

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
Career & Technical Education**

**Name of Course
Allied Health 2**

Course Description:

Students will follow a curriculum that will teach them skills and theory pertaining to nursing and medical assisting. They will learn medical assistant based content that will prepare students to become clinically certified medical assistants and pursue careers as future health professionals.

Allied Health I involves theory, classroom-laboratory skills, and may have field trip/community event opportunities. Course content includes: healthcare systems, legal and ethical responsibilities, medical terminology, infection control, communications, anatomy and physiology, human growth and development, behavioral health, medical mathematics, wellness and nutrition, client status, safety precautions, CPR and basic life support, emergency care, personal qualities, health information technology, EHR simulation, cultural social and ethnic diversity, diseases and disorders, the health assistant, body mechanics, special populations, nutrition and elimination, the surgical patient, specimen collection and testing, phlebotomy, electrocardiography, medical office assistant, patient comfort.

Initial Creation Date (if applicable) and Revision Dates:

9/23/2025

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Nutrition and Elimination	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....
 Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...
 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.
 Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.
 Standard CC.3.5.11 -12A Cite specific textual evidence, etc....
 Standard CC.3.5.11 -12.B. Determine the central ideas or conclusions of a text; etc...
 Standard CC.3.5.11 -12.C. Follow precisely a complex multistep procedure, etc...
 Standard CC.3.5.11 -12.D. Determine the meaning of symbols, key terms, and other domain specific words...
 Standard CC.3.5.11 -12.E. Analyze the structure of the relationships among concepts in a text.
 Standard CC.3.5.11 -12.F Analyze the author's purpose in providing an explanation, describing a procedure...

UNIT OBJECTIVES (SWBATS):

- Describe the six types of nutrients.
- Contrast simple and complex carbohydrates.
- Identify saturated, unsaturated, and trans fats.
- Distinguish between complete and incomplete proteins.
- Recognize fat and water-soluble vitamins.
- Describe fiber. Lesson 2 – Food Groups
- List the five food groups.
- Interpret MyPlate.
- Identify the types of food people should eat the most and least of each day.
- Adapt nutrition to patients with physical problems as ordered.
- List the foods allowed on each type of facility diet.
- Identify therapeutic diets.
- State the purposes of therapeutic diets.
- Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.
- Adapt nutrition to patients with physical problems.
- Identify ways to prevent choking.
- Identify the assistant's role in providing nutrition.
- Promote a positive mealtime atmosphere.
- Identify appropriate diet on tray to appropriate patient
- Provide meals to the patient.
- Assist with feeding.
- Identify techniques that promote patient independence.
- Serve and remove diet tray.
- Feed a patient who cannot self-feed.
- Identify alternative methods for food intake.
- Identify the assistant's role in tube feeding.
- Explain the role of fluids in maintaining homeostasis.

- Identify special fluid orders.
- Identify signs and symptoms of dehydration.
- Measure and record intake and output.
- Identify reasons for monitoring intake and output.
- Identify different forms of output.
- Calculate intake and output.
- Identify characteristics of normal and abnormal bowel elimination.
- Record and report abnormalities.
- Assist patient with the use of a bedpan.
- Assist with hygiene care as requested.
- Assist patient with using a urinal.
- Assist with hygiene as requested.
- Assist patient with use of bedside commode.
- Provide patient with necessary toileting supplies.
- Assist with hygiene as requested.
- Identify the purpose of bladder and bowel training.
- Describe the assistant's role in bladder and bowel training.
- List ways to reinforce bladder and bowel training.
- Identify how a urinary catheter works.
- Identify types of urinary catheters.
- Observe catheter equipment.
- Provide catheter care.
- Empty urinary drainage bag.
- Measure and observe urinary output.
- Apply a leg bag.
- Observe catheter equipment.
- Apply an external catheter.
- Position catheter equipment.
- Provide skin care for ostomy patient.
- Demonstrate care of ostomy drainage system.
- Identify types of enemas.
- Demonstrate use of a commercially prepared enema.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Historical Figure research
 Debates
 Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments

Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

Carbohydrates (simple, complex)
Proteins (complete, incomplete)
Fats (saturated, unsaturated, trans)
Vitamins
Minerals
Water
Fiber
Cholesterol (LDL, HDL)
Essential nutrients
MyPlate / Food groups
Caloric intake
BMI (Body Mass Index)
Hydration
Malnutrition
Dietary guidelines
Therapeutic diets (clear liquid, full liquid, soft, bland, low sodium, low fat)
Elimination Concepts
Urinary system
Gastrointestinal system
Urinary catheterization
Enemas
Ostomy care
Bowel elimination
Constipation
Diarrhea
Incontinence
Continuous bladder irrigation
Urinalysis
Occult stool test
Cystoscopy
Nutrition Delivery Methods
Enteral nutrition
Tube feeding
Nasogastric tube
Gastrostomy tube (PEG)
Parenteral nutrition
Total Parenteral Nutrition (TPN)

Psyllium
Docusate sodium
Mineral oil
Ferrous sulfate
Folic acid
Vitamin B12
Metoclopramide
Atorvastatin
Furosemide
Lisinopril
Metoprolol
Finasteride

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: The Surgical Patient	TIMEFRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS: Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc... Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p>
<p>UNIT OBJECTIVES (SWBATS):</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Worksheets Lectures Historical Figure research Debates Infographics</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Pre-tests Oral questioning Projects Presentations Unit Tests</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Curriculum Compacting Tiered Assignments Learning Contracts Independent Study Flexible Grouping Multi-leveled questions Stations</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): iCEV Cloud based curriculum Simmers DHO Health Science Dean Vaughn Medical Terminology course OSHA- Career Safe</p>
<p>KEY VOCABULARY:</p>

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Specimen Collection and Testing	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Use medical terminology to indicate anatomical structures.
- Identify word parts, including root, prefix, and suffix.
- Interpret medical terms
- Explain why it is important for all health care workers to know medical terms.
- Name the words parts found in medical terms.
- Describe the use of a medical dictionary.
- Define word root.
- Identify basic word roots for body systems.
- Pronounce common word roots.
- Define suffix.
- Identify suffixes from a basic list.
- Pronounce common suffixes.
- Define prefix.
- Identify prefixes from a basic list.
- Pronounce common prefixes.
- Identify the rules for combining word parts in medical terms.
- Explain combining vowels and combining forms.
- Build and break apart terms to decode their meanings
- Explain the purpose of abbreviations.
- Describe precautions to use with abbreviations.
- List general medical abbreviations.
- List medical abbreviations related to certain body systems.

- Describe anatomical position.
- Define and label body planes.
- Explain directional terms.
- Identify body cavities and the organs they contain.
- Name abdominal regions

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Historical Figure research
 Debates
 Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
 Simmers DHO Health Science
 Dean Vaughn Medical Terminology course
 OSHA- Career Safe

KEY VOCABULARY: word parts, word roots, suffixes, prefixes, word parts, body systems
 abbreviations, anatomic references, body planes, body directions, body cavities

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT Medical Office Assistant	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Utilize Germ Detector equipment.
- Visualize germs.
- Record results of experiments.
- Analyze the difference between microorganisms, non-pathogens, and pathogens.
- Identify types of pathogens, bacteria, parasites, and fungi.
- Identify diseases caused by bacteria, parasites, fungi, and viruses.
- Distinguish between endogenous, exogenous, nosocomial, or healthcare-acquired (HAI), and opportunistic diseases.
- Define infectious disease and communicable disease.
- Identify the components of the chain of infection.
- Explain the primary modes of transmission in the chain of infection.
- Explain the importance of maintaining asepsis to prevent the spread of disease.
- Compare and contrast the two basic types of asepsis, medical and surgical, and the best practices for each method.
- Describe the three levels of asepsis and the characteristics of each process.
- Explain the importance of hand cleansing and its role in preventing the spread of infection.
- Identify when to cleanse hands.
- Analyze the two methods healthcare workers should use to cleanse their hands.
- Explain the importance of cleaning objects or equipment.
- Identify the items needed to clean objects or equipment properly.
- Explain the benefits and uses of an ultrasonic unit for cleaning objects or equipment
- Describe the Center for Disease Control and Prevention's list of standard precautions that should be used for all patients, regardless of their type of illness.
- Identify protocols for handling used sharps materials.
- Evaluate procedures for cleaning spills for hazardous materials, including blood and blood products.
- Describe the steps involved in handling contaminated linens and infectious waste.
- Identify who should wear gowns and when.
- Describe when to change gowns.
- Explain the proper protocols for disposing of gowns.
- Don and doff gowns.
- Describe when and why it is essential to wear masks and eyewear for procedures.
- Demonstrate the proper protocols for wearing and disposing of masks and eyewear.
- Explain how pandemics often affect CDC guidelines for conserving supplies and safeguarding healthcare workers.
- Identify the best practices for donning non-sterile gloves as personal protective equipment (PPE).

