

# Medical Assistant II

<b>Unit Title: Clinical Medical Assisting- Infection Control</b>		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b>		
9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality		
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace		
9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organism		
9.3.HL-SUP.5 Implement healthcare facility standards in order to maintain high-quality healthcare facilities		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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.
<b>Central Idea/Enduring Understanding:</b> Infection control inhibits the spread of illnesses in healthcare facilities by applying measures such as proper hand cleanliness, use of personal protective equipment (PPE), and adhering to standard and transmission-based precautions.		<b>Essential/Guiding Question:</b> How do standard precautions prevent the transmission of infectious diseases in a healthcare setting? What types of PPE (personal protective equipment) can be used to protect healthcare workers from infection or injury? What methods are used to sterilize medical instruments and equipment? What are the different methods for preventing the modes of transmission of disease? How are biohazard materials properly labeled?
<b>Content:</b> - Standard precautions including transmission-based precautions		<b>Skills(Objectives):</b> - Describe the components of standard precautions - Demonstrate proper use of PPE (personal protective equipment)

## Medical Assistant II

<ul style="list-style-type: none"> <li>- Use of personal protective equipment (PPE)</li> <li>- Medical asepsis, surgical asepsis, sanitization, disinfection, and sterilization</li> <li>- Autoclave use</li> <li>- Prevention of transmission of disease: hand hygiene, PPE, isolation precautions, standard precautions, transmission-based precautions</li> <li>- Disposal of needles, syringes and sharps</li> <li>- Proper labeling of biohazard materials</li> </ul> <p><b><u>Work Based Learning:</u></b>          Blood Drive          Athletic Training Internship          Job Shadowing          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"> <li>- Describe how to properly clean medical instruments and equipment</li> <li>- Demonstrate your knowledge of methods for preventing the modes of transmission</li> <li>- Describe how to dispose of used needles, syringes, and other sharps correctly</li> <li>- Describe the procedure for labeling, handling, and disposing of biohazard materials.</li> </ul>
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**Interdisciplinary Connections:**  
 Case studies incorporating proper prevention of infection

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><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>- Handwashing Technique</li> <li>- Proper gowning and gloving</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>          Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b><u>Resources:</u></b>          Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p><a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul>
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## Medical Assistant II

		DEI Resources: <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	
<b>Differentiation</b> *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

**Unit Title:** Clinical Medical Assisting- Electrocardiography Testing

### Stage 1: Desired Results

**Standards & Indicators:**

9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress

## Medical Assistant II

<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>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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><b>Central Idea/Enduring Understanding:</b> An electrocardiogram is used to monitor the electrical activity of the heart and can detect abnormalities including arrhythmias. Proper EKG testing procedure and clear patient communication is key to obtaining reliable results.</p>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>- How do you prepare an EKG machine for testing?</li> <li>- How do you prepare and position patients for an EKG?</li> <li>- How do you properly place EKG electrodes on a patient?</li> <li>- What are some situations where special considerations should be observed when performing an EKG?</li> <li>- How do you identify and troubleshoot common causes of artifacts and errors on an EKG?</li> <li>- How do you connect a patient to a Holter monitor?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- EKG testing procedure</li> <li>- Patient preparation and positioning for an EKG</li> <li>- Placement of EKG electrodes on a patient</li> </ul>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>- Demonstrate your knowledge of how to prepare an EKG machine for testing</li> <li>- Describe how to prepare and position a patient for an EKG</li> </ul>

## Medical Assistant II

<ul style="list-style-type: none"> <li>- Adjusting the EKG procedure for elderly patients, children, and people with special needs</li> <li>- Troubleshooting while performing an EKG</li> <li>- Use of a Holter monitor</li> </ul> <p><b>Work Based Learning:</b>            Job Shadowing            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"> <li>- Demonstrate your ability to put the EKG electrodes on the patient in the correct anatomical area</li> <li>- Describe how to adjust the EKG procedure for elderly patients, children, and people with special needs</li> <li>- Identify how to troubleshoot common causes of artifacts and errors on an EKG</li> <li>- Demonstrate your ability to connect a patient to a Holter monitor</li> </ul>
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**Interdisciplinary Connections:**  
 Case study incorporating cardiac disease and use the electrocardiogram.

