

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Outcomes

Collier County Public Schools



Single Set of Learning Objectives Template

Team Name or Number	Collier County Public Schools
Team Members	Ariel Pechokas, Mary Jane Balun, Linda Rhines, Valerie Guillaume, Christine Briggs
Workforce Training Program	Home Health Aide

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	<p>3.0 Demonstrate legal and ethical responsibilities</p> <p>13.0 Demonstrate legal and ethical responsibilities specific to HHA.</p>	<p>R.1 Interpret words and phrases as they are used in a text</p> <p>R.10 Read and comprehend complex informational texts independently and proficiently.</p> <p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> - critical thinking - problem solving - navigating systems - self-awareness 	<p>- Brittany Maynard’s story: https://www.youtube.com/watch?v=Dy6QJsV60_k</p> <p>Assignment: Watch video and answer questions pertaining to the DNR</p> <p>- Patient’s Bill of rights: file:///H:/Downloads/Patient+Rights+and+Responsibilities%20(1)%20(1).pdf</p> <p>- Ethical dilemmas https://youtu.be/zPsoFhUDLuU</p> <p>Assignment: Group activity - Discussion of ethical dilemmas</p> <p>- Demonstrate professional behavior through role plays exhibiting legal and ethical behavior in the home.</p> <p>Role play ethical scenarios:</p> <ol style="list-style-type: none"> 1. A client offers an HHA a piece of family jewelry as a gift 2. A client does not speak English, but the HHA wants to gain his trust 3. A client requests that an HAA come on her day off to have lunch with her 4. An HHA must telephone the supervisor to report a clients temperature of 103 (F) 5. An HHA suspects that the client's family is not providing proper nutrition, but he is not certain at this point 6. An HHA realizes she has been documenting her information on the wrong patient chart 	<p>Demonstrate knowledge of the advance directives through formative and summative assessments. Ex. living will, healthcare surrogate, DNR. Oral presentation of Ethical dilemmas.</p>

	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p>	<p>R.1 Read closely to determine what the text says explicitly.</p> <p>R.2 Summarize the key supporting details and ideas.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly.</p> <p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> - Communication - Navigate systems - Processing & analyzing information - Respecting differences & diversity 	<ul style="list-style-type: none"> - Investigate and present career paths and requirements within the healthcare industry. (https://www.burlingtonenglish.com/) - Students will build and maintain a portfolio of their resume, certificates, references and activities that will support their experience and knowledge within the Home Health Aide industry.) - List at least five essential qualities that should be demonstrated by all health care professionals. - Describe ways that you can begin to develop and practice the qualities needed by health care professionals while you are in school. -Do a web search and find two other types of Healthcare workers (NOT HHA) <ol style="list-style-type: none"> 1. Define the title 2. Define their roles in patient care 3. Tell us if you would ever consider this type of role and why? 4. Tell us about this role and how they impact the patient, family and community 	<p>Matching of health occupation versus responsibility, role or task</p>
	<p>2.0 Demonstrate the ability to communicate and use interpersonal skills effectively</p> <p>12.0 Use verbal and written communications specific to HHA.</p>	<p>R.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>W.2 Write informative/explanatory texts to examine and convey</p>	<ul style="list-style-type: none"> - Interpersonal skills - communication 	<ul style="list-style-type: none"> - In pairs, role play the following situations as assigned: <ol style="list-style-type: none"> 1. A client offers an HHA a piece of family jewelry as a gift 2. A client does not speak English, but the HHA wants to gain his trust 3. A client requests that an HAA come on her day off to have lunch with her 4. An HHA must telephone the supervisor to report a client's temperature of 103 (F) 5. An HHA suspects that the client's family is not providing proper nutrition, but he is not certain at this point 6. An HHA realizes she has been documenting her information on the wrong patient chart Create a "shift report" about a patient you cared for. Be sure to include any changes in condition, ongoing orders, new orders, incidents, and any events for which the next shift will need to be prepared. In addition to shift report, make a list of at least 10 situations that require an immediate oral report in addition to your normal documentation. 	

		<p>complex ideas and information clearly.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>M.3 Convert like measurement units within a given measurement system.</p>			
	<p>4.0 Demonstrate an understanding of and apply wellness and disease concepts</p>	<p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<ul style="list-style-type: none"> - Processing and Analyzing Information - Navigating Systems 	<p>Discuss the meaning of the statement: "All human beings have the same basic needs". Then answer the question:</p> <p>How can you as a HHA help the patient meet those needs?</p>	

