p> <ul style="list-style-type: none"> - Types of medical insurance - PPO vs. HMO vs. POS - Patient Billing Statement - Medical Coding - Copayment, deductible, and coinsurance - Daily opening and closing of the medical office - Handling of patient correspondence - Material Safety Data Sheets 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Demonstrate your knowledge of the types of patient insurance including private insurance, Medicaid, and Medicare - Compare and contrast the following types of insurance: HMO, PPO, and POS - Describe the types of medical codes used on patient bills - Compare and contrast the terms copayment, deductible, and coinsurance - Describe the procedures for daily opening and closing of a medical office - Demonstrate your knowledge of how to correctly handle patient correspondence - Demonstrate your knowledge of the use of and components of a MSDS
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Interdisciplinary Connections:
 Case study addressing health insurance when admitting patients during a pregnancy case scenario.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Students will complete the Coding Activity: assign codes to a patient for billing - Quizlet for medical billing terminology - Students will be given a MSDS for household bleach and be asked to answer questions based on the MSDS 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p>Resources:</p> <p>Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p>Biodigital.com</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List
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		<ul style="list-style-type: none"> • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Use of critical thinking activities</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Build background knowledge prior to lessons</p> <p>Highlight key words</p> <p>Incorporate the use of technology</p> <p>Provide notes</p> <p>Provide study guides</p> <p>Pre-teaching of vocabulary for understanding of concepts</p> <p>Word Search or crossword puzzles for vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>Be consistent with expectations</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Unit Title: Safety and Infection Control
Stage 1: Desired Results
<p>Standards & Indicators:</p> <p>9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality</p> <p>9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace</p> <p>9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organism</p> <p>9.3.HL-SUP.5 Implement healthcare facility standards in order to maintain high-quality healthcare facilities</p>

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p>Central Idea/Enduring Understanding: Infection control inhibits the spread of illnesses in healthcare facilities by applying measures such as proper cleanliness, use of personal protective equipment (PPE), and adhering to standard and transmission-based precautions.</p>		<p>Essential/Guiding Question: What is the most effective way to prevent the spread of infection? How are medical instruments cleaned after use? What types of personal protective equipment (PPE) are available to healthcare professionals? How is PPE used based on transmission risk? What are the steps in the infection cycle? What are the standard precautions set forth by OSHA? What are transmission-based precautions? What are the terms used in medical infection control?</p>
<p>Content:</p> <ul style="list-style-type: none"> - Handwashing procedures - Medical equipment cleaning procedures - Personal protective equipment (PPE) - The cycle of infection - Types of disease transmission - Standard and transmission-based precautions - Infection terminology 		<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Demonstrate your knowledge of proper handwashing procedure - Describe proper equipment cleaning procedures for glass, stainless steel, plastic, and rubber medical instruments - Describe the proper uses of PPE (personal protective equipment) - Describe the steps in the cycle of infection - Demonstrate your knowledge of the types of disease transmission - Identify OSHA's standard precautions used in a medical setting

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	<ul style="list-style-type: none"> - Identify precautions taken based on disease transmission - Demonstrate your knowledge of terminology related to infection control
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Interdisciplinary Connections:

Case study incorporating infection control precautions while learning suture technique on Sim Vivo pads

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Students complete proper hand washing activity using Glo Germ - Infectious Disease Project: A Google Slides presentation of a chosen pathogen that describes the disease's characteristics, the infection cycle, and transmission-related precautions. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p><u>Resources:</u></p> <p>Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p>Biodigital.com</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities	Use of critical thinking activities	Build background knowledge prior to lessons	Any student requiring further accommodations and/or modifications will have them individually listed in

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<p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Highlight key words</p> <p>Incorporate the use of technology</p> <p>Provide notes</p> <p>Provide study guides</p> <p>Pre-teaching of vocabulary for understanding of concepts</p> <p>Word Search or crossword puzzles for vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>Be consistent with expectations</p>	<p>their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Clinical Medical Assisting		
Stage 1: Desired Results		
Standards & Indicators:		
<p>9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress</p> <p>9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns</p> <p>9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures.</p> <p>9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals</p> <p>9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care</p> <p>9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities

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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p>Central Idea/Enduring Understanding: Clinical medical assistants provide hands-on patient care by completing clinical responsibilities such as monitoring vital signs, assisting with examinations, drawing blood, preparing patients for treatments, and recording medical information while under the supervision of a healthcare professional.</p>	<p>Essential/Guiding Question: What can vital signs tell healthcare professionals about the health of a patient? What are the normal values for the five vital signs? How is a radial pulse measured? How is oxygen saturation measured? How is temperature measured? How is oxygen saturation measured? What terminology is associated with abnormalities of the vital signs? What are the components of a patient intake? What are the four components of a SOAP note? What is BMI (body mass index)? How are adult height and weight measurements taken? How are pediatric height and weight measurements taken? How is a urine dipstick analysis performed? What are the steps to perform simple and interrupted sutures? How is an instrument tie completed while suturing? What are the proper steps in suture and staple removal? What are the appropriate types of patient positioning for physical examination and/or treatment? What are the common medication classes and their side effects/contraindications? How should procedures be explained to patients to ensure proper understanding?</p>
<p>Content:</p> <ul style="list-style-type: none"> - Normal blood pressure - Normal pulse rate - Taking a radial pulse - Normal respiratory rate - Taking a respiratory rate - Normal temperature - Methods of temperature taking - Normal oxygen saturation 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Demonstrate your knowledge of normal vital signs including blood pressure, pulse, respiratory rate, temperature, and oxygen saturation - Describe the procedure for taking a radial pulse - Demonstrate your knowledge of the various methods to take a temperature - Describe the procedure of taking a respiratory rate - Describe terminology associated with vital signs

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<ul style="list-style-type: none"> - Vital sign terminology - Patient intake procedure - Components of a SOAP note - Adult height and weight measurements including BMI - Urine Dipstick Analysis - Patient Positioning - Pediatric height and weight measurements - Common medications: classes, examples, side effects, and contraindications - Suturing, suture and staple removal - Effectively explaining procedures to patients <p>Work Based Learning: Blood Drive Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers Volunteerism opportunity at Deborah Heart and Lung Center</p>	<ul style="list-style-type: none"> - Describe the components of a patient intake - Demonstrate your knowledge of the components of a SOAP note - Describe the methods using to obtain adult BMI using height and weight measurements - Describe appropriate patient positions for physical examinations and treatments - Describe the procedure and uses of a urine dipstick analysis - Demonstrate your ability to obtain pediatric height and weight measurements - Demonstrate your knowledge of common medications including classes, examples, side effects, and contraindications - Demonstrate proper suturing technique - Demonstrate proper procedures when removing sutures and staples - Demonstrate your ability to explain procedures to patients including risks and benefits
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Interdisciplinary Connections:

Case study incorporating vital signs into the diagnosis and treatment of patients in simulated scenarios.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Stations Activity: measuring blood pressure, blood pressure terminology, pulse terminology, taking a radial pulse, and using a doppler ultrasound - Patient scenarios: evaluate normal vs. abnormal vital sign values - Patient interview: obtain patient history for intake - Urinalysis Patient Scenario - SOAP Note Activity: students will create a SOAP note based on a simulated patient - Patient Positioning- manikin - Well Child Visit Activity: see "patients" to evaluate height, weight, and plot growth chart - Patient Scenario: simulated birth with the Lucie simulator - Patient Scenario: simulated overdose with the Susie simulator - Patient scenarios: Role play of how to properly give medications - Suturing, suture removal, and staple removal on Sim Vivo pads 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Examples of learning opportunities include the following:

- Case Studies
- Projects
- Debates
- Team building activities
- Cooperative learning activities
- Interactive games
- Online learning websites
- Internet research
- Student driven activities

Resources:

Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.

Biodigital.com

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Use of critical thinking activities</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic-independent research</p> <p>Use of student-researched case studies</p>	<p>Build background knowledge prior to lessons</p> <p>Highlight key words</p> <p>Incorporate the use of technology</p> <p>Provide notes</p> <p>Provide study guides</p> <p>Pre-teaching of vocabulary for understanding of concepts</p> <p>Word Search or crossword puzzles for vocabulary reinforcement</p> <p>Using alternatives to written assessments (oral reports, class</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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		discussion, and/or projects)	
		Be consistent with expectations	

Pacing Guide

Medical Assistant I	The Medical Assistant: An Applied Learning Approach.	Standards
MP 1		
Body Systems Professionalism Clinical Medical Assisting	UNIT 1 UNIT 5	9.3.HL-DIA.1 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-DIA.5 9.3.HL.2 9.3.HL.5 9.3.HL-THR.1 9.3.HL-THR.2 9.3.HL-THR.3 9.4.12.CT.2
MP 1		
Medical Law and Ethics Office Reception Clinical Medical Assisting	UNIT 5 UNIT 2 UNIT 5	9.3.HL-HI.1 9.3.HL.5 9.3.HL.6 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-DIA.5 9.3.HL-THR.1 9.3.HL-THR.2 9.3.HL-THR.3
MP 2		
Medical Records Management/Patient Care Coordination and Education Billing and Insurance/ Medical Office Management	UNIT 2 UNIT 2 UNIT 2 UNIT 3	9.3.HL-HI.1 9.3.HL.4 9.3.HL-DIA.1 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-DIA.5 9.3.HL-THR.1 9.3.HL-THR.2 9.3.HL-THR.3
MP 2		
Infection Control Clinical Medical Assisting	UNIT 5 UNIT 5	9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-DIA.5 9.3.HL-HI.1 9.3.HL.3

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		9.3.HL-SUP.2 9.3.HL-SUP.5 9.3.HL-THR.1 9.3.HL-THR.2 9.3.HL-THR.3
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