Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Intro to Allied Health	CTE	11-12	0.5

Course Description:

Introduction to Allied Health Professions is a half year course designed as an introduction to the field of Allied Health. Students are introduced to the various pathways (Diagnostic, Therapeutic, Health Informatics, Support Services, Biotechnology Research and Development) in the field of Allied Health, certifications and post-secondary choices for careers in allied health. Students will explore careers in therapeutics, health information, diagnostics, support services, and research and development. Guest speakers from diverse backgrounds will be invited from each of the pathways to share their experience in terms of education, training, and on the job experience. Students will also have the opportunity to experience each field by completing activities, projects, presentation and research. Students who successfully complete this course will receive 1.0 credits from the University of Connecticut.

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*
	ECE Introduction to Allied Health Professions

Standard Matrix

National Health Science Standards
Advance CTE Standards: Healthcare

Common Career Technical Core Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
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.	X	X	X	X	X	X	

• 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								
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							

Unit Links

[UNIT 1: Introduction to Allied Health Careers](#)
[UNIT 2: Therapeutic Pathway](#)

Unit Title:	
UNIT 1: Introduction to Allied Health Careers	

Relevant Standards: Bold indicates priority	
HL 4.1; HL 5.1	

Essential Question(s):	Enduring Understanding(s):
- What is allied health? - How do allied health professionals work together to support patients? - What is HIPAA and why is it important to all healthcare settings? - What legal rights do patients have? - Why is OSHA important in a healthcare setting?	Allied health professionals play a vital role in delivering essential preventive, therapeutic, diagnostic, and support services. Through collaborative efforts, these professionals enhance the accessibility of healthcare services, fostering a multidisciplinary approach to patient care. Compliance with regulatory standards is paramount in the allied health field. Adhering to guidelines set by organizations like HIPAA (Health Insurance Portability and Accountability Act) and OSHA (Occupational Safety and Health Administration) is imperative for allied health professionals. This commitment extends to maintaining patients' privacy, security, and confidentiality in accordance with HIPAA regulations.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	9 Blocks

Family Overview (link below)	Integration of Technology:
5 Health Science Career Pathways HIPAA OSHA	*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):
Allied Health, Healthcare Delivery Systems, Safety Hazards, OSHA, Ergonomic Standards, HIPAA, Patient Bill of Rights, Therapeutic Pathway, Ethics, confidentiality, security, privacy, compliance, risks, mitigate	

Differentiation through *Universal Design for Learning*	

UDL Indicator	Teacher Actions:
Engagement: 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:

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.
- Level 1: With prompting and supports, an EL can:
    - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    - Write a brief reflection paper summarizing the main purpose of the content presented.
    - Use basic vocabulary related to healthcare to express thoughts and ideas.
    - Respond to simple prompts or questions about the main purpose of the content.
- Level 2: With prompting and supports, an EL can:
    - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    - Write a reflection paper summarizing the main purpose of the content presented with more detail.
    - Use academic and domain-specific vocabulary related to healthcare to express thoughts and ideas.
    - Respond to questions about the main purpose of the content with short explanations or examples.
- Level 3: With guidance and supports, an EL can:
    - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare.
    - Write a reflection paper discussing the main purpose of the content presented, providing personal insights or reactions.
    - Use academic and domain-specific vocabulary to express ideas and opinions about healthcare topics.
    - Ask and answer relevant questions about the main purpose of the content.
    - Incorporate additional information or evidence to support reflections on the main purpose.
- Level 4: An EL can:
    - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare with confidence.
    - Write a reflection paper analyzing the main purpose of the content presented, providing well-supported arguments or interpretations.
    - Use academic and domain-specific vocabulary effectively to convey ideas and perspectives on healthcare topics.
    - Support reflections with specific and relevant evidence from the content.
    - Engage in dialogue to clarify interpretations and conclusions.
- Level 5: An EL can:
    - Engage in extended discussions or written exchanges about the Therapeutic Pathway in healthcare with proficiency.
    - Write a reflective analysis that critically evaluates the main purpose of the content presented, offering nuanced insights and perspectives.
    - Use academic and domain-specific vocabulary fluently to articulate complex ideas and viewpoints on healthcare topics.
    - Provide thorough and compelling support for reflections with detailed evidence from the content and external sources.
    - Initiate and respond to inquiries that challenge assumptions and deepen understanding of the main purpose.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can collaborate with peers and develop a definition of allied health, including the key systems of health care delivery involved.	• I can define the term allied health. • I can identify healthcare professionals categorized as allied health professionals. • I can list the key systems in healthcare. • Using images, I can create a poster to articulate a

