Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Foundations of Health Science	CTE	9-10	0.5

Course Description:

An introduction to the various pathways (Diagnostic, Therapeutic, Health Informatics, Support Services, Biotechnology Research and Development) in the field of Allied Health. Students will learn the basic structure and function of selected body systems and will practice medical skills associated with selected body systems. Students will learn medical abbreviations, and basic medical terminologies (prefix, suffix, and word roots) associated with selected body systems. Particular focus will be placed on vital signs, and skills associated with medical assisting, CNA and nursing. Students will also learn basic communication skills and demonstrate competency in dealing with patients with a variety of backgrounds regardless of sexual orientation, religious, ethnic and racial status. This course embeds multiple hands-on (CPR training, Stop The Bleed) and virtual lab experiences (Blood Typing) to enhance their knowledge and class experience. Students will be expected to demonstrate competency in the skills that are taught.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
	HEALTH LITERACY Obtain, interpret and understand basic health information and services and use such information and services in ways that enhance health Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction Understand basic public health and safety issues
Additional Course Information: ***Knowledge/Skill Dependent courses/prerequisites***	**Link to *Completed Equity Audit***

Standard Matrix

Common Career Technical Core Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
HL 1.1: Utilize knowledge of human structure and function to conduct health care roles. • Describe the basic structures and functions of cells, tissues, organs and systems as they relate to homeostasis. • Compare relationships among cells, tissues, organs and systems. • Explain body planes, directional terms, quadrants and cavities. • Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies and care rehabilitation.			X		
HL 3.6: Utilize emergency procedures and protocols. • Interpret the evacuation plan for the health care setting. • Construct an emergency plan for a health care setting in response to a natural disaster or other emergency. • Follow the facility procedure when a fire is discovered.					X

HL 4.1: Describe team member participation. ● Communicate verbally and nonverbally with team colleagues to assure a best result for the client. ● Collaborate with others to formulate team objectives. ● Identify responsible actions of team members to complete assigned tasks in a timely and effective manner. ● Recognize the importance of active listening to other team members. ● Exercise leadership skills as appropriate. ● Respect and value the expertise and contributions of all team members. ● Recognize the importance of working collaboratively with persons from diverse backgrounds to accomplish a common goal. ● Apply corrective action to an acknowledged conflict situation. ● Exhibit a strong sense of team identity and commitment to purpose	X				
HL 5.1: Describe legal implications affecting health care workers. ● Analyze legal responsibilities, limitations and implications of actions. ● Use problem-solving techniques when confronted with legal dilemmas or issues. ● Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence. ● Identify and comply with policies and requirements for documentation and record keeping. ● Identify and comply with established risk management criteria and procedures. ● Evaluate if an incident is reportable. ● Identify and comply with non-discriminatory laws. ● Identify and comply with institutional policy and procedures				X	
HL 5.2: Describe legal practices employed by health care workers. ● Perform duties according to regulations, policies, laws and legislated rights of clients. ● Manage clients' rights according to the Patients' Bill of Rights. ● Manage confidentiality according to Health Information Portability Access Act (HIPAA). ● Employ practices that adhere to licensure, certification, registration and legislated scope of practice. ● Apply the doctrine of informed consent. ● Evaluate technological threats to confidentiality. ● Employ mandated standards for workplace safety, i.e., OSHA, CDC, CLIA. ● Apply mandated standards for harassment, labor and employment laws.				X	
HL 6.3: Explain cultural, social and ethnic diversity as it applies to health care delivery. ● Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events. ● Demonstrate respect of individual cultural, social and ethnic diversity within the healthcare environment.		X			

Unit Links
Unit 1: Professional Skills Unit 2: Cultural, Social, and Ethnic Diversity Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology Unit 4: Vital Signs Unit 5: First Aid

Unit Title:	
Unit 1: Professional Skills	
Relevant Standards: Bold indicates priority	
HL 4.1: Describe team member participation.	
Essential Question(s):	**Enduring Understanding(s):**
• Why is teamwork important in a healthcare setting? • What are ten (10) characteristics of a healthcare team member? • What are four (4) barriers to communication? • What is the impact of a healthcare professional's personal appearance on patient experience? • What is the importance of non verbal communication and what is its impact on positive patient outcomes?	Communication is the process of exchanging messages among team members in a healthcare setting. Accurate communication is therefore vital. Healthcare professionals must communicate effectively and appropriately with other health care workers, patients and clients and their families, students, visitors, administrators, and business contacts.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	5
Family Overview (link below)	**Integration of Technology:**
5 Health Science Career Pathways Personal Qualities of Healthcare Workers	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Professionalism, responsibility, team player, teamwork, communication, cultural diversity, autocratic, democratic, tact, nonverbal communication,	