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><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- EKG skill performance on peers</li> <li>- EKG Case Scenarios</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet)</li> </ul>
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### Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b>            Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b>Resources:</b>            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"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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## Medical Assistant II

<b>Differentiation</b> *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			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
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

<b>Unit Title: Clinical Medical Assisting- Collecting Specimens and Diagnostic Testing</b>
<b>Stage 1: Desired Results</b>
<b>Standards &amp; Indicators:</b> 9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress 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-DIA.5 Select, demonstrate and interpret diagnostic procedures. 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 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

## Medical Assistant II

<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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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><b>Central Idea/Enduring Understanding:</b>                      The Medical Assistant is responsible for specimen collection including the acquisition of blood, urine, sputum, and other specimens for analysis in a laboratory setting.                      The Medical Assistant assists in diagnostic testing including the testing of vision, respiration, and other tests to help determine the health of a patient.</p>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>- How do you prepare for venipuncture on a patient?</li> <li>- How do you properly perform venipuncture on a patient?</li> <li>- What do the colors of the blood collection tubes represent?</li> <li>- What is the correct order of draw for venipuncture?</li> <li>- How do you perform a capillary puncture?</li> <li>- How do you perform cultures and smears?</li> <li>- How should specimens be properly labeled?</li> <li>- How should you document specimen collection procedure?</li> <li>- What are the types of CLIA- waived POC Testing?</li> <li>- What is chain-of-custody testing?</li> <li>- How is a Snellen chart and Ishihara test used to test vision?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Venipuncture: procedure, order of draw</li> <li>- Capillary puncture procedure</li> <li>- Cultures and smears</li> <li>- Labeling and documenting specimens</li> <li>- Quality Control before testing</li> <li>- CLIA- waived POC (Point of Care) Testing: Hematology, Chemistry and Metabolic, Hemoccult, Immunology, Urine</li> </ul>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>- Demonstrate your knowledge of proper venipuncture technique including correct order of draw</li> <li>- Describe how to perform a capillary puncture</li> <li>- Describe the types of CLIA- waived POC Testing including Hematology, Chemistry and Metabolic, Hemoccult, Immunology, and Urine</li> <li>- Identify the appropriate steps when performing chain-of-custody testing</li> </ul>

## Medical Assistant II

<ul style="list-style-type: none"> <li>- Chain-of-custody testing</li> <li>- Perform vision tests including Snellen chart and Ishihara test</li> <li>- Perform respiratory tests including spirometry and use of a nebulizer</li> <li>- Recognize and report abnormal laboratory result values</li> <li>- Appropriate specimen preservation methods</li> </ul> <p><b>Work Based Learning:</b>            Job Shadowing            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"> <li>- Describe how to perform an eye test using a Snellen chart</li> <li>- Describe the use of a Ishihara test</li> <li>- Demonstrate your ability to use respiratory tests including the use of a nebulizer and spirometry</li> <li>- Identify abnormal laboratory values on a patient chart</li> <li>- Demonstrate your knowledge about appropriate methods for specimen preservation including refrigeration and fixative</li> </ul>
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**Interdisciplinary Connections:**  
 Case study incorporating aspects of specimen collection and diagnostic testing using 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

### Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- Venipuncture Skill using simulated arm</li> <li>- Poster: Order of draw for venipuncture</li> <li>- Case Scenarios: Normal and abnormal laboratory values</li> <li>- Respiratory Skill: using a spirometer</li> <li>- Vision Test: using a Snellen chart</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
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## Medical Assistant II

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<b>Differentiation</b> *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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<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>

<b>Unit Title:</b> Clinical Medical Assisting- Patient Intake
<b>Stage 1: Desired Results</b>
<p><b>Standards &amp; Indicators:</b></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> <p>9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care</p>

## Medical Assistant II

<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> <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>		
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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 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><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>- Medical Assistants measure a patient's vital signs and are trained to identify abnormal values and report them to the attending provider.</li> </ul>		<p><b>Essential/Guiding Question:</b></p> <p>What are the normal values for blood pressure in an adult?            How is a manual blood pressure taken?            What are the normal values for pulse in an adult?            What are the normal values for respiratory rate in an adult?            What are the normal values for oxygen saturation in an adult?            What is a normal temperature in an adult?            What terminology is used for abnormal blood pressure values?            What terminology is used for abnormal pulse values?            What terminology is used for abnormal temperature values?            What does hypoxemia mean?            What are the terms used to describe abnormalities in breathing?</p>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Normal vital sign values</li> <li>- Manual blood pressure skill</li> <li>- Abnormal vital signs</li> <li>- Vital sign terminology</li> </ul>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>- Demonstrate your understanding of normal and abnormal vital signs</li> <li>- Identify appropriate vital sign terminology</li> </ul>