		<p>organization, and analysis of content.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>MA.8 Explain ratio concepts and use ratio reasoning to solve problems.</p>			
<p>5.0 Recognize and practice safety and security procedures</p>		<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.2 Write informative/explanatory texts to examine and convey</p>	<p>- Processing and Analyzing Information</p> <p>- Navigating Systems</p>	<p>Demonstrate safe transport and transfer of patients</p> <ol style="list-style-type: none"> 1. Explain the procedure of the Hoyer Lift to the patient 2. Prepare the supplies to use the Hoyer lift 3. Position the Hoyer lift and move the patient from the bed to the chair and then return them to the bed 4. Position the patient to comfort once they are in the bed <p>Body Mechanics Oral Presentation</p> <p>Pick a correct way to perform body mechanics and show the class how to do the movement. Explain to the class why you are doing what you are doing and what damage to the body could happen if you did not do it properly.</p> <p>Choose from or (they may be assigned) one of the following to demonstrate correct body mechanics:</p> <ol style="list-style-type: none"> 1. moving a heavy box from the floor to a shelf 2. moving a patient from a chair to standing 3. sitting at a desk with a computer 4. perform an exercise that promotes good body mechanics 5. show how to correctly move an object from a table across the room 6. demonstrate how to stand for a long period of time; how should you prevent injury when standing for a long time 	<p>List the steps in order on demonstrating how to use the Hoyer Lift. Grading Rubric for Body Mechanics</p>

		<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
	<p>6.0 Recognize and respond to emergency situations</p>	<p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and</p>	<p>- Adaptability and Willingness to Learn</p> <p>- Problem solving</p>	<p>1. What kind of emergencies can happen in the home? List two.</p> <p>2. Explain the steps to manage those emergencies. Tell me what you would do in the order that you would do it. Include if you will need other people to help you. Add supplies that may be needed for you to perform those duties. Include any psychological needs for the patient or family.</p> <p>3. Give report to the nurse. What will you include in this report? Script this for me.</p> <p>https://www.youtube.com/watch?v=mZkdBdhnuos</p> <p><u>(Links to an external site.)</u></p> <p>Minimize Video</p> <p>Watch video</p> <p>What are the things that can go wrong? What do you do if you find that the numbers don't make sense or you question the readings???</p> <p>1. List two things that could cause abnormal vital signs</p> <p>2. Complete at least three readings of other students' vital signs and document them on the form provided. Were there any concerns or issues during this activity? Hand in the form to the instructor for initials.</p> <p>3. What is the best method for counting the respirations to insure the correct rate?</p>	<p>Students will identify emergency situations and describe appropriate procedures.</p> <p>Students will provide detailed documentation based on the incident.</p> <p>Students will describe the emergency situation and articulate their reasoning for their response.</p>

		<p>the organization, development, and style are appropriate to task, purpose, and audience.</p>			
<p>7.0 Recognize and practice infection control procedures</p> <p>19.0 Apply the principles of infection control specific to home health aide</p>		<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> - Processing and Analyzing Information - Communication 	<p>Use a graphic organizer to help analyze the infection control information.</p> <p>Document on Infection Control procedures and Blood borne Diseases https://collierschools.instructure.com/courses/162615/files/15614648?wrap=1</p> <p>Infection Control Procedures PowerPoint https://collierschools.instructure.com/courses/162615/files/15469601?wrap=1</p>	
<p>9.0 Demonstrate employability skills.</p>		<p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.4 Produce clear and coherent writing in</p>	<ul style="list-style-type: none"> - Adaptability and Willingness to Learn - Navigating systems - Communication 	<p>Create a video answering the interview question: "Tell me about yourself." or "why do you want to work for us? ". The employer is looking for you to tell him/her how you would fit into the team and what skills you bring to this job. What makes you a good team member in the healthcare field?</p> <p>Choose a resume template. Search samples that are specific for the job you are applying for. Include: objective, work experience, qualifications, and references.</p> <p>Use bullet points to convey information and strive to be clear and concise when writing the rest of your resume. Study job qualifications and highlight any skills that meet those requirements.</p> <p>If you lack experience, focus on how your education has prepared you for the position for which you are applying.</p>	<p>Grading Rubric for Resume</p>

		<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach</p> <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>		<p>Highlight your strengths by putting the most relevant points where they can be viewed quickly.</p>	
<p>8.0 Demonstrate an understanding of information technology applications in healthcare.</p>		<p>R.7 Evaluate content presented in diverse media.</p> <p>SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>- Navigating Systems</p>	<p>Student is required to participate in a group assignment and give an oral presentation on a topic assigned by the instructor. This project must include:</p> <ul style="list-style-type: none"> • Communication to the school about the HHA program • Decision for the board contents must be agreed by the group • Details about the career for HHA • Each student will provide an oral presentation to the class about their involvement in the project • Each student will provide a written explanation of the board in their own words. 	<p>Grading Rubric of “Mini” Research Assignment</p>