		working definition of allied healthcare and include the key systems of healthcare.
2	I can identify potential safety hazards in an allied health setting and design an appropriate response to a safety scenario.	• I can identify safety hazards in workplace settings. • I can recognize ways to mitigate safety risks. • I can design a healthcare setting of their choice that mitigates safety risks.
3	I can design an allied health space that meets ergonomic standards.	• I can define ergonomic standards and its impact on the wellbeing of healthcare professionals. • I can identify health issues that can arise from poor ergonomic conditions. • I can brainstorm and form an opinion of how to use resources in an allied health space to ergonomically support the wellbeing of healthcare professionals. • I can design an allied health setting of my choice, paying attention to ergonomic standards.
4	I can develop "HIPAA scenarios" that will demonstrate HIPAA compliance.	• I can identify and explain the major components of HIPAA (confidentiality, security, privacy). • I can critique case scenarios and identify breach of confidentiality, security, and privacy. • Working with a peer, I can create examples of confidentiality, security, and privacy compliance for a scenario that demonstrates HIPAA compliance.
5	I can develop a Patient Bill of Rights.	• I can brainstorm with a peer and form an opinion on the rights of patients in healthcare. • I can research the list of patients rights included in a patient Bill of Rights in Connecticut and name them. • I can work with a peer to develop a unique patient Bill of Rights. Research Assignment
6	I can converse with the allied healthcare profession so I can better understand their career/profession.	• I can research the different professions in Allied Health at BLS.GOV. • I can use BLS.GOV to better understand the role of healthcare professions in Allied Health. • I can construct questions to ask the healthcare profession from Allied Health visiting our class, that will generate feedback that provides further insight of the healthcare field.
7	I can write a reflection paper, summarizing the main purpose of the content presented by the Allied Health profession.	• I can document key facts from the Speaker's presentation to help recall important points when writing a reflection paper. • I can use documented key points when writing a reflection paper on the speakers' presentation, summarizing the main purpose of the presentation.
8	Workshop: Empathy I can recognize the difference between	• I can define the term empathy and sympathy, and recognize the difference.

	empathy and sympathy.	• Given scenarios from The Heart of Compassion video, I can create one -sentence responses illustrating empathy and sympathy. <u>Resources:</u> • <u>Brene Brown empathy/sympathy</u> video. • The <u>Heart of Compassion</u> video.
9	I can research the connection between empathy and improved patient outcomes.	• Working with a peer, I can research the definition of patient outcomes and provide two examples. • I can write a research paper discussing the importance of empathy in healthcare, including a case scenario of a healthcare provider showing empathy, which indicates how patients heal better when shown empathy by a healthcare provider. <u>Resources/Assessment:</u> • PPT on Empathy • Internet for research • Research Paper on Empathy in Healthcare

Unit Title:
UNIT 2: Therapeutic Pathway

Relevant Standards: Bold indicates priority
HL 4.1; HL 5.2

Essential Question(s):	Enduring Understanding(s):
- What allied health careers fall within the therapeutic pathway? - Why is empathy essential to the therapeutic pathway? - Why is it so important to get a good patient history? - What skills are common throughout the therapeutic pathway?	Empathy is crucial in the therapeutic pathway because it fosters a connection between healthcare professionals and patients. Understanding the patient's history helps identify potential risks or contraindications to certain treatments, ensuring patient safety. Allied Health professionals that fall within the Therapeutic Pathway require a set of essential skills such problem solving, cultural competence, and manual dexterity, that are integral to their success. These elements contribute to positive patient outcomes, effective treatment plans, and the overall well-being of individuals receiving therapeutic interventions.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	10 Blocks

Family Overview (link below)	Integration of Technology:
Empathy and Sympathy Vital Signs Dementia	*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):
Empathy, Sympathy, Vital signs, Blood pressure, Pulse, Temperature, Therapeutic Services Pathway, Licensure, Certification, Dementia, Alzheimer's disease, Vascular dementia, Lewy body dementia	

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Engagement: Comprehension	- Give explicit prompts for each step in a sequential process. - 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.

Related _CELP standards:_	Learning Targets:

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.
● Level 1: With prompting and supports, an EL can:
    ○ Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    ○ Write a brief reflection paper summarizing the main purpose of the content presented.
    ○ Use basic vocabulary related to healthcare to express thoughts and ideas.
    ○ Respond to simple prompts or questions about the main purpose of the content.
● Level 2: With prompting and supports, an EL can:
    ○ Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    ○ Write a reflection paper summarizing the main purpose of the content presented with more detail.
    ○ Use academic and domain-specific vocabulary related to healthcare to express thoughts and ideas.
    ○ Respond to questions about the main purpose of the content with short explanations or examples.
● Level 3: With guidance and supports, an EL can:
    ○ Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare.
    ○ Write a reflection paper discussing the main purpose of the content presented, providing personal insights or reactions.
    ○ Use academic and domain-specific vocabulary to express ideas and opinions about healthcare topics.
    ○ Ask and answer relevant questions about the main purpose of the content.
    ○ Incorporate additional information or evidence to support reflections on the main purpose.
● Level 4: An EL can:
    ○ Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare with confidence.
    ○ Write a reflection paper analyzing the main purpose of the content presented, providing well-supported arguments or interpretations.
    ○ Use academic and domain-specific vocabulary effectively to convey ideas and perspectives on healthcare topics.
    ○ Support reflections with specific and relevant evidence from the content.
    ○ Engage in dialogue to clarify interpretations and conclusions.
● Level 5: An EL can:
    ○ Engage in extended discussions or written exchanges about the Therapeutic Pathway in healthcare with proficiency.
    ○ Write a reflective analysis that critically evaluates the main purpose of the content presented, offering nuanced insights and perspectives.
    ○ Use academic and domain-specific vocabulary fluently to articulate complex ideas and viewpoints on healthcare topics.
    ○ Provide thorough and compelling support for reflections with detailed evidence from the content and external sources.
    ○ Initiate and respond to inquiries that challenge assumptions and deepen understanding of the main purpose.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources

1	I can articulate the effectiveness of empathetic versus sympathetic responses while reflecting on ways to enhance empathic communication in healthcare.	• I can define empathy and sympathy accurately, and differentiate between the two concepts. • I can identify examples that illustrate empathy and sympathy. • Given case scenarios, I can articulate the effectiveness of empathetic versus sympathetic responses while reflecting on ways to enhance empathic communication in healthcare. Resources: • Bene Brown: Empathy
2	I can analyze the impact of empathy versus sympathy on patient outcomes.	• I can define and provide examples of improved patient outcomes. • I can research the connection between empathy and improved patient outcomes. • Given case scenarios, I can analyze and discuss the impact of empathy versus sympathy on patient outcomes.
3	I explain the value of performing the baseline vital signs.	• I can identify the components of vital signs. • I can describe the methods for obtaining the different vital signs. • I can explain the value of performing the baseline vital signs. Resources/Assessments • *Chapter 16 Handout* • *PPT* • *Graphic Organizer*
4	I can demonstrate the skills involved in assessment of breathing.	• I can identify the attributes that should be obtained when assessing breathing. • I can demonstrate the skills involved in assessment of breathing. Resources/Assessments: • Chapter 16 Handout • PPT • Graphic Organizer
5	I can demonstrate the skills associated with obtaining blood pressure.	• I can define systolic and diastolic pressure and differentiate the difference. • I can explain the rationale for assessing blood pressure. • I can identify the normal and abnormal ranges of blood pressure. • I can demonstrate the skills associated with obtaining blood pressure. Resources/Assessments: • Chapter 16 Handout • PPT • Graphic Organizer
6	I can demonstrate the techniques associated with obtaining a pulse.	• I can identify the nine (9) pulse points and their location on the body. • I can differentiate between obtaining a pulse in an adult, child, and infant patient.

		● I can demonstrate the techniques associated with obtaining a pulse. Resources/Assessments: ● Chapter 16 Handout ● PPT ● Graphic Organizer
7	I can interpret, compare, and explain temperature data.	● I can define temperature. ● I can make graphs representing temperature data. ● I can interpret, compare, and explain temperature data. Resources/Assessments: ● Chapter 16 Handout ● PPT ● Graphic Organizer
8	I can create a PPT detailing the research findings on the role and functions, skills, salary, education requirements, licensure and certification of a career selected from the Therapeutic Services Pathway, and articulate my research findings to my peers.	● I can define the primary role of a selected career in the Therapeutic Pathway. ● I can identify and investigate the selected career in the Therapeutic Pathway to determine the various skills needed, salary, education requirement, certification and/or licensure. ● I can present my research findings on the health career in the Therapeutic Pathway to my peers. Resources/Assessment ● Internet for research
9	I can converse with the allied healthcare profession from the Therapeutic Pathway, so I can better understand their career/profession.	● I can research the different professions in Therapeutic Pathway at BLS.GOV. ● I can use BLS.GOV to better understand the role of healthcare professions in the Therapeutic Pathway. ● I can construct questions to ask the healthcare profession from the Therapeutic Pathway visiting our class, that will generate feedback that provides further insight of the healthcare field.
9	I can write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.	● I can document key facts from the Speaker's presentation to help recall important points when writing a reflection paper. ● I can use documented key points when writing a reflection paper on the speakers' presentation, summarizing the main purpose of the presentation.
10	I can identify the major types of dementia including Alzheimer's, Vascular, Lewy.	● I define Dementia and state the difference between dementia and Alzheimer's. ● I can explain the common symptoms associated with the major types of dementia including Alzheimer's, Vascular, Lewy. ● I can explain the progression of dementia. ● Given case scenarios, I can identify the major types of dementia including Alzheimer's, Vascular, Lewy. Resources/Assessments ● Dementia Care PPT ● Dementia Care Assignment

Unit Title:	
UNIT 3: Diagnostic Pathway	
Relevant Standards: Bold indicates priority	
HL 4.1	

Essential Question(s):	Enduring Understanding(s):
● What is the Diagnostic Pathway? ● What are examples of healthcare professionals who work in the Diagnostic Pathway? ● What are examples of education and certifications needed to work in the Diagnostic Pathway? ● How does someone in the Diagnostic Pathway work with other healthcare workers to treat patients?	Diagnostic Pathway generally refers to the process of diagnosing medical conditions and includes allied health professionals involved in reaching a diagnosis. Allied Health professionals in this pathway collaborate with other healthcare workers to treat patients, communicating findings. For example, Radiologists interpret medical images (X-rays, CT scans, MRIs) to aid in the diagnosis, and Pathologists examine tissues, organs, and bodily fluids to identify diseases. The required education and certifications vary by professions and include licensure and/or certification in the specific area of study.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	6 Blocks