## Medical Assistant II

<p><b>Work Based Learning:</b>          Job Shadowing          Athletic Training Internship          Field Trips to healthcare facilities          Volunteerism opportunity at Deborah Heart and Lung Center</p>	<ul style="list-style-type: none"> <li>- Demonstrate your ability to obtain a manual blood pressure</li> </ul>
<p><b>Interdisciplinary Connections:</b>          Case study incorporating aspects of normal and abnormal vital signs on the patient simulator.</p> <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>	
<h3>Stage 2: Assessment Evidence</h3>	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- Taking a manual blood pressure</li> <li>- Patient scenarios: vital signs skills and evaluating vital signs</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
<h3>Stage 3: Learning Plan</h3>	
<p><b>Learning Opportunities/Strategies:</b>          Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b>Resources:</b>          Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p><a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
<p><b>Differentiation</b> *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>	

## Medical Assistant II

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> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

**Unit Title: Clinical Medical Assisting- Assisting with Physical Examinations and Procedures**

**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.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.2 Assess and report patient's/client's health status in order to monitor and document patient progress
- 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.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

## Medical Assistant II

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		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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.GeoG1.1, 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.
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>- Medical Assistants play an important role in assisting providers with physical examinations and other procedures. Knowledge of patient preparation, procedural skills, and post-procedure instructions is essential to effective patient care.</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>How is a room properly prepared for a physical examination or minor procedure?</li> <li>How is a patient prepared for a physical examination or minor procedure?</li> <li>How does a Medical Assistant assist the attending provider with a physical examination?</li> <li>How is a surgical aseptic hand wash performed?</li> <li>How is basic wound care performed?</li> <li>What are the signs of infection?</li> <li>How is basic wound care performed?</li> <li>How does a Medical Assistant perform eye and ear irrigation?</li> <li>How should patients be instructed on proper post-procedural care?</li> <li>How can Medical Assistants assist patients with the use of ambulation devices?</li> </ul>
<b>Content:</b> <ul style="list-style-type: none"> <li>- Preparing a patient room</li> <li>- Preparing a patient for a physical examination or minor procedure</li> <li>- Assisting a provider with a physical examination</li> </ul>		<b>Skills(Objectives):</b> <ul style="list-style-type: none"> <li>- Demonstrate how to prepare a patient room for a physical examination or minor procedure including cleaning and preparation of a surgical tray</li> <li>- Describe how to prepare patients for a physical examination including patient positioning and draping</li> </ul>

## Medical Assistant II

<ul style="list-style-type: none"> <li>- Surgical aseptic hand wash</li> <li>- Signs of infection</li> <li>- Basic wound care</li> <li>- Eye and ear irrigation</li> <li>- Post-Procedure care instructions</li> <li>- Use of ambulation devices</li> </ul> <p><b><u>Work Based Learning:</u></b>            Job Shadowing            Athletic training internship            School Nurse internship            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"> <li>- Describe how to prepare patients for a minor procedure including skin preparation, use of aseptic technique and patient instructions</li> <li>- Identify how to assist the attending provider with a physical examination</li> <li>- Demonstrate proper surgical aseptic hand wash</li> <li>- Identify the signs of infection</li> <li>- Demonstrate basic wound care including dressing changes, bandaging, and splinting</li> <li>- Demonstrate how to perform eye and ear irrigation</li> <li>- Describe how to instruct patients on post-procedure care including wound care</li> <li>- Demonstrate how to assist patients with the use of ambulation devices</li> </ul>
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**Interdisciplinary Connections:**  
 Case study incorporating basic wound care during a scenario with the Susie 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

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>- Eye and Ear Irrigation</li> <li>- Wound Care on the patient simulator</li> <li>- Bandaging and splinting on peers</li> <li>- Scenarios- use of ambulation devices</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>            Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b><u>Resources:</u></b>            Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p><a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> </ul>
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## Medical Assistant II

		<ul style="list-style-type: none"> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	
<b>Differentiation</b> *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

**Unit Title:** Clinical Medical Assisting- Administration of Medications

### 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
- 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.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals

## Medical Assistant II

<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>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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.GeoG1.1, 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><b><u>Central Idea/Enduring Understanding:</u></b>            Medical assistants are authorized to administer medications, including injections, provided they have received the necessary training and are working under the direct supervision and authorization of a licensed physician or nurse practitioner. They play a crucial role in preparing medications and educating patients about their treatment regimens</p>		<p><b><u>Essential/Guiding Question:</u></b>            What are the common classes of medications?            How do you calculate medication dosages and dosages by weight?            Where are subcutaneous injections administered?            How are subcutaneous injections administered?            Where are intramuscular injections administered?            How are intramuscular injections administered?            Where are intradermal injections administered?            How are intradermal injections administered?            How are inhalation medications administered?            How are parenteral medications disposed of?            How do you maintain records on medication administration, prescriptions, and refills?            How should you instruct patients on how to take their medications?</p>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>- Common classes of medications</li> <li>- Calculation of medicine dosage</li> </ul>		<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate your knowledge of the common classes of medications including use, dosage, side effects, and contraindications</li> </ul>