	<p>11.0 Apply basic math and science skills.</p>	<p>M.3 Convert like measurement units within a given measurement system.</p> <p>M.3 Represent and interpret data</p> <p>M.1 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> - Applied Academic Skills - Communication - Problem-Solving 	<p>Practicing Bar Graphs: Link to External Sitev</p> <p>Basic math and science skills resource: https://collierschools.instructure.com/courses/162615/files/14518150/download?wrap=1</p>	
	<p>10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.</p>	<p>R.2 Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<ul style="list-style-type: none"> - Navigating Systems - Critical Thinking 	<p>Project Based learning activity- Choose a Blood borne disease. Research important specifics of the disease including: diagnosis, infection prevention, and cure. Create a presentation platform of your choice. Use presentation to teach others the important specifics of the disease.</p>	

		<p>supporting details and ideas.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>			
	<p>14.0 Perform physical comfort and safety functions specific to home health aide.</p>	<p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>- Communication</p> <p>- Information Use</p>	<p>In video format, how you would clean your patients’ bathroom. Using the routine cleaning products: explain the purpose of the product and how it is used in the bathroom. Clean the sink, toilet and shower or tub according to how it should be done in the clients’ home.</p>	<p>Students will demonstrate procedures for cleaning and articulate the products used.</p>
	<p>15.0 Provide personal patient care.</p>	<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to</p>	<p>- Communication</p>	<p>Documentation Resource: Reporting Documenting Client Care</p> <p>Practice with a partner explaining to the patient the procedure on giving a complete bed bath.</p>	

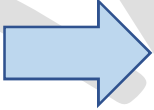
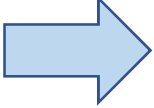
		<p>support conclusions drawn from the text.</p> <p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>16.0 Perform patient care procedures</p>		<p>R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- Communication</p>	<p>In video format, describe how you would be cleaning your patients’ bathroom by demonstrating <i>how you clean your</i> bathroom. Using the routine cleaning products: explain the purpose of the product and how it is used in the bathroom. Clean the sink, toilet and shower or tub according to how it should be done in the clients’ home. Review samples: An example would be: https://www.thespruce.com/how-to-clean-a-shower-4580788 (Links to an external site.) or https://www.youtube.com/watch?v=IHzTcRqSOhc (Links to an external site.) https://www.youtube.com/watch?v=IHzTcRqSOhc</p>	

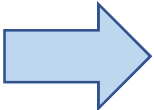
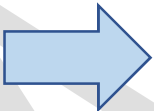

		<p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>M.3 Convert like measurement units within a given measurement system.</p>		<p>(Links to an external site.)</p>	
	<p>17.0 Apply principles of nutrition.</p>	<p>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal</p>	<p>- Communication - Navigating Systems</p>	<p>Prepare 3 menus for your residents based on the special diets. our menu will need to include</p> <ul style="list-style-type: none"> Breakfast- 10 points Lunch- 10 points Dinner- 10 Points Two snack options- 10 Points <p>Remember to include beverages on your menu as well. (10 points)</p> <ul style="list-style-type: none"> • Incorporate basic healthy principles learned in this unit (for example: lean meats, healthy fats, veggies, fruits, etc.) • Complete 3 separate menus. Please make each menu unique as this will help you as you prepare for clinical. 	<p>1. Students will create a menu incorporating basic healthy principles targeting special diets.</p> <p>2. Students will describe the special diet and explain how their menu meets their patients' needs.</p>

		<p>English when indicated or appropriate.</p> <p>M.8 Explain ratio concepts and use ratio reasoning to solve problems.</p>			
<p>18.0 Provide care for geriatric patients</p>		<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>- Communication</p> <p>- Interpersonal Skills</p>	<p>1. With given scenarios to complete either individually or in a group of three. You will be asked to contribute your feelings and how you believe you can make in your patient's lives. Visual disturbances, skeletal conditions and stamina will be identified by you and your classmates.</p> <p>2. This assignment is designed to have the learner gain a better understanding about older adults that have found success later in life. "Not everyone is sitting around in rocking chairs and living in nursing homes. There are many vibrant, healthy, active seniors still doing amazing things. For example, Diana Nyad, at age 64, became the first person confirmed to swim from Cuba to Florida without the aid of a shark cage, swimming from Havana to Key West (110 miles). Information that needs to be included in this assignment is: <i>Name of the person</i> <i>Age of accomplishment</i> <i>Photo if available</i> <i>Major accomplishment as an older adult</i> <i>Interesting facts</i> 14 Inspiring People Who Found Crazy Success Later in Life</p>	<p>Rubric on delivery, understanding the particular needs and problems of the elderly.,</p>
<p>20.0 Provide bio-psycho-social support.</p>		<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas</p>	<p>- Communication</p> <p>- Interpersonal Skills</p> <p>- Navigating systems</p>	<p>Pick one of the following disabilities: Autism Down's Syndrome Spina Bifida Cerebral Palsy State the resource you used to research this disability 1. Define the disability 2. List the age at which the disability usually occurs 3. List the symptoms that can occur with this disability 4. Define the problems that these patients may have and discuss the need for family involvement in the care of these patients. 5. List at least 2 resources that are available to these patients and their families 6. List the six basic skills that the HHA can apply in caring for a disabled patient</p>	<p>Role play the caregiver and the family member Prepare a brochure for the family with the information you gathered from research on disabilities.</p>