Family Overview (link below)	Integration of Technology:
[Blood Typing](#)	*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):
Electrocardiogram (ECG or EKG), Technician, Technologist, Immunohematologist, Blood typing, Transfusion, Differential diagnosis, Diagnostic Services Pathway, Rh Factor	

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:**

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.
- Level 1: With prompting and supports, an EL can:
    - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    - Write a brief reflection paper summarizing the main purpose of the content presented.
    - Use basic vocabulary related to healthcare to express thoughts and ideas.
    - Respond to simple prompts or questions about the main purpose of the content.
- Level 2: With prompting and supports, an EL can:
    - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    - Write a reflection paper summarizing the main purpose of the content presented with more detail.
    - Use academic and domain-specific vocabulary related to healthcare to express thoughts and ideas.
    - Respond to questions about the main purpose of the content with short explanations or examples.
- Level 3: With guidance and supports, an EL can:
    - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare.
    - Write a reflection paper discussing the main purpose of the content presented, providing personal insights or reactions.
    - Use academic and domain-specific vocabulary to express ideas and opinions about healthcare topics.
    - Ask and answer relevant questions about the main purpose of the content.
    - Incorporate additional information or evidence to support reflections on the main purpose.
- Level 4: An EL can:
    - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare with confidence.
    - Write a reflection paper analyzing the main purpose of the content presented, providing well-supported arguments or interpretations.
    - Use academic and domain-specific vocabulary effectively to convey ideas and perspectives on healthcare topics.
    - Support reflections with specific and relevant evidence from the content.
    - Engage in dialogue to clarify interpretations and conclusions.
- Level 5: An EL can:
    - Engage in extended discussions or written exchanges about the Therapeutic Pathway in healthcare with proficiency.
    - Write a reflective analysis that critically evaluates the main purpose of the content presented, offering nuanced insights and perspectives.
    - Use academic and domain-specific vocabulary fluently to articulate complex ideas and viewpoints on healthcare topics.
    - Provide thorough and compelling support for reflections with detailed evidence from the content and external sources.
    - Initiate and respond to inquiries that challenge assumptions and deepen understanding of the main purpose.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	I can discover the role and functions, work environment, physical and environment requirements of an Electrocardiogram Technician.	• I can list the different healthcare professionals connected to the diagnostic pathway, focusing on the Electrocardiogram Technician. • I can discover the role and functions, work environment, physical and environment requirements of an Electrocardiogram Technician. <u>Resources/Assessments:</u> • [Bureau of Labor Statistics](#) • [Career One Stop](#)
2	I can explore the role of an Immunohematologist in blood typing and transfusion, and discover what happens if someone is given the wrong blood in a blood transfusion.	• I can explore the role of an Immunohematologist. • I can identify the various blood groups in the ABO and Rh blood group systems. • I can determine which antibodies and antigens that occur in the blood of different blood types. • I can determine which person can receive blood from another person in a blood transfusion. • I can discover what happens if someone is given the wrong blood in a blood transfusion. <u>Resources/Assessments:</u> • The [Blood Typing Game](#) • Worksheet
3	I can interpret diagnostic results and offer a plausible differential diagnosis.	• I can explain the term differential diagnosis and provide examples. • Given a case study, I can use previous knowledge learned about Vital Signs to determine abnormal vital ranges of the fictitious patient. • I can define and provide examples of chief complaints. • Given a case study, I can identify the chief complaint of the fictitious patient. • Working with a peer on a given case, I can research given diagnoses, determine the differential diagnosis of the fictitious patient , and identify diagnostic tests that would confirm or rule out the diagnosis. <u>Resources/Assessments:</u> • Case Study: Marie Taylor • Internet for Research
4	I can create a PPT detailing the research findings on the role and functions, skills, salary, education requirements, licensure and certification of a career selected from the Diagnostic Services Pathway, and articulate my research findings to my peers.	• I can define the primary role of a selected career in the Diagnostic Pathway. • I can identify and investigate the selected career in the Diagnostic Pathway to determine the various skills needed, salary, education requirement, certification and/or licensure. • I can present my research findings on the health career in the Diagnostic Pathway to my peers. <u>Resources/Assessments:</u>

		• BLS.GOV • Worksheet
5	I can converse with the allied healthcare profession from the Diagnostic Pathway, so I can better understand their career/profession.	• I can research the different professions in Diagnostic Pathway at BLS.GOV. • I can use BLS.GOV to better understand the role of healthcare professions in the Diagnostic Pathway. • I can construct questions to ask the healthcare profession from the Diagnostic Pathway visiting our class, that will generate feedback that provides further insight of the healthcare field.
6	I can write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Diagnostic Pathway.	• I can document key facts from the Speaker's presentation to help recall important points when writing a reflection paper. • I can use documented key points when writing a reflection paper on the speakers' presentation, summarizing the main purpose of the presentation.