## Medical Assistant II

<ul style="list-style-type: none"> <li>- Proper sites and equipment for parenteral medications</li> <li>- Administration of parenteral medications</li> <li>- Disposal of parenteral medications</li> <li>- Maintenance of records on medication administration, prescriptions, and refills</li> <li>- Patient education on taking medication</li> </ul> <p><b>Work Based Learning:</b>            Job Shadowing            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"> <li>- Identify the seven rights of medication administration</li> <li>- Demonstrate your ability to calculate solid and liquid medication dosages and dosages by weight</li> <li>- Describe how to select proper sites and equipment for parenteral medications</li> <li>- Demonstrate how to administer parenteral medications including subcutaneous (SQ), intramuscular (IM), intradermal (ID), and inhalation</li> <li>- Describe how to dispose of parenteral medications</li> <li>- Describe how to maintain records on medication administration, prescriptions, and refills</li> <li>- Describe how to educate patients on medication administration</li> </ul>
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**Interdisciplinary Connections:**  
 Case study incorporating administration of medication during a patient 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><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- Scenarios: Calculate medication dosages</li> <li>- Students will practice injection techniques on simulators</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
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### Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b>            Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b>Resources:</b>            Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p><a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> </ul>
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## Medical Assistant II

		<ul style="list-style-type: none"> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	
<b>Differentiation</b> *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  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

<b>Unit Title:</b> Review- Administrative Medical Assisting
<b>Stage 1: Desired Results</b>
<b>Standards &amp; Indicators:</b> 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

## Medical Assistant II

<p>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</p> <p>9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner</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-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>- The job of a Medical Assistant involves effectively interacting with patients in a healthcare setting and managing administrative tasks for the medical team</li> </ul>		<p><b>Essential/Guiding Question:</b></p> <p>What are the common types of scheduling techniques used in medical offices?</p> <p>What are the types of charting systems including POMR and SOMR charting?</p> <p>What are the roles of the members of a healthcare team?</p> <p>How should patients be educated on self-examination?</p>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Office Reception</li> <li>- Scheduling techniques</li> <li>- Medical Record Management</li> <li>- Patient Care Coordination</li> <li>- Patient Education</li> <li>- Billing and Insurance</li> <li>- Medical Office Management</li> </ul>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>- Identify the important components of jobs of office reception for a Medical Assistant</li> <li>- Demonstrate your understanding of common scheduling techniques in a medical office</li> <li>- Demonstrate your knowledge of medical record management</li> <li>- Identify the roles of the members of a healthcare team</li> </ul>

## Medical Assistant II

	<ul style="list-style-type: none"> <li>- Identify how to educate patients on self-examination , nutrition, and other health-related issues</li> <li>- Demonstrate your knowledge of insurance and billing codes</li> <li>- Demonstrate your knowledge of the components of medical office management</li> </ul>
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**Interdisciplinary Connections:**  
 Patient scenarios incorporating triage and medical records management.

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><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- Sample AMCA (American Medical Certification Association) test questions</li> <li>- Sample AMCA (American Medical Certification Association) Test</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
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### Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p>Examples of learning opportunities include the following</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b>Resources:</b></p> <p>Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.  <a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
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## Medical Assistant II

<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> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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<p><b>Unit Title:</b> Review- Professionalism</p>		
<p><b>Stage 1: Desired Results</b></p>		
<p><b>Standards &amp; Indicators:</b></p> <p>9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system</p> <p>9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace</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>9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>		
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>		
<p><b>Standard</b></p>	<p><b>Performance Expectations</b></p>	<p><b>Core Ideas</b></p>
<p>9.4.12.CI.1</p>	<p>Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)</p>	<p>With a growth mindset, failure is an important part of success.</p>
<p>9.4.12.CI.2</p>	<p>Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p>	<p>Innovative ideas or innovation can lead to career opportunities</p>

## Medical Assistant II

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><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <p>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>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Professional appearance and demeanor</li> <li>- Integrity and respect for others</li> <li>- Acting with empathy towards others</li> <li>- Respecting individual diversity</li> <li>- Managing conflicts in the workplace</li> <li>- Using effective listening skills</li> <li>- Using non-verbal communication</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>- Describe how a healthcare practitioner can demonstrate professionalism in their appearance and demeanor.</li> <li>- Demonstrate your knowledge of empathy and its impact on diversity</li> <li>- Describe effective methods of conflict resolution in the workplace</li> <li>- Demonstrate your understanding of effective listening and communication skills</li> </ul>