		<p>and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>			
	<p>21.0 Prioritize and perform functions following the patient care plan.</p>	<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>M.3 Convert like measurement units within a given measurement system</p>	<p>- Communication</p>	<p>Watch the interactive video and complete a 3-2-1 Activity.</p> <ul style="list-style-type: none"> • How to Take a Manual Blood Pressure 	<p>Quiz for BP</p>

	22.0 Assist with rehabilitative activities.		- Communication	<p>Role Play: Rehabilitative and Restorative Care with a client concern. Answer the questions below and then write a short script for the phone call to the supervisor You need to think about and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define the problem is, 2. What could be a potential cause? 3. What you should do immediately for the client? 4. What will you need to do at a later time? 5. Call the supervisor and discuss your concerns and the need for assistance from you, the HHA. 	
	23.0 Perform home health-care services.	SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	- Communication - Interpersonal Skills	Students will identify how to assist a client with self-administered medications by presenting these guidelines as a scope of practice warning label.	

IET Single Set of Learning Objectives		Competencies
Students will demonstrate understanding of legal and ethical responsibilities through a range of conversations and collaborations with diverse partners specific to HIPPA.		<ul style="list-style-type: none"> • Discuss the legal framework of the healthcare occupations including scope of practice legislation. • Describe the code of ethics consistent with healthcare occupations. • Interpret healthcare facility policies and procedures.
Students will process and analyze the healthcare delivery system and explore the various occupations within the healthcare industry.		<ul style="list-style-type: none"> • Identify the basic components of the healthcare delivery system • Demonstrate factors that influence the current delivery system of healthcare • Conduct a job search • Complete a job application form correctly

		<ul style="list-style-type: none"> • Identify documents that may be required when applying for a job. • Exemplify basic professional standards of healthcare workers.
<p>Students will use effective verbal and written communication to assess, monitor, and record data as prescribed in the patient care plan.</p>		<ul style="list-style-type: none"> • Obtain specified data from patient and family • Demonstrate basic observational skills and related documentation strategies in written and oral form. • Identify characteristics of successful and unsuccessful communication including communication styles and barriers • Demonstrate the ability to communicate and use interpersonal skills effectively.
<p>Students will effectively sequence how to perform and document personal patient care procedures while providing physical comfort, maintaining safety and infection control practices.</p>		<ul style="list-style-type: none"> • Demonstrate safe and unsafe working conditions and be able to report safety hazards • Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions.
<p>Students will differentiate and provide age specific care to the principles of nutrition while applying critical math and science skills.</p>		<ul style="list-style-type: none"> • Demonstrate and differentiate appropriate nutrients and food groups for patients. • Define terms and demonstrate basic computer skills. • Draw, read and report on graphs, charts and tables. • Conversion, estimations and approximations of mathematical skills. • Demonstrate ability to evaluate and draw conclusions.



GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

2021-2022 Adult Education and Family Literacy Education Act

Integrated Education and Training
Single Set of Learning Outcomes

Indian River State College



Single Set of Learning Objectives Template

Team Name or Number	Indian River State College
Team Members	Winsome Glaive, Patricia Gagliano, Donna Sizemore, Armon Copeland, Kelly Amatucci
Workforce Training Program	Certified Nursing Assistants (CNA) – Articulated (H170690)

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>01.07 Identify characteristics of effective teams</p>	<p>RLA: comprehend explicit details and main ideas in text. (R1.a)</p> <p>Make sentence -level inferences about details that support main ideas. (R.1.C)</p> <p>RLA: Interpret words and phrases that appear frequently in texts, including determining conative and figurative meanings from context and analyzing how specific word choices shape meaning or tone. (R.3.2; L.4.2)</p>	<p>Communicate clearly, effectively and with reason.</p> <p>Critical Thinking</p> <p>Using Information</p>	<p>Evaluate various healthcare delivery systems and health occupations. Use handouts to illustrate the different systems.</p> <p>Watch a video illustrating the different components.</p> <p>Use charts to explain the components.</p> <p>Video</p> <p>Video on healthcare billing</p> <p>Mini-lesson on table formatting</p> <p>Class session on the various types of healthcare providers and the services they provide</p> <p>Video</p> <p>Identify a range of services provided to victims of domestic violence.</p> <p>Blackboard Activity</p>	<p>By way of worksheet and Quiz describe the healthcare delivery system and health occupations. For example, what are the components of a healthcare system?</p> <p>Explain vocabulary that appears frequently in the videos that is associated with the healthcare system and occupations.</p> <p>Using connotative and figurative meanings from context used in the videos show how specific word choices configure meaning and</p>