- Explain the procedure for using non-sterile gloves when other protective equipment is required.
- Describe the process for wearing, maintaining, and disposing of non-sterile gloves.
- Don and doff non-sterile gloves.
- Define the various types of communicable diseases.
- Differentiate between communicable diseases that are infectious and those that are not.
- Identify the various transmission-based precautions for each type of communicable disease including contact, droplet, and airborne.
- Describe the protocols for entering and leaving isolation rooms with patients diagnosed with highly communicable diseases.
- Describe the protocols used to dispose of PPE and other biohazardous material after removal.
- Don and remove transmission-based garments in the correct order.
- Explain the purpose of isolation units.
- Describe the distribution process of meals in isolation units.
- Identify the procedures for transferring soiled linens and trash from an isolation unit
- Describe a sterile field.
- Identify guidelines for working in a sterile field.
- Explain how to handle a sterile package correctly.
- Describe the difference between sterile and non-sterile gloves.
- Explain the benefits and use cases for both sterile and non-sterile gloves.
- Identify which procedures require the use of sterile versus non-sterile gloves.
- Don and remove sterile gloves.
- Describe the sterilization process used in autoclaving.
- Identify the types of autoclaving wrappings and the benefits of each.
- Explain the procedures for preparing items for autoclaving.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Historical Figure research
 Debates
 Infographics
 Skills training

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Skill-outs
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum

Simmers DHO Health Science

Dean Vaughn Medical Terminology course

OSHA- Career Safe

KEY VOCABULARY: microorganisms, infection, asepsis, hand hygiene, cleaning equipment, standard precautions, gowns, masks, eyewear, non-sterile gloves, transmission-based garments, isolation units, sterile technique, sterile field, microorganisms, pathogen, autoclave

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Office Environment	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Apply the communication model.
- Give and receive directions.
- Ask questions to clarify the meaning of a message
- Identify examples of verbal and nonverbal communication.
- Interpret verbal and nonverbal behaviors to augment communication within scope of practice.
- Understand and use therapeutic communication guidelines.
- Apply the elements of communication using the sender-receiver model.
- Apply active listening skills using reflection techniques.
- Identify attitudes and behaviors that promote positive interactions.
- Interact appropriately with diverse ethnic, age, cultural, religious, and economic groups.
- Discuss the differences between constructive and non-constructive criticism.
- Actively listen to other team members.
- Exhibit respectful and empathetic behavior when interacting with peers, superiors, subordinates, and customers in group situations.
- Demonstrate use of precise language to clearly communicate ideas.
- Demonstrate ability to give and follow directions.
- Identify barriers that can affect client confidence.
- Develop communication skills that are responsive rather than reactive.
- Adjust communication to other's ability to understand.
- Identify barriers that can affect client confidence.
- Adapt communication skills to varied levels of understanding and cultural orientation.
- Identify effective techniques for communicating with clients with non-English or limited English proficiency.
- Identify barriers that can affect client confidence.
- Identify effective techniques for communicating with behaviorally or emotionally impaired clients; hearing, speech, and vision impaired clients; and mentally and physically challenged clients.
- Identify barriers that can affect client confidence.
- Access resources needed to remove communication barriers.
- Identify attitudes and behaviors that promote positive interaction between the health care provider and client.
- Explain routine procedures at a client's level of understanding.
- Demonstrate courtesy to others, including self-introduction.
- Recognize the importance of patient/client education regarding health care.
- Explain routine procedures at client's level of understanding.