Unit Title:	
UNIT 4: Health Informatics	

Relevant Standards: Bold indicates priority	
HL 4.1	

Essential Question(s):	Enduring Understanding(s):
- What allied health careers fall within the health informatics pathway? - Why did the CDC declare racism a public health issue? - Does local healthcare data support the CDC declaration? - How can we mitigate the inequities in the healthcare system locally/nationally?	The health informatics pathway includes various allied health careers who use technology and information systems to improve healthcare delivery, including Health Information Technologist, Medical Biller and Coder, and Medical Transcriptionist. The Centers for Disease Control and Prevention (CDC) declared racism a public health issue because of its negative effects on health outcomes and the manner in which it contributes to health disparities. Racism can lead to inequitable access to healthcare resources, which can result in adverse health outcomes for racial and ethnic minority populations. By acknowledging racism as a public health issue, the CDC aims to address the root causes of health disparities and work towards achieving health equity locally and nationally.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	5 Blocks

Family Overview (link below)	Integration of Technology:
Health Disparities Health Disparities in Connecticut	*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):
Racial disparity, Health Informatics Pathway, Health disparities, Public health, data, information	

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension	- Support the process of meaning-making through models, scaffolds, and feedback. - Accentuate important information and how it relates to the learning goal. - Apply learning to new contexts. - Give explicit prompts for each step in a sequential process

	• Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations) • "Chunk" information into smaller elements • Progressively release information (e.g., sequential highlighting)

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

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.
- Level 1: With prompting and supports, an EL can:
    - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    - Write a brief reflection paper summarizing the main purpose of the content presented.
    - Use basic vocabulary related to healthcare to express thoughts and ideas.
    - Respond to simple prompts or questions about the main purpose of the content.
- Level 2: With prompting and supports, an EL can:
    - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
    - Write a reflection paper summarizing the main purpose of the content presented with more detail.
    - Use academic and domain-specific vocabulary related to healthcare to express thoughts and ideas.
    - Respond to questions about the main purpose of the content with short explanations or examples.
- Level 3: With guidance and supports, an EL can:
    - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare.
    - Write a reflection paper discussing the main purpose of the content presented, providing personal insights or reactions.
    - Use academic and domain-specific vocabulary to express ideas and opinions about healthcare topics.
    - Ask and answer relevant questions about the main purpose of the content.
    - Incorporate additional information or evidence to support reflections on the main purpose.
- Level 4: An EL can:
    - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare with confidence.
    - Write a reflection paper analyzing the main purpose of the content presented, providing well-supported arguments or interpretations.
    - Use academic and domain-specific vocabulary effectively to convey ideas and perspectives on healthcare topics.
    - Support reflections with specific and relevant evidence from the content.
    - Engage in dialogue to clarify interpretations and conclusions.
- Level 5: An EL can:
    - Engage in extended discussions or written exchanges about the Therapeutic Pathway in healthcare with proficiency.
    - Write a reflective analysis that critically evaluates the main purpose of the content presented, offering nuanced insights and perspectives.
    - Use academic and domain-specific vocabulary fluently to articulate complex ideas and viewpoints on healthcare topics.
    - Provide thorough and compelling support for reflections with detailed evidence from the content and external sources.
    - Initiate and respond to inquiries that challenge assumptions and deepen understanding of the main purpose.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can analyze public health data to identify health disparities related to access to healthcare.	• I can identify different types of public data for secondary use in healthcare. • I can use Google to access public health data to identify health disparities related to access to healthcare. • I can abstract the proper information from a given set of public health data and identify the health disparities related to access to healthcare.
2	I can create a poster that communicates an intentional awareness of the issue of racial disparity in health.	• I can define racial disparity and provide examples of racial disparities in health. • I can collaborate with peers to determine a course of action to raise awareness about racial disparity. • I can create a layout and presentation and include relevant information to communicate an intentional awareness of the issue of racial disparity in health.
3	I can create a PPT detailing the research findings on the role and functions, skills, salary, education requirements, licensure and certification of a career selected from the Health Informatics Pathway, and articulate my research findings to my peers.	• I can define the primary role of a selected career in the Health Informatics Pathway. • I can identify and investigate the selected career in the Health Informatics Pathway to determine the various skills needed, salary, education requirement, certification and/or licensure. • I can present my research findings on the health career in the Health Informatics Pathway to my peers.
4	I can converse with the allied healthcare profession from the Health Informatics Pathway, so I can better understand their career/profession.	• I can use BLS.GOV to determine the different professions in the Health Informatics Pathway. • I can use BLS.GOV to better understand the role of healthcare professions in the Health Informatics Pathway. • I can construct questions to ask the healthcare profession from the Health Informatics Pathway visiting our class, that will generate feedback that provides further insight of the healthcare field.
5	I can write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Health Informatics Pathway.	• I can document key facts from the Speaker's presentation to help recall important points when writing a reflection paper. • I can use documented key points when writing a reflection paper on the speakers' presentation, summarizing the main purpose of the presentation.