		<p>RLA: write clearly and demonstrate sufficient common standard English conventions. (W.3.)</p> <p>RLA: Make evidence-based generalizations or hypotheses based on details in PowerPoint presentation, including clarifications.</p> <p>Math: interpret and create data displays in table format (Q.6).</p>			<p>tone when interacting with patients.</p> <p>Use table format to demonstrate common methods of payment for healthcare services, i.e. use percentages to illustrate the difference in pricing.</p>
<p>02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.</p> <p>02.06 use appropriate medical terminology and abbreviations</p>		<p>RLA: Distinguish claims that are supported by reason and evidence from claims that are not. (R.8.c.)</p> <p>Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. (R.8.e.)</p> <p>Math: Whole numbers, decimals, rates, measurement (volume), unit of measure, converting between units, MA.ABE.1: Understand that the three digits of a three-digit number represent amounts of</p>	<p>Critical Thinking</p> <p>Self-Management</p> <p>Understanding Systems</p> <p>Using Information – ADA standards</p>	<p>Show video on keys to Effective communication in the healthcare system.</p> <p>Class evaluation on communication skills</p> <p>Discuss similar scenarios.</p> <p>PowerPoint: Understanding the Patient</p> <p>Act out mock scenarios of vital signs with various members of the health team to effectively implement a patient plan.</p> <p>PowerPoint Presentation</p> <p>Class discussion on medical terminology and abbreviations</p> <p>www.quizlet.com</p> <p>Create a poster or PowerPoint Presentation on communication skills.</p>	<p>Act out mock scenarios of vital signs with various members of the health team to effectively implement a patient plan.</p> <p>Quiz: Medical terminologies and abbreviations</p> <p>Quiz: Communication skills</p> <p>Create a posterior PowerPoint presentation, illustrating the importance of communication skills in the healthcare system.</p>

		<p>hundreds, tens, and ones (2.1.a) RLA: Demonstrate command of the conventions of standard English</p> <p>Body systems (e.g., muscular endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). (L1.a.)</p>			
	<p>03.0 Demonstrate legal and ethical responsibilities.</p> <p>03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)</p>	<p>RLA: Draw specific comparisons between legal and ethical responsibilities of the healthcare system. Look at data summarized by HIPAA.(R.9.a/R.7.a.)</p> <p>SS: discuss patient and care workers Individual rights and civic responsibilities. (CG.2.h)</p> <p>SS: Explain the significant causes and events such as 9/11 and the introduction of the G1 Bill and its impact on healthcare Veteran workers.</p>	<p>Critical Thinking</p> <p>Understanding Systems</p> <p>Teamwork</p> <p>Using Systems</p>	<p>PowerPoint Presentation: Work Ethics Explain technical words in the presentation. Class discussion</p> <p>Group Presentations summarizing the legal and ethical responsibilities of the healthcare system.</p> <p>Video on Healthcare Procedures Class discussion</p> <p>Video on HIPAA 1 Video on HIPAA 2 Class discussion</p> <p>Handout on HIPAA</p> <p>Enforcement Results data table by Calendar Year Students will analyze and evaluate data in a class discussion.</p>	<p>Research, analyze and justify various legal cases against health institutions against the standards of HIPAA, and legal and ethical responsibilities of a nursing assistant.</p> <p>In groups of three, produce a PowerPoint presentation summarizing the legal and ethical responsibilities of healthcare occupations including scope practice legislation. Enthesis practices that could result in malpractice, liability, negligence and</p>

		<p>SP: Reconcile multiple finds, conclusions or theories. (SP.5.a)</p> <p>Math/ABE: Represent, display, and interpret data involving two variables in tables. (Q.6.c) (MA.ABE.3.1a)</p> <p>RLA: ELA: Distinguish claims that are supported by reason and evidence from claims that are not. (R.8.c)</p>			<p>abandonment, false imprisonment and fraud.</p> <p>Complete handout on HIPAA.</p> <p>Class discussion: analyze and evaluate data table on Enforcement Results.</p>
	<p>04.0 Demonstrate an understanding of and apply wellness and disease concepts.</p> <p>04.02 Identify personal health practices and environmental factors which affect optimal functions of each of the major body systems.</p>	<p>SP: Analyze and summarize data on applying wellness and disease concepts. (S.P.3.)</p> <p>SP: Cite specific textual evidence to support prevention of diseases including health screenings and examinations. (S.P.3.a)</p> <p>SP: Explain the reason for data on disease prevention. (S.P.b.)</p> <p>Use sampling techniques to answer scientific questions on</p>	<p>Critical Thinking</p> <p>Utilizing resources</p> <p>Using systems</p>	<p>Brainstorm strategies for prevention of diseases including health screenings and examinations. Discuss the scientific factors and data involved.</p> <p>PowerPoint: Preventing Infection and Disease.</p> <p>Class discussion identifying complementary and alternative health practices.</p> <p>Quiz on health and wellness</p> <p>Class exercise: table formatting and reading</p>	<p>Use flash cards to highlight different ways of preventing infections and diseases, including the scientific factors and data involved in infection and diseases.</p> <p>Students will read and analyze a patient care plan, and articulate the impact aspect of health and wellness, citing any personal practices or environmental factors affecting major body systems.</p> <p>Using a table format, devise a health</p>