parliamentary procedure, personal hygiene, phone etiquette, medical terminology, discretion	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connections to Prior Units:	**Connections to Future Units:**
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Comprehension	• Build contexts to prior knowledge. • Accentuate important information and how it relates to the learning goal. • Apply learning to new context.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
• An EL can make accurate use of standard English to communicate in grade appropriate speech and writing. • An EL can create clear and coherent grade-appropriate speech and text.	• I can develop a profile of an effective team member. • I can demonstrate effective oral and written communication skills. • I can develop a dress code for a healthcare setting of my choice. • I can explain the importance of non-verbal communication and its impact on positive patient outcomes. • I can write scenarios demonstrating poor and good telephone etiquette.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	• I can demonstrate effective oral and written communication skills	• I can define communication and its role in the healthcare industry and identify communication barriers. • I can describe the results of communication barriers. • I can distinguish between oral and written communication. • I can apply the elements of communication using the sender-receiver model. • I can apply active	

		listening skills using reflection techniques.	
2	• I can develop a profile of an effective team member	• I can describe the characteristics of an effective team member and review team roles in a healthcare setting. • I can demonstrate characteristics of an effective team member by using collaboration skills.	
3	• I can develop a dress code for a healthcare setting of my choice.	• I can identify the professional dress code for a healthcare professional. • I can research professional dress codes for area medical establishments. • I can *develop a dress code for a healthcare setting of my choice.*	
4	• I can explain the importance of non-verbal communication and its impact on positive patient outcomes.	• I can identify examples of verbal and nonverbal communication. • I can interpret verbal and nonverbal behaviors to augment communication within scope of practice. • I can explain the importance of non-verbal communication and its impact on patient experience in healthcare.	
5	• I can write scenarios demonstrating poor and good telephone etiquette.	• I can identify characteristics of a professional and an unprofessional telephone communication. • I can use proper telephone etiquette during telephone role play scenarios. • I can write scenarios demonstrating poor and good telephone etiquette.	

Unit Title:	
Unit 2: Cultural, Social, and Ethnic Diversity	
Relevant Standards: Bold indicates priority	
HL 6.3: Explain cultural, social and ethnic diversity as it applies to health care delivery	
Essential Question(s):	**Enduring Understanding(s):**
• How can healthcare professionals avoid stereotyping? • What are ways to respect cultural diversity and the unique personal characteristics of patients? • How does your zip code affect health outcomes? • How does racial, gender, religious bias affect health outcomes? • Why is it important for a healthcare worker to stay focused on the patient and avoid judgment?	Behaviors, tone, cultural beliefs, cultural respect, and customs influences health communication and positive patient outcomes. Respectful and empathetic treatment for all patients also positively impacts patient outcome.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response,	3-4
Family Overview (link below)	**Integration of Technology:**
https://www.wolframalpha.com/	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Acculturation, cultural assimilation, cultural diversity, extended family, nuclear family, personal space, spirituality, sensitivity, bias, culture, agnostic, atheist, polytheist, monotheist, ethnicity, patriarchal, stereotyping, race, matriarchal, diversity, transcultural care	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connections to Prior Units:	**Connections to Future Units:**
Differentiation through *Universal Design for Learning*	

UDL Indicator	Teacher Actions:
Executive Functions	• Guide appropriate goal setting. • Support planning and strategy development • Embed prompts to "stop and think" before acting as well as adequate space. • Provide guides for breaking long-term goals into reachable short-term objectives. • Facilitate managing information and resources.

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
• An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence. • An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.	• I can list four basic characteristics of culture. • I can differentiate between culture, ethnicity and race. • I can provide an example of how healthcare professionals can avoid each: bias, prejudice, stereotyping. • I can list five ways healthcare providers can show respect for cultural diversity. • I can predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	• I can list four basic characteristics of culture. • I can differentiate culture, ethnicity and race.	• I can define culture, cultural diversity, ethnicity, race. • I can list basic characteristics of culture. • I can identify differences among culture, ethnicity, and race.	
2	• I can provide an example of how healthcare professionals can avoid each: bias, prejudice, stereotyping.	• I can define bias, prejudice, and stereotyping. • I can recognize the effects of bias, prejudice, and stereotyping on healthcare.	
3	• I can list five ways healthcare providers can show respect for cultural diversity.	• I can investigate the impact of cultural, social, and ethnic diversity on positive patient outcomes. • I can demonstrate	Reflect Activity: Diversity Scenarios

		respectful and empathetic treatment for all patients being aware of cultural diversity.	
4	• I can research major ethnic groups in the United States, predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location.	• I can identify major ethnic groups in the United States. • I can research the demographics of a location and determine the cultural diversity of the area. • I can predict potential areas of concern, and suggest an action plan or guidelines to address the diversity in the location.	