- Identify types of documentation used in the health care profession.
- Secure needed information to establish a health history.
- Provide written communication that is accurate and grammatically correct, using nomenclature appropriate to the environment.
- Distinguish between factual reports and personal opinion.
- Develop basic observational skills related to documentation strategies in written and oral form.
- Report both subjective and objective information.
- Identify policies and protocols regarding use of telecommunications tools.
- Give and take complete and accurate messages.
- Demonstrate knowledge of new and emerging communication technologies.
- Discuss the use of communication technology to access and distribute data and other information in accordance with established policies and protocols.
- Describe the uses of computers in health care.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY: communication, communication process, interpersonal communication, group communication, communication barriers, personal barriers, cultural barriers, physical barriers, environmental barriers, patient communication, interaction, documentation, documents, reporting, communication technology, telephone skills

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT : Office Equipment	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Properly use and care for lab equipment.
- Safely operate lab equipment.
- Define vital signs.
- Explain why it is critical that vital signs are measured and recorded accurately.
- Study health indicators.
- Identify normal height, weight ranges, and head circumference for different age groups and genders and those that should be reported.
- Identify factors that may affect height, weight, and head circumference.
- Identify common causes of variations in height, weight, and head circumference
- Define temperature and homeostasis.
- Describe the methods used for taking temperature.
- Identify factors that affect temperature. • Recognize abnormal temperatures.
- Identify glass thermometers.
- List what temperatures can be taken with glass thermometers.
- Explain the dangers of using mercury thermometers.
- Describe how to clean and store a glass thermometer.
- Identify electronic thermometers.
- List what temperatures can be taken with electronic thermometers.
- Explain the advantages of electronic thermometers.
- Take and record an oral temperature.
- Identify tympanic thermometers.
- Explain the advantages of tympanic thermometers.
- Take and record a tympanic temperature.
- Define pulse.
- Identify normal pulse ranges for various age groups
- Describe pulse rate, rhythm, and pulse.
- Identify pulse sites.
- Define respiration rate.
- Identify normal respiration rates for various age groups.
- Describe respiration rate, character, and rhythm.
- Identify abnormal respirations.
- Take and record respirations.
- Define blood pressure and systolic and diastolic readings.
- Identify factors that can affect blood pressure.
- Recognize abnormal blood pressure.

- Use a sphygmomanometer.
- Take and record blood pressure.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
 Lectures
 Historical Figure research
 Debates
 Infographics
 Skills Training

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
 Oral questioning
 Projects
 Presentations
 Skill-outs
 Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
 Tiered Assignments
 Learning Contracts
 Independent Study
 Flexible Grouping
 Multi-leveled questions
 Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
 Simmers DHO Health Science
 Dean Vaughn Medical Terminology course
 OSHA- Career Safe

KEY VOCABULARY: vital signs, body measurements, temperature, glass/mercury thermometer, oral temperature, tympanic temperature, pulse, radial pulse, apical pulse, respiration, blood pressure, analog, sphygmomanometer, Blood pressure cuff, stethoscope, temporal

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Telephone Etiquette	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Properly use and care for lab equipment.
- Define anatomy and physiology.
- Determine the reasons Anatomy and Physiology are important to Health Care Workers
- Define the term cell
- Describe the functions of cells
- Identify the parts of a cell.
- Define metabolism
- Explain and Identify cell reproduction
- Define tissue, organ, and system
- Distinguish between different types of tissue
- Identify organs of the body
- Organize the levels of the body's structure
- Define homeostasis and disease
- Describe abnormal cell conditions
- Identify types of tumors
- Explain types of immunity
- Describe the functions of the integumentary system.
- Identify the parts of the integumentary system.
- Name the layers of skin.
- Distinguish glands in the skin.
- Describe some diseases and disorders of the integumentary system.
- Describe the functions of the skeletal system.
- Explain how bones are classified by shape.
- Identify the bones of the body.
- Define a joint
- Describe some diseases and disorders of the skeletal system.
- Describe the functions of the muscular system.
- Explain the common traits of all muscles.
- Identify the types of muscles.
- Define types of body movements.
- Describe some diseases and disorders of the muscular system.
- Describe the functions of the nervous system.
- Describe the function of the sensory system.
- List the five special senses.