		<p>health and wellness diseases. (S.P.3.d.)</p> <p>SP: understand and explain textual scientific presentations, when devising a health and wellness control plan. (S.P.1.a.)</p> <p>Identify the strengths and weaknesses of preventing infection and disease. (S.P.2.c)</p>			<p>and wellness control plan for a patient.</p>
	<p>07.0 Recognize and practice infection control procedures.</p> <p>07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA</p>	<p>RLA: Discuss and evaluate the argument and specific claims in the relevance of OSHA and nursing. (R.6.)</p> <p>RLA: Discuss the specific steps and arguments in recognizing the importance of practicing infection control procedures including how the argument's claims build on one another.</p> <p>SP: Read, interpret, and create a chart to include visual data to represent good</p>	<p>Communication Utilizing Resources Critical Thinking Understanding Systems</p>	<p>Video on infection control</p> <p>Video on hand-washing</p> <p>Q & A</p> <p>Watch videos on OSHA, class discussion on the relevance of OSHA and nursing</p> <p>PowerPoint: Preventing Infection</p>	<p>Group discussion using steps and arguments to highlight the importance of hand-washing and controlling infection.</p> <p>Create a chart using visual aid and other data representation to demonstrate components for effective infection control procedures.</p> <p>Take notes and Q & A on infection control procedures</p> <p>In a group activity, compile a report to Identify specific pieces of evidence including</p>

		practice in infection control procedures. (SSP.10).			supportive claims or conclusions on infection control procedures.
08.0 Demonstrate an understanding of information technology applications in healthcare. 08.04 Interpret information from electronic medical documents	SS: Describe the impact the environment and societal development has on healthcare. For example: how technology is used to interpret and sustain information from electronic medical documents, and regulate patients' vital signs. (G.2 & G.2.c & G.2.b.) SS: Building Solution Pathways and Lines of Reasoning for healthcare applications such as, emails and fax. (MP.1) Math: Search for and recognize entry points for solving a problem with patient records. (1-2.b) Math: Plan a solution pathway or outline a line of reasoning for inaccurate information entered in an	Critical Thinking Communication Using Information Understanding Systems	Video Video Videos: How information technology applications are used in healthcare. Class discussion: the need for healthcare technology applications. Video: Electronic Health Records System Class session illustrating to students how to read, interpret and understand electronic medical documents.		Take notes Q & A: Relationships between the environment and the effects of technology in healthcare. Present information in a report illustrating how the impact of the environment and societal development has on healthcare. For example; how technology is used to interpret and sustain information from electronic medical records, and regulate patients' vital signs. Read, interpret and understand electronic medical documents.

		application system. (1-3.a)			
09.0 Demonstrate employability skills. 09.02: Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e. telephone etiquette, courtesy and self-introductions)	RLA: Interpret words and phrases that appear frequently in the daily routine of a nursing assistant, including determining connotative and figurative language that can shape meaning or tone. (R.3.2; L.4.2) RLA: Analyze the structure of texts, including how specific sentences or paragraphs relate to each other when writing a resume and cover letter. (R.4.) SP: Cite specific textual evidence in the videos and job application to support findings and conclusions. Make a prediction based on your research on employability skills needed in healthcare.	Understanding Information Employment Self-Management	Video Videos: Hygiene, attitudes, basic professional standards, etiquette and courtesy etc. Class discussion on videos. Video Class discussion on video Class session: Writing a resume on the computer and conducting job search. Handout on job application Role play (mock interviews)	Take notes on videos Q & A: Brainstorm idioms Group discussion: identifying documents that may be required when applying for a job in healthcare, for example, job application. write a resume on the computer Group discussion on how to conduct job search on the computer. complete job application handout. Role Play (interviews)	
10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.	SP: Understand and explain bloodborne pathogen diseases within a textual and	Critical Thinking Self - Management	Recap on PowerPoint presentation on Preventing Infection Video: Bloodborne Pathogen Training Class discussion	Take notes: preventing infection PowerPoint and blood pathogen Training Video	