Unit Title:	
Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology	
Relevant Standards: Bold indicates priority	
HL 1.1:Utilize knowledge of human structure and function to conduct health care roles.	
Essential Question(s):	**Enduring Understanding(s):**
• How does understanding anatomy and physiology give healthcare workers an advantage? • Why are anatomy and physiology essential concepts to understand for healthcare professionals? • What are the six levels of body structures? • How do our body's systems work together? • Why are body directions useful in the study of human anatomy?	Anatomy and physiology are essential concepts to understand for healthcare professionals. Anatomy and physiology provides healthcare professionals with knowledge of each system and helps in the assessment, evaluation, and diagnosis of patients' health conditions.
Demonstration of Learning:	**Pacing for Unit**
Projects, Constructed Written Response, Online interactive activity, STROOP Test, Ishihara Test	15
Family Overview (link below)	**Integration of Technology:**
	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
General terms Anatomy, physiology, pathology, diagnosis, prognosis, treatment, planes of the body, directional terms, body cavities **Nervous system** Autonomic nervous system, central nervous system, cerebrum, hypothalamus, medulla oblongata, nerves, midbrain, pons, peripheral nervous system **Special senses** Aqueous humor, vitreous humor, lacrimal gland, lens, Organ of Corti, retina, sclera, auditory canal, cornea, iris, cochlea, **Circulatory system** Aortic valve, arteries, blood, capillaries, erythrocytes, left and right atrium, left and right ventricle, pulmonary veins and arteries, septum, systole, diastole, Leukocytes, thrombocytes **Respiratory system** Alveoli, bronchi, cilia, epiglottis, larynx, lungs, pharynx, lungs, pleura, trachea,	https://www.purposegames.com/game/Y2lz5muXet2 https://www.purposegames.com/worksheet/simple-ear-diagram https://www.purposegames.com/game/18562ac0fb https://www.purposegames.com/game/172be0640c https://www.purposegames.com/game/respiratory-system-labeling-game https://www.purposegames.com/game/urinary-system-diagram-game https://www.purposegames.com/game/b1859153d3 https://www.purposegames.com/game/Mjw9n4CNbax https://www.purposegames.com/game/8-hpe-female-r

Urinary system Bladder, glomerulus, kidneys, nephrons, ureters, urethra, urine **Digestive System** Alimentary canal, anus, colon, duodenum, esophagus, gallbladder, ileum, jejunum, large intestine, liver, pancreas, peristalsis, rectum, stomach, tongue, **Reproductive system** Cowper's glands, endometrium, epididymis, fallopian tubes, fertilization, ovaries, penis, prostate, testes, scrotum,urethra, uterus, vulva, vagina, vas deferens,vasectomy	eproductive-system
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connections to Prior Units:	**Connections to Future Units:**
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Executive Functions	• Facilitate managing information and resources. • Provide graphic organizers and templates for data collection and organizing information. • Provide checklists and guides for note-taking.
Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
• An EL can speak and write about grade-appropriate complex literary and informational texts and topics.	• I can list the six levels of body organization. • I can define the various components of structural organization. • I can organize the levels of the body's structure. • I can list and explain the function of each type of tissue. • I can name and define the twelve organ systems of the body. • I can label a diagram of major components of each system. • I can state the function of each system. • I can label a diagram of the main body cavities, planes, and directional terms of the body. • I can label the nine abdominal regions of the body. • I can describe at least two diseases of each body system.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1-2	• I can list the six levels of body organization. • I can define the various components of structural organization. • I can organize the levels of the body's structure.	• I can identify the six levels of body organization. • I can identify and define the various components of structural organization. • I can organize the levels of the body's structure.	
3	• I can list and explain the function of each type of tissue.	• I can identify the different types of tissue. • I can explain the function of each type of tissue.	
4-10	• I can name and define the twelve organ systems of the body. • I can label a diagram of major components of each system. • I can state the function of each system.	• I can identify and name the major organ systems of the body. • I can identify the major organs in the major organ systems of the body. • I can label a diagram of the major organs in each of the systems in the body. • I can state the function of each system of the body.	
11	• I can label a diagram of the main body cavities, planes, and directional terms of the body. • I can label the nine abdominal regions of the body.	• I can identify the main body cavities, planes, regions and directional terms of the body. • I can label and name the main body cavities, planes, regions, and directional terms of the body.	
12-15	• I can describe at least two diseases of each body system.	• I can identify at least two diseases of each body system. • I can investigate at least two diseases of each body system to determine the causes, signs and symptoms, and treatment.	