- Identify the parts of the eye.
- Trace the pathway of light from the outside to the brain
- Identify the parts of the ear.
- Trace the pathway of sound from the outside to the brain.
- Describe the process involved with the sense of smell.
- Identify the four main tastes.
- Explain the general senses.
- Describe some diseases and disorders of the sensory system.
- Define the types of nerve cells.
- List the main divisions of the nervous system and their parts.
- Identify the parts of the brain.
- Describe some diseases and disorders of the nervous system
- Describe the functions of the cardiovascular system.
- Identify the parts of the cardiovascular system.
- Describe how the heart pumps blood.
- Explain how blood is circulated through the body.
- List the components of blood.
- Describe some diseases and disorders of the cardiovascular system
- Describe the functions of the lymphatic system.
- Identify the parts of the lymphatic system.
- Define antibody.
- Describe some diseases and disorders of the lymphatic system.
- Describe the anatomy and function of the respiratory system.
- Describe the steps of the breathing process, including ventilation, respiration, and oxygenation.
- Describe the anatomy and function of the respiratory system.
- Identify the structures of the respiratory system.
- Describe some diseases and disorders of the respiratory system.
- Describe the functions of the digestive system.
- Identify the parts of the digestive system.
- Trace food from the beginning of the digestive process to the end.
- Describe some diseases and disorders of the digestive system.
- Describe the functions of the urinary system.
- Identify the parts of the urinary system.
- Explain how urine is formed and removed from the body.
- Describe some diseases and disorders of the urinary system.
- Describe the functions of the endocrine system.
- Identify the parts of the endocrine system.
- Explain the role of hormones.
- Describe some diseases and disorders of the endocrine system.
- Describe the functions of the male reproductive system.
- Identify the parts of the male reproductive system.
- Explain how male sex cells are formed and travel to the female.
- Describe the functions of the female reproductive system.
- Identify the parts of the female reproductive system.
- Explain how female sex cells are formed and travel through the female body.
- Describe some diseases and disorders of the reproductive system.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY: anatomy, physiology, cells, body structure, diseases, immunity, integumentary, disease, disorders, muscular system, nervous system, cardiovascular system, sensory system, vision, hearing, smell, taste, lymphatic system, respiratory system, digestive system, urinary system, endocrine system, reproductive system,

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Appointments	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

UNIT OBJECTIVES (SWBATS):

- Describe measures to promote wellness.
- Demonstrate an understanding of the risk factors that contribute to illness.
- Communicate with patients in a respectful manner.
- Define wellness.
- Describe holistic health care.
- Explain how wellness may affect health care systems.
- Describe factors of healthy living.
- Describe the six types of nutrients.
- Contrast simple and complex carbohydrates.
- Identify saturated, trans, and unsaturated fats.
- Distinguish between complete and incomplete proteins.
- Recognize fat and water-soluble vitamins.
- Describe fiber
- Describe the five food groups.
- Contrast refined and whole grains.
- Explain the importance of eating a variety of fruits and vegetables.
- Explain why fat-free or low-fat foods are recommended.
- Describe how much salt and sugar one should consume.
- State the amount of food you need from each food group.
- Interpret MyPlate.
- Identify what foods people should eat the most and least.
- Read a food label.
- Describe types of therapeutic diets
- Explain how to choose health care providers, including professionals, hospitals, and pharmacies.
- Describe prescription, over the counter, brand name, and generic drugs.
- Describe a physical examination.
- Explain how physical examinations affect wellness.
- Demonstrate a far vision test.
- Define stress and stressors.
- Explain how stress affects wellness.
- Describe ways to manage stress.
- Develop a wellness plan.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pre-tests
Oral questioning
Projects
Presentations
Unit Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Curriculum Compacting
Tiered Assignments
Learning Contracts
Independent Study
Flexible Grouping
Multi-leveled questions
Stations

RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY: wellness, healthy living, nutrition, nutrients, food groups, diets, provider, physical examination, wellness, stress

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Written Communication	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....

Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

Standard CC.3.5.9 -10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9 -10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9 -10.I. the narration of technical processes, etc.

Standard CC.3.6.9 -10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9 -10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9 -10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

Standard CC.3.6.11 -12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9 -10 D

Standard CC.3.6.11 - 12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for compare and contrast findings presented in a text to those from other sources, etc...

UNIT OBJECTIVES (SWBATS):

- Define behavioral health.
- Identify the difference between behavioral health and mental health.
- Determine the importance of healthcare professionals in behavioral health.
- Define stigma.
- Recognize the behaviors associated with having a stigma.
- Identify ways that having a stigma against mental health disorders and diseases is harmful.
- Determine ways to help combat stigma within yourself and others.
- Identify various careers in behavioral health.
 - Define anxiety disorder, panic disorder, obsessive-compulsive disorder, phobias, and psychotherapy.
- Identify symptoms of anxiety disorders.
- Understand treatment options for anxiety disorders.
- Define mood disorders, depression, and bipolar disorder.
- Identify symptoms of mood disorders.
- Understand treatment options for mood disorders.
- Define eating disorder, binge-eating, bulimia nervosa, and anorexia nervosa.
- Identify symptoms of eating disorders.