	<p>10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood pathogens and the public education necessary to combat the spread of these diseases.</p>	<p>graphical scientific presentation. (SP.1.a.)</p> <p>SP: Determine the meaning of symbols, terms and phrases used when describing bloodborne diseases. (SP.1.b)</p> <p>SP: Describe statistical data for bloodborne diseases and determine probability of the results (SP.8.a &SP.8.c))</p> <p>SP: Explain the relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.</p> <p>RLA: Analyze relationships within texts, including how events are connected to people within the healthcare system. for example, communication blockers, verbal/non verbal signs/symptoms.</p>	<p>Using Information</p>	<p>Quizlet on blood borne diseases including HIV/AIDS</p> <p>Class session on community resources and services available to the individuals with diseases caused by blood borne pathogens.</p> <p>Class session on researching and PowerPoint</p>	<p>Q & A: bloodborne pathogen and preventing infection and relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.</p> <p>Quizlet on blood borne diseases including HIV/AIDS and Hepatitis B.</p> <p>PowerPoint Presentation: analyze and Present statistical data, "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases for example HIV/AIDS</p>
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	<p>11.0 Apply basic math and science skills.</p> <p>11.03 Make, use and convert using both traditional and metric units.</p>	<p>SS: Determine the meaning of symbols, terms and phrases as they are used in healthcare terminology, i.e., Medicaid and abbreviations etc.</p> <p>Math: when using a stethoscope to listen to a patient's heartbeat, add pulse rate per minute, for example an adult pulse rate is between 60 and 100 beats per minute. count the pulse for 30 seconds and multiply the number by 2 (Q.2.a.)</p> <p>Math: Calculate and use percentages to convert body temperatures from Fahrenheit to Celsius. Calculate from pounds to kilograms (Q.3.)</p> <p>Use units of measurements to measure a patient's urine or emesis. (Q.3.c.)</p> <p>Compute the area and circumference of</p>	<p>Communication</p> <p>Utilize Resources</p> <p>Using Information</p>	<p>PowerPoint Presentation on Measurement</p> <p>Video on Bedpan and Output</p> <p>Videos on measuring fluid intake Video 1 Video 2</p> <p>Video on Patient Weight and Height</p> <p>Mock class session on rational numbers, including those involving scientific notation.</p> <p>Class session on inference and clarifying technical words used.</p> <p>Quizlet</p>	<p>Take notes on PowerPoint Presentation and videos.</p> <p>Q & A session</p> <p>Demonstrate measurements for urine output. Convert measurement using both traditional and metric units.</p> <p>Use a glass thermometer to take temperatures and demonstrate whole numbers and decimals needed to read.</p> <p>Make estimations and approximations and judge the reasonableness of the result in written context, such as patients' vital signs. Use ratios to calculate.</p>
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		circles when used to measure anti blood clot stockings before and after surgery.			
12.0 Use verbal and written communications specific to nurse assisting. 12.02 Utilize verbal and written information to assist with the patient's plan of care.	SP.1.b Determine medical abbreviations, such as TPR (temperature, pulse and respirations) or BP (blood pressure) (Sp.1.b.) RLA: Delineate and evaluate specific details in a patient chart, including if the information is credible, as well as the relevance and sufficiency. (R.6.) Delineate the specific steps of a conversation with a patient regarding their vital signs and changes that have accrued over time. (R.7.1.) Identify specific pieces of evidence a nursing assistant uses in support of claims or conclusions, for example vital signs. (R.8.a.)	Understanding Systems Teamwork Self-Management	Presentation: Share Model Behavioral Questions Video: Vital Signs Class discussion Role play situations using verbal and written communication that are specific to nurse assisting.	Take notes: Video Q & A: Group discussion using verbal and written communications specific to nurses assistants, for example: medical abbreviations and terminologies such as, TPR & BP etc. scenario of reading a patient's vital signs and discussing their reading or measurement of Blood Glucose testing.	
13.0 Demonstrate legal and ethical	RLA: Evaluate the relevance and	Understanding Systems	Blackboard Activity 1 PowerPoint Presentation on Residents Rights in Long Term Care.	Take notes and Q & A	