Unit Title:	
Unit 4: Vital Signs	
Relevant Standards: Bold indicates priority	
HL-DIA 5.1: Perform specific procedures to create diagnostic results. HL-DIA 5.2: Document diagnostic results	
Essential Question(s):	**Enduring Understanding(s):**
• What are the five main vital signs? • What can happen if vital signs are not assessed correctly? • What are the normal ranges for oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure? • What are the three parts of a stethoscope? • What is a pulse deficit? • What is pulse pressure?	Vital signs are external indications of what is going on inside the body and measure patients essential physiological functions. Healthcare providers must understand the different types of physiological processes that can affect patients' measures and how to interpret each measurement.
Demonstration of Learning:	**Pacing for Unit**
Performance, constructed response.	15
Family Overview (link below)	**Integration of Technology:**
	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Pulse, apical pulse, apnea, arrhythmia, blood pressure, temperature, pain, fever, homeostasis, vital signs, hypertension, , wheezing, pulse oximeter, resprations, stethoscope, tachycardia, bradycardia, pain, pyrexia, rales, stethoscope, sphygmomanometer, cyanotic, carotid, brachial, radial, femoral, popliteal, dorsalis pedis, posterior tibial, normal range study, pulse deficit, pulse pressure	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connections to Prior Units:	**Connections to Future Units:**
Differentiation through *Universal Design for Learning*	

UDL Indicator	Teacher Actions:
Comprehension	• Give explicit prompts for each step in a sequential process • Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations) • Provide interactive models that guide exploration and new understandings • Introduce graduated scaffolds that support information processing strategies • "Chunk" information into smaller elements • Progressively release information (e.g., sequential highlighting) • Remove unnecessary distractions unless they are essential to the instructional goal.

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**

• An EL can create clear and coherent grade-appropriate speech and text.
• An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
	• I can identify normal and abnormal values of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient.
	• I can locate the eight (8) main arterial sites on the body where pulse is taken.
	• I can state the normal range of pulse of a child, and infant.
	• I can calculate a pulse deficit and pulse pressure.
	• I can calculate a pulse deficit and pulse pressure.
	• I can list the five main vital signs and accurately measure and record
	  ○ Pulse
	  ○ Temperature
	  ○ Blood Pressure
	  ○ Respirations
	  ○ Pain assessment

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	• I can identify normal and abnormal values of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient.	• I can identify normal and abnormal ranges of oral, axillary, and rectal temperature, pulse, respirations, and systolic and diastolic pressure in an adult patient. • I can explain the importance of reporting out of range assessments. • I can analyze collected	

		vital signs and determine the normal and abnormal values.	
2	• I can locate the eight (8) main arterial sites on the body where pulse is taken.	• I can identify the common pulse sites. • I can locate and palpate arterial sites to accurately assess a pulse.	
3	• I can state the normal range of pulse of a child, and infant.	• I can differentiate obtaining a pulse in a child and infant. • I can demonstrate the techniques associated with obtaining a pulse of a child and infant. • I can analyze the pulse of a child and infant and determine the normal and abnormal values.	
4	• I can calculate a pulse deficit and pulse pressure.	• I can define a pulse deficit. • I can define a pulse pressure. • I can explain the difference between a pulse deficit and pulse pressure. • I can explain the formula used to obtain a pulse deficit. • I can explain the formula used to obtain a pulse pressure. • I can calculate a pulse deficit. • I can calculate a pulse pressure.	
5	• I can list the five main vital signs and accurately measure and record ○ Pulse ○ Temperature ○ Blood Pressure ○ Respirations ○ Pain assessment	• I can identify the components of the main vital signs. • I can describe the methods for assessing blood pressure, to obtain a pulse, temperature, blood pressure, respirations, and pain assessment. • I can defend the need for obtaining and recording an accurate	

		set of vital signs. • I can demonstrate the skills associated with obtaining pulse, temperature, blood pressure, and pain assessment.	