**Interdisciplinary Connections:**  
 Case study incorporating professionalism with aspects of history taking, differential diagnoses, and treatment using 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

### Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- Sample AMCA (American Medical Certification Association) test questions</li> <li>- Sample AMCA (American Medical Certification Association) Test</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> </ul>
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## Medical Assistant II

	<ul style="list-style-type: none"> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b> Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b><u>Resources:</u></b> Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p><a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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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

## Medical Assistant II

		<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:** Review- 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

## Medical Assistant II

	W.11-12.6.).	selecting the best tool for a given task.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <p>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><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Patient's rights and HIPAA</li> <li>- Medical legal terminology</li> <li>- Scope of practice for the medical assistant</li> </ul> <p><b>Work Based Learning:</b>          Guest speakers</p>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>- Demonstrate your knowledge of patient's rights in a healthcare setting</li> <li>- Describe the purpose of and implementation of HIPAA</li> <li>- Demonstrate your knowledge of medical legal and ethical terminology</li> <li>- Describe the scope of practice of a medical assistant</li> </ul>	
<p><b>Interdisciplinary Connections:</b>          Case study incorporating confidentiality with aspects of history taking, differential diagnoses, and treatment using the patient simulator</p> <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>		
<b>Stage 2: Assessment Evidence</b>		
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>- Sample AMCA (American Medical Certification Association) test questions</li> <li>- Sample AMCA (American Medical Certification Association) Test</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>- Unit Test Grade</li> <li>- Quizzes</li> <li>- Writing projects</li> <li>- Research projects</li> <li>- Google Classroom assignments</li> <li>- Group activities</li> <li>- Classroom discussions</li> <li>- Student created assessments</li> <li>- Rubrics</li> <li>- Review Games (Kahoot, Quizlet, Blooket, EdPuzzle)</li> </ul>	
<b>Stage 3: Learning Plan</b>		
<p><b>Learning Opportunities/Strategies:</b>          Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Projects</li> <li>- Debates</li> <li>- Team building activities</li> <li>- Cooperative learning activities</li> <li>- Interactive games</li> <li>- Online learning websites</li> <li>- Internet research</li> <li>- Student driven activities</li> </ul>	<p><b>Resources:</b>          Textbook: Niedzwiecki, Pepper, and Weaver. Kinn's The Medical Assistant: An Applied Learning Approach. Fourteenth Edition, 2019. Saunders Elsevier.</p> <p><a href="http://Biodigital.com">Biodigital.com</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> </ul>	

## Medical Assistant II

		<ul style="list-style-type: none"> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>	
<b>Differentiation</b> *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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# Medical Assistant II

## Pacing Guide

Medical Assistant II	The Medical Assistant: An Applied Learning Approach	Standards
<b>22 Days</b>		
<u>Clinical Medical Assisting-</u> Infection Control Electrocardiography Testing Collecting Specimens and Diagnostic Testing	<b>UNIT 5</b> <b>UNIT 5</b> <b>UNIT 5</b> <b>UNIT 7</b>	9.3.HL-DIA.2 9.3.HL-DIA.4 -5 9.3.HL-HI.1 9.3.HL.3 9.3.HL-SUP.2,5 9.3.HL-THR.1-3
<b>23 Days</b>		
<u>Clinical Medical Assisting-</u> Patient Intake Assisting with Physical Examinations and Procedures Administration of Medications	<b>UNIT 5</b> <b>UNIT 5</b> <b>UNIT 6</b>	9.3.HL-HI.1 9.3.HL-THR.1-3 9.3.HL-DIA.1-2, 4-5
<b>23 Days</b>		
<u>Review- Administrative Medical Assisting:</u> Medical Records Management/Patient Care Coordination and Education Billing and Insurance/ Medical Office Management	<b>UNIT 2</b> <b>UNIT 2</b> <b>UNIT 3</b>	9.3.HL-HI.1 9.3.HL-THR.1-2 9.3.HL.4 9.3.HL-DIA.1 9.3.HL-DIA.4 9.3.HL-THR.2
<b>22 Days</b>		
Review: Professionalism Review: Medical Law and Ethics AHA CPR Certification AMCA Clinical Medical Assistant Exam	<b>AMCA CMA exam review materials</b>	9.3.HL-HI.1 9.3.HL.2 9.3.HL.5-6 9.3.HL-THR.2-3 9.4.12.CT.2