<p>responsibilities specific to nurse assisting.</p> <p>13.04 Demonstrate safe standards of patient care including prevention and quality of care.</p>	<p>sufficiency of evidence in state law concerning rules about CNAs in Florida. For example; in-service requirements for CNAs, including additional requirements for those employed in long term care. (R.8.b.)</p> <p>Distinguish between written practice and physical practices within long term care facilities. (R.8.c)</p> <p>SSP: Describe the cause-and-effect of ill treatment of residents in long term care. (SSP.3.c.)</p>	<p>Communication</p> <p>Utilizing Resources</p>	<p>Class discussion</p> <p>Blackboard Activity 2 PowerPoint Presentation on Residents Rights in Long Term Care. class discussion</p> <p>Blackboard Activity 3 PowerPoint Presentation on Residents Rights in Long Term Care. Class discussion</p>	<p>Write an evaluation on the relevance of residents rights and needs in Long Term Care.</p> <p>Create a PowerPoint Presentation identifying knowledge of state law concerning rules regarding being a CNA in Florida. Explain the in-service requirements for CNAs, including additional requirements for those employed in long term care. Describe the mandatory things that must be reported to the Board of Nursing when licensed.</p>
<p>14.0 Perform physical comfort and safety functions specific to nurse assisting.</p> <p>14.07 Demonstrate lifting, supporting and transferring patients from bed to chair, bed to bed, and bed to stretcher, including the use of the various assistive devices and</p>	<p>SS: Describe the importance of Accident Risk Factors, for example; Age, Awareness of soundings, vision loss etc. Identify the significance in preventing Equipment Accidents. (SSP.2..b)</p> <p>SSP: Present information illustrating patient safety in a variety of ways, e.g.,</p>	<p>Critical Thinking</p> <p>Self-Management</p> <p>Utilize Resources</p>	<p>PowerPoint Presentation: Safety Needs Evaluate Assisting with Safety Needs</p> <p>PowerPoint Presentation : safety needs</p> <p>Video: Transfer patient from bed to wheelchair.</p> <p>Class Session on creating a poster to illustrate patient safety.</p> <p>Presentations</p>	<p>Take notes: safety needs</p> <p>Design a poster illustrating patient safety for example transferring a patient from bed to chair. Use visual sources, such as artifacts and photographs for illustration of text.</p> <p>Present poster to class</p>

	<p>equipment while utilizing proper body mechanics and patient safety measures.</p>	<p>graphic, tables and text. (SSP.6.b.)</p> <p>RLA: Summarize the key supporting details and ideas of the physical comfort and safety functions specific to nurse assisting. (R.1.)</p>			
<p>15.0 Provide personal patient care.</p> <p>15.18 Describe the relationships of body systems when providing patient care.</p>	<p>SP: Describe how to apply personal patient care whilst bathing a patient and identify the importance of the patient care practices. (L.1)</p> <p>SP: Identify body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). (L.1.a).</p> <p>Determine the meaning of technical words and phrases used in healthcare, including determining connotative and</p>	<p>Teamwork</p> <p>Self-Management</p> <p>Communication</p>	<p>Video</p> <p>Video: Assist Patient with Dressing</p> <p>Class discussion Q & A</p> <p>Role play patient care.</p> <p>Group Quiz</p> <p>Video: Hand and Nail Care</p> <p>students will create a quiz on patient care.</p>		<p>Watch videos and identify the skills required for patient care.</p> <p>Role play personal patient care, for example, foot care and nail care, demonstrate how the (muscles, endocrine, and nervous systems) work together to perform a function (e.g. muscular and skeletal work to move the body).</p> <p>Group work: each group will create a quiz on patient care. Quizzes will identify assisting patients, demonstrate safety, grooming patients and oral hygiene.</p>


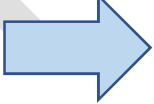
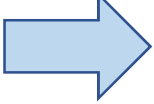
		<p>figurative meanings for the context.</p>			
<p>16.0 Perform patient care procedures.</p> <p>16.11 Monitor and provide urinary catheter care and drainage systems.</p>	<p>Math: reading Measurement, scales, writing measurements, compare numbers, conventional and metric difference. (Q.3.c)</p> <p>SP: Understand and explain textual scientific presentations on sources of nutrients. (SP.l.c.)</p> <p>RLA: Discuss the specific procedures needed to take patients vital signs and the importance of patient care in the process. (R.7.1)</p>	<p>Utilize Resources</p> <p>Using Information</p>	<p>Video: Empty Urinary Drainage Bag</p> <p>Video</p> <p>Videos: Using Leg Bag and Urinary Measurements</p> <p>Video: Taking Patients Vital Signs</p> <p>Video: The Care Plan & CNA</p>		<p>Q & A discussion on safety procedures when emptying a Urinary Drainage Bag</p> <p>Demonstrate urine measurements and reading.</p> <p>Identify and explain other patient care procedures whilst watching video.</p> <p>In a written report explain the procedures needed to be taken when taking patients vital signs, for example blood pressure and pulse.</p>
<p>17.0 Apply principles of nutrition.</p> <p>17.05 Monitor and document Nutritional Intake.</p>	<p>SP: Identify Sources of nutrients needed for a patient (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals). (L.1.c)</p> <p>Math: Interpret and create data displays for a patients food plan. (Q.6)</p>	<p>Understanding Systems</p> <p>Utilizing Resources</p> <p>Using Information</p>	<p>Recap: class discussion on nutrition</p> <p>PowerPoint Presentation on nutrition</p> <p>Video: Nutrition and Hydration</p> <p>Class discussion</p> <p>Video: Fluid Intake</p