Unit Title:	
UNIT 5: Support Services	
Relevant Standards: Bold indicates priority	
HL 4.1	

Essential Question(s):	Enduring Understanding(s):
- What allied health careers fall within the Support Services pathway? - What are the five steps in the Chain of Infection? - How is the Chain of Infection relevant to every healthcare field? - How can we stop the spread of infection?	- Effective support services are integral to ensuring the functional operation and delivery of quality care, enhancing patient experience, and optimizing patient outcomes. - Provides a framework for understanding the transmission and prevention of diseases. - Emphasizes the interconnectedness of the five steps in the Chain of Infection (Pathogen, Reservoir, Portal of Exit, Mode of Transmission, Portal of Entry) - Highlights the importance of any interruptions along the chain of infection which prevents the transmission of disease.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	6 Blocks

Family Overview (link below)	Integration of Technology:
Chain of Infection Cholera	*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):
Chain of Infection, transmission, susceptible host, reservoir, exit portal, entry portal, donning, doffing, Cholera, Support Services Pathway, infection, nosocomial, Hospital Acquired Infection (HAI)	

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Representation: Comprehension	- Guide information processing and visualization. - 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.

Supporting Multilingual/English Learners	
Related CELP standards	Learning Targets:

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.
- Level 1: With prompting and supports, an EL can:
  - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
  - Write a brief reflection paper summarizing the main purpose of the content presented.
  - Use basic vocabulary related to healthcare to express thoughts and ideas.
  - Respond to simple prompts or questions about the main purpose of the content.
- Level 2: With prompting and supports, an EL can:
  - Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
  - Write a reflection paper summarizing the main purpose of the content presented with more detail.
  - Use academic and domain-specific vocabulary related to healthcare to express thoughts and ideas.
  - Respond to questions about the main purpose of the content with short explanations or examples.
- Level 3: With guidance and supports, an EL can:
  - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare.
  - Write a reflection paper discussing the main purpose of the content presented, providing personal insights or reactions.
  - Use academic and domain-specific vocabulary to express ideas and opinions about healthcare topics.
  - Ask and answer relevant questions about the main purpose of the content.
  - Incorporate additional information or evidence to support reflections on the main purpose.
- Level 4: An EL can:
  - Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare with confidence.
  - Write a reflection paper analyzing the main purpose of the content presented, providing well-supported arguments or interpretations.
  - Use academic and domain-specific vocabulary effectively to convey ideas and perspectives on healthcare topics.
  - Support reflections with specific and relevant evidence from the content.
  - Engage in dialogue to clarify interpretations and conclusions.
- Level 5: An EL can:
  - Engage in extended discussions or written exchanges about the Therapeutic Pathway in healthcare with proficiency.
  - Write a reflective analysis that critically evaluates the main purpose of the content presented, offering nuanced insights and perspectives.
  - Use academic and domain-specific vocabulary fluently to articulate complex ideas and viewpoints on healthcare topics.
  - Provide thorough and compelling support for reflections with detailed evidence from the content and external sources.
  - Initiate and respond to inquiries that challenge assumptions and deepen understanding of the main purpose.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources

1	I can identify the chain of infection in terms of cholera and discuss ways to break its transmission.	• I can define the chain of infection and list the six steps of the chain of infection. • I can explain what cholera is and how it is transmitted. • I can critique an event that causes a cholera outbreak, explain the chain of infection in terms of cholera, and discuss ways to break its transmission. • I can design a village illustrating the chain of infection of cholera, and ways to break the transmission of cholera within the village. Resources/Assessments: • Cholera video (Youtube) • Cholera Case Study
2	I can demonstrate proper techniques in donning and doffing gloves.	• I can explain the correct technique when donning and doffing gloves, and explain their role in infection prevention. • I can demonstrate proper techniques in donning and doffing gloves.
3	I can explain proper handwashing techniques in decreasing nosocomial infections.	• I can demonstrate proper handwashing techniques. • I can define nosocomial infections and provide examples. • I can explain proper handwashing techniques in decreasing nosocomial infections • I can understand the principles of infection control through observation of the spread of simulated germs using Glo Germ. • I can predict an outcome of germ transmission if a step in the chain of infection is not interrupted when using the application of Glo Germ. Resources/Assessments • Handwashing Demonstration Checklist • Glo Germ Activity • Case Study
4	I can create a PPT detailing the research findings on the role and functions, skills, salary, education requirements, licensure and certification of a career selected from the Support Services Pathway, and articulate my research findings to my peers.	• I can define the primary role of a selected career in the Support Services Pathway. • I can identify and investigate the selected career in the Support Services Pathway to determine the various skills needed, salary, education requirement, certification and/or licensure. • I can present my research findings on the health career in the Support Services Pathway to my peers.
5	I can converse with the allied healthcare profession from the Support Services Pathway, so I can better understand their	• I can use BLS.GOV to determine the different professions in the Support Services Pathway. • I can use BLS.GOV to better understand the role of healthcare professions in the Support Services

	career/profession.	Pathway. • I can construct questions to ask the healthcare profession from the Support Services Pathway visiting our class, that will generate feedback that provides further insight of the healthcare field.
6	I can write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Support Services Pathway.	• I can document key facts from the Speaker's presentation to help recall important points when writing a reflection paper. • I can use documented key points when writing a reflection paper on the speakers' presentation, summarizing the main purpose of the presentation. Resources/Assessments: • Reflection Paper Worksheet