Unit Title:	
Unit 5: First Aid	
Relevant Standards: Bold indicates priority	
HL 3.6: Utilize emergency procedures and protocols.	
Essential Question(s):	**Enduring Understanding(s):**
• Why is basic life support important? • What is the difference between a heart attack and cardiac arrest? •	Healthcare providers must learn the Chain of Survival and Basic Life Support so they can act quickly and correctly in an emergency situation involving cardiac arrest.
Demonstration of Learning:	**Pacing for Unit**
Performance, constructed response.	15
Family Overview (link below)	**Integration of Technology:**
	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
automated external defibrillation (AED). arrhythmia, brasion, amputation, avulsion bandage, basic life support (BLS), burn, cardiac arrest, cardiopulmonary resuscitation (CPR), cerebral vascular accident, convulsion, chest compression, chain of survival, diabetic coma, diaphoresis, heart attack, hemorrhage, hypothermia, hemostatic dressing, fracture, frostbite, myocardial infarction, return of spontaneous circulation (ROSC), rescue breathing, open wound, closed wound, tourniquet, rules of nine	American Heart Association videos and literature
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connections to Prior Units:	**Connections to Future Units:**
Unit 3: Basic Anatomy and Physiology/Basic Medical Terminology (Circulatory System)	
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Comprehension	• Guide information processing and visualization

	• Give explicit prompts for each step in a sequential process • Provide interactive models that guide exploration and new understandings • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) • Pre-teach critical prerequisite concepts through demonstration or models • Bridge concepts with relevant analogies and metaphors

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
• An EL can create clear and coherent grade-appropriate speech and text. • An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• I can demonstrate the proper use and care of the lab equipment such as adult and infant CPR mannequins, bag valve mask device, and an AED. • I can create emergency scenarios that require basic life support care for a victim of cardiac arrest and a victim of heart attack. • I can perform a heimlich maneuver for an adult, child, and infant. • I can accurately perform an entire sequence of CPR for an adult, child, and infant. • I can accurately perform an entire sequence of CPR for an adult, child, and infant. • I can treat closed and open wounds. • I can treat minor and major wounds. • I can provide first aid for a burn victim until medical help arrives. • I can demonstrate the proper application of a sling for the upper extremities.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	• I can demonstrate the proper use and care of the lab equipment such as adult and infant CPR mannequins, bag valve mask device, and an AED.	• I can identify the equipment used in an emergency situation that requires basic life support care. • I can demonstrate the proper use and care of equipment (CPR mannequins, bag valve mask device, AED) used in an emergency requiring basic life support care.	
2	• I can create emergency scenarios that require basic life support care for a	• I can create emergency scenarios that require	

	victim of cardiac arrest and a victim of heart attack.	emergency care and basic life support care. ● I can list the actions required to demonstrate basic understanding of emergency situations requiring BLS care.	
3	● I can perform a heimlich maneuver for an adult, child, and infant.	● I can describe first aid for foreign objects in the air passage for an adult and child. ● I can describe first aid for foreign objects in the air passage for an infant. ● I can demonstrate the proper position for abdominal thrusts to relieve a foreign object causing obstruction in the air passage in an adult. ● I can demonstrate the proper position for back slaps and chest thrusts to relieve a foreign object causing obstruction in the air passage in an infant.	
4-11	● I can accurately perform an entire sequence of CPR for an adult, child, and infant.	● I can explain the basic steps in CPR. ● I can explain how CPR and defibrillation help cardiac arrest victims. ● I can show how to check for responsiveness in an adult, child, and infant to correctly determine the need for cardiopulmonary resuscitation (CPR). ● I can demonstrate how to perform an entire CPR sequence for a victim of cardiac arrest (adult, child, infant).	
12	● I can treat closed and open wounds.	● I can differentiate between closed and open wounds. ● I can identify types of	

		open wounds. ● I can perform the correct procedures for treating closed and open wounds.	
13	● I can treat minor and major wounds.	● I can differentiate between minor and major wounds. ● I can classify minor and major wounds from provided descriptions of wounds . ● I can perform the correct procedures for treating minor and major wounds.	
14	● I can provide first aid for a burn victim until medical help arrives.	● I can define a burn. ● I can identify types of burns. ● I can classify burns as first, second, or third degree. ● I can demonstrate how to treat a burn until medical help arrives.	
15	● I can demonstrate the proper application of a sling for the upper extremities.	● I can state the reasons for splinting. ● I can describe complications of splinting. ● I can list general rules for splinting the upper extremities. ● I can demonstrate the proper application of a sling for the upper extremities.	