- Understand treatment options for eating disorders.
- Define post-traumatic stress disorder (PTSD).
- Identify symptoms of PTSD.
- Understand treatment options for PTSD.
- Define substance use disorder, addiction, relapse, and detoxification.
- Identify symptoms of substance use disorder.
- Understand treatment options for substance use disorder.
- Identify the risk factors for behavioral health disorders.
- Determine how to find help for behavioral health disorders.
- Identify methods of self-care.
- Identify signs someone may be suffering from a behavioral health issue.
- Review behavioral health treatment options.
- Identify various types of care facilities.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Worksheets
Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

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RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY: Mental health disorders, Behavioral health, Psychological well-being, stress management, Substance abuse, Addiction, Depression, Anxiety, Suicide prevention, Patient communication, Empathy, Cultural sensitivity, HIPAA and mental health, Confidentiality, Therapeutic communication, Crisis intervention, Referral procedures, Support systems, Mental health professionals, Treatment modalities (e.g., CBT, medication)

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT 1: CPR & Basic Life Support	TIMEFRAME: 1 week

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Demonstrate proper body mechanics. • Identify common causes of back injuries. • Demonstrate safe management of hospital beds, side rails, wheelchairs, and stretchers. • Demonstrate the correct application of a transfer belt. • Identify causes and symptoms of pressure ulcers. • Identify places on the body to check for pressure ulcers. • Identify measures, such as turning and positioning, to prevent pressure ulcers. • Assist a patient to move up in bed. • Apply the principles of body mechanics when positioning a patient. • Turn and position a patient in bed by using logrolling. • Demonstrate turning a patient toward you and away from you. • Apply principles of body mechanics when turning and positioning a patient. • Assist the patient to a dangling position. • Apply principles of body mechanics when turning and positioning a patient. • Position patients in bed. • Turn and position patients in proper alignment. • Apply proper body mechanics when turning and positioning a patient. • Demonstrate proper position of a patient in a wheelchair. • Reposition a patient in a chair or wheelchair. • Apply principles of body mechanics when positioning a patient. • Identify situations that warrant the use of particular lifts. • Identify standard assistive devices and adaptive equipment and their uses. • Transfer patient from a bed to a wheelchair or vice versa. • Demonstrate safe transfer techniques. • Apply principles of body mechanics and alignment during transfers. • Transfer patient from a stretcher to a bed and vice versa. • Move a patient from bed to stretcher, using three-person lift. • Demonstrate the use of a draw sheet when transferring patients. • Assist a patient from a wheelchair to a toilet and vice versa. • Apply principles of body mechanics and alignment during transfers. • Transfer patient from a wheelchair to a vehicle or vice versa. • Apply principles of body mechanics and alignment during transfers.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Worksheets</p>

Lectures
Historical Figure research
Debates
Infographics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

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RESOURCES (Technology Based Resources, Text Resources, etc.):

iCEV Cloud based curriculum
Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

Body mechanics
Posture
Alignment
Balance
Base of support
Center of gravity
Muscle productivity
Back injury prevention
Abduction – movement away from the midline
Adduction – movement toward the midline
Flexion – bending a joint
Extension – straightening a joint
Elevation – raising a body part
Depression – lowering a body part
Eversion – turning the sole of the foot outward
Rotation – turning around an axis
Ball and socket joint
Condylod joint
Cartilaginous joint
Synovial joint
Fibrous joint
Muscle Properties
Contractibility
Excitability

Elasticity

Safety Practices

Lifting techniques

Bend at hips and knees

Hold objects close to the body

Avoid twisting the spine

Use leg muscles to lift

Secure side rails

Lock wheelchair wheels before transfer

Back injuries

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Emergency Care	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

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Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical p

Standard CC.3.5.11 -12.D. Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11 -12.E. Analyze the structure of the relationships among concepts in a text.

Standard CC.3.5.11 -12.F Analyze the author's purpose in providing an explanation, describing a procedure...processes, etc.