Unit Title:
UNIT 6: Biotechnology Research and Development

Relevant Standards: Bold indicates priority
HL 4.1

Essential Question(s):	Enduring Understanding(s):
- What allied health careers fall within the biotechnology research and development pathway? - What is the history of genetic engineering? - How is biotechnology already used in medicine? - What are the ethical considerations of genetic engineering? - What are ethical considerations that may arise in biotechnology research and development that should be addressed?	Biotechnology research and development is that it emperors us to harness the power of living organisms.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	5 Blocks

Family Overview (link below)	Integration of Technology:
[Bacterial Transformation](#)	*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):
Genetic engineering, Bacteria transformation, DNA, Ethics	

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Engagement: Recruiting Interest	- Create cooperative learning groups with clear goals, roles, and responsibilities - Create expectations for group work (e.g., rubrics, norms, etc.) - Use prompts or scaffolds for visualizing desired outcome
Action and Expression: Executive Function	- Provide models or examples of the process and product of goal-setting - Provide guides and checklists for scaffolding goal-setting - Remove unnecessary distractions unless they are essential to the instructional goals

Representation: Comprehension	• Give explicit prompts for each step in a sequential process • "Chunk" information into smaller elements

Supporting Multilingual/English Learners

Related CELP standards	**Learning Targets:**

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 write a reflection paper, summarizing the main purpose of the content presented by the healthcare profession from the Therapeutic Pathway.
● Level 1: With prompting and supports, an EL can:
  ○ Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
  ○ Write a brief reflection paper summarizing the main purpose of the content presented.
  ○ Use basic vocabulary related to healthcare to express thoughts and ideas.
  ○ Respond to simple prompts or questions about the main purpose of the content.
● Level 2: With prompting and supports, an EL can:
  ○ Listen to presentations or discussions about the Therapeutic Pathway in healthcare.
  ○ Write a reflection paper summarizing the main purpose of the content presented with more detail.
  ○ Use academic and domain-specific vocabulary related to healthcare to express thoughts and ideas.
  ○ Respond to questions about the main purpose of the content with short explanations or examples.
● Level 3: With guidance and supports, an EL can:
  ○ Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare.
  ○ Write a reflection paper discussing the main purpose of the content presented, providing personal insights or reactions.
  ○ Use academic and domain-specific vocabulary to express ideas and opinions about healthcare topics.
  ○ Ask and answer relevant questions about the main purpose of the content.
  ○ Incorporate additional information or evidence to support reflections on the main purpose.
● Level 4: An EL can:
  ○ Participate in discussions or written exchanges about the Therapeutic Pathway in healthcare with confidence.
  ○ Write a reflection paper analyzing the main purpose of the content presented, providing well-supported arguments or interpretations.
  ○ Use academic and domain-specific vocabulary effectively to convey ideas and perspectives on healthcare topics.
  ○ Support reflections with specific and relevant evidence from the content.
  ○ Engage in dialogue to clarify interpretations and conclusions.
● Level 5: An EL can:
  ○ Engage in extended discussions or written exchanges about the Therapeutic Pathway in healthcare with proficiency.
  ○ Write a reflective analysis that critically evaluates the main purpose of the content presented, offering nuanced insights and perspectives.
  ○ Use academic and domain-specific vocabulary fluently to articulate complex ideas and viewpoints on healthcare topics.
  ○ Provide thorough and compelling support for reflections with detailed evidence from the content and external sources.
  ○ Initiate and respond to inquiries that challenge assumptions and deepen understanding of the main purpose.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**

1	I can demonstrate knowledge of the steps involved in a typical bacterial transformation experiment, including preparation of bacterial cells.	• I can define bacterial transformation and explain its significance in genetic engineering. • I can describe the process of introducing foreign DNA into bacteria and its implications for biotechnology. • Working with peers, I can demonstrate knowledge of the steps in a typical bacterial transformation simulation experiment, including preparation of bacterial cells. Resources/Assessments: • Transforming Bacteria Simulation Lab • Bacterial Transformation Simulation Lab Instructions
2	I can discuss ethical considerations related to genetic engineering and bacterial transformation, including potential risks and benefits.	• I can identify and state potential risks associated with genetic engineering and bacterial transformation. • I can also recognize potential benefits associated with genetic engineering and bacterial transformation. • I can engage in constructive discussions and debates about controversial ethical issues related to genetic engineering, fostering open dialogue and respectful exchange of ideas. Resources/Assessments: • Bacterial Transformation Exit Ticket
3	I can create a PPT detailing the research findings on the role and functions, skills, salary, education requirements, licensure and certification of a career selected from the Biotechnology Research and Development Pathway, and articulate my research findings to my peers.	• I can define the primary role of a selected career in the Biotechnology Research and Development Pathway. • I can identify and investigate the selected career in the Biotechnology Research and Development Pathway to determine the various skills needed, salary, education requirement, certification and/or licensure. • I can present my research findings on the health career in the Biotechnology Research and Development Pathway to my peers.
4	I can converse with the allied healthcare profession from the Biotechnology Research and Development Pathway, so I can better understand their career/profession.	• I can use BLS.GOV to determine the different professions in the Biotechnology Research and Development Pathway. • I can use BLS.GOV to better understand the role of healthcare professions in the Biotechnology Research and Development Pathway. • I can construct questions to ask the healthcare profession from the Biotechnology Research and DevelopmentPathway visiting our class, that will generate feedback that provides further insight of the healthcare field.
5	I can write a reflection paper, summarizing the main purpose of the	• I can document key facts from the Speaker's presentation to help recall important points when