UNIT OBJECTIVES (SWBATS):

- Explain four areas of human development, including physical, intellectual, emotional, and social.
- Develop a basic understanding of human needs.
- Describe the role of human genetics in relation to genetic diseases.
- Identify current issues related to genetic research.
- Describe the development of a fetus to birth.
- Evaluate the effects of alcohol, controlled substances, and tobacco on a fetus.
- Name developmental tasks for the neonate age group.
- Identify health issues for the neonate age group.
- Name developmental tasks for the infant and toddler age group.
- Identify health issues for the infant and toddler age group.
- Name developmental tasks for the early childhood age group.
- Identify health issues for the early childhood age group.
- Name developmental tasks for the middle childhood age group.
- Identify health issues for the middle childhood age group.
- Name developmental tasks for the adolescent age group.
- Identify health issues for the adolescent age group.
- Name developmental tasks for the early adult age group.
- Name developmental tasks for the middle adult age group.
- Name developmental tasks for the late adult age group.
- Examine the effects of aging.
- Identify health issues for the geriatric age group.
- Discuss death and dying. • Recognize the stages of the grief process.
- Describe mortuary science.
- Discuss services provided by funeral directors and funeral homes.

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Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

- Developmental Domains
- Physical development
- Emotional development
- Social development
- Cognitive development
- Intellectual development
- Stages of Development
- Infancy
- Toddlerhood
- Preschool age
- School-age children
- Adolescence
- Adulthood
- Late adulthood
- Key Theories & Concepts
- Maslow's Hierarchy of Needs
- Nature vs. nurture
- Continuous vs. discontinuous development
- Developmental milestones
- Contexts of development
- Stages of human development
- Genetics and heredity
- Chromosomal diseases
- Recombinant DNA
- Influences on Development
- Family dynamics

- Socioeconomic status
- Cultural values
- Environmental factors
- Public policies
- Skills & Applications
- Employability skills
- Communication in developmental care
- Observation and assessment
- Supporting developmental needs

Wallenpaupack Area School District Curriculum	
COURSE: Allied Health 2	GRADE/S: 11
UNIT: Medical Records	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

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Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...

Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.

Standard CC.3.5.11-12A Cite specific textual evidence, etc....

Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...

Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...

UNIT OBJECTIVES (SWBATS):

- Define safety in health care
- Describe common safety issues
- Identify common safety symbols
- Define ergonomics
- Determine the steps for greeting, identifying, and explaining procedures to patients
- Decide the proper order of these steps
- Define what a regulation is
- Determine the top regulatory agencies
- Identify health care regulations
- Determine what a sentinel event is and how to respond to it
- Identify the legal implications of accidents in a health care facility
- Identify the importance of reporting an incident
- Apply appropriate communication techniques when interviewing the victim of an accident
- Demonstrate how to file an event report
- Define body mechanics
- Identify the proper technique for lifting and moving
- Identify the proper technique for pushing and pulling
- Identify equipment used to help patients maintain proper body mechanics
- Define the four basic bed positions and their uses
- Identify the four basic bed positions
- Determine how body mechanics relates to patient transfers
- Identify principles of body mechanics to use during transfers
- Describe the two aspects of food safety in healthcare
- Define foodborne illness and understand what causes these types of sicknesses
- Recognize ways to handle, prepare, and store foods properly
- Identify ways to help a patient eat a meal
- Identify fire prevention guidelines
- Define the acronyms RACE and PASS
- Identify the types of fire extinguishers
- Explain the importance of safety data sheets
- Identify the required information on safety data sheets
- Recognize safety guidelines that should be practices when handling chemical solutions

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Simmers DHO Health Science
Dean Vaughn Medical Terminology course
OSHA- Career Safe

KEY VOCABULARY:

Body mechanics
Injury prevention
Back injuries
Ergonomics
Muscle productivity
Posture
Balance
Center of gravity
Base of support
Safe Movement & Positioning
Bend at hips and knees
Use leg muscles to lift
Avoid twisting
Hold objects close to body
Ask for assistance when needed
Transfer belt
Hydraulic lift
Wheelchair safety
Side rails
Patient Positioning
Prone position
Fowler's position

Supine position
Lateral position
Walker
Cane
Wheelchair
Lift devices
Workplace Safety Practices
OSHA guidelines
Fire safety (RACE & PASS)
Emergency codes
Disaster plans
Material Safety Data Sheet (MSDS)
Restraints and postural supports
Workplace violence prevention