	content presented by the healthcare profession from the Biotechnology Research and Development Pathway.	writing a reflection paper. • I can use documented key points when writing a reflection paper on the speakers' presentation, summarizing the main purpose of the presentation.

Unit Title:
UNIT 7: Explore, Plan, Find

Relevant Standards: Bold indicates priority

Essential Question(s):	Enduring Understanding(s):
• What can a career assessment tell you? • What specific skills are most wanted in employees? • What is a resume and cover letter and what are their purposes? • Which healthcare career pathway seems best suited to your interest? • What educational requirements will you need to meet for the career of your choice?	Career assessments serve as guiding principles for individuals navigating their career development and decision-making processes. Career assessments provide insights into employability skills needed to pursue a career and to determine whether those skills are already acquired. Resumes and cover letters display qualifications, education, and skillset. Exploration of healthcare pathways identifies areas of interest, strengths, providing an informed guidance for career decisions.

Demonstration of Learning:	Pacing for Unit
Projects, Constructed Written Response,	5

Family Overview (link below)	Integration of Technology:
CareerOneStop Career Exploration	*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):
Resume, Cover letter, SMART goals, salary, skills	

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Executive Functions	• Guide appropriate goal setting. • Support planning and strategy development • Facilitate managing information and resources.

Supporting Multilingual/English Learners

Related *CELP standards*	Learning Targets:

*The CELP guidance is to **support the development of language**; access to course content expectations should not change as a result of MLL status.*

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 create an effective resume.
• Level 1: With prompting and supports, an EL can:

- ○ Identify basic components of a resume, such as contact information and educational background.
- ○ Create a simple resume with assistance, including basic details about skills and experiences.
- ○ Use basic language and vocabulary to describe qualifications and job history.
- ○ Respond to simple questions about the content of the resume.
- Level 2: With prompting and supports, an EL can:
  - ○ Identify key sections of a resume, such as objective statements, work experience, and education.
  - ○ Create a resume with more detail, including relevant skills and accomplishments.
  - ○ Use academic and domain-specific vocabulary related to job-seeking and employment.
  - ○ Respond to questions about the purpose and effectiveness of the resume.
- Level 3: With guidance and supports, an EL can:
  - ○ Construct a resume that effectively highlights qualifications and experiences for specific job opportunities.
  - ○ Organize resume sections logically and prioritize information relevant to the target position.
  - ○ Use appropriate language and tone to convey professionalism and competence.
  - ○ Seek feedback and make revisions to improve the clarity and impact of the resume.
- Level 4: An EL can:
  - ○ Develop a well-organized and tailored resume that demonstrates a clear understanding of job requirements and employer expectations.
  - ○ Customize resume content to effectively showcase relevant skills, experiences, and achievements.
  - ○ Utilize advanced language and vocabulary to articulate qualifications and accomplishments concisely and persuasively.
  - ○ Collaborate with peers or mentors to review and refine the resume for accuracy and effectiveness.
- Level 5: An EL can:
  - ○ Craft a sophisticated and compelling resume that effectively communicates unique strengths and contributions to potential employers.
  - ○ Strategically integrate keywords and industry-specific terminology to optimize resume visibility and relevance.
  - ○ Demonstrate mastery of formatting and design principles to create a visually appealing and professional document.
  - ○ Engage in reflective practice to continually refine and adapt the resume for different career opportunities and audiences.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can create an effective cover letter.	• I can state the purpose of a cover letter. • I can identify the essential elements of a cover letter. • I can create an effective cover letter outlining interests in applying for a given employment.	
2	I can create an effective resume.	• I can identify the essential elements of a resume. • I can explain how an effective resume increases the possibility of securing an interview. • I can create an effective resume that communicates my experience, education, and qualifications.	
3	I can use the SMART goal concept to achieve an identified goal.	• I can state the meaning of the acronym SMART, and define each criterion. • I can identify a specific goal and incorporate the SMART goal concept to increase the chances of	

		achieving the identified goal.
4	I can create a PPT detailing the research findings on the role and functions, skills, salary, education requirements, licensure and certification of a career selected from one of the Pathways, and articulate my research findings to my peers for my Final Portfolio.	• I can select, then investigate, a selected career from one of the five Pathways to determine the various skills needed, salary, education requirement, certification and/or licensure. • I can create a PPT detailing the research and present my research findings to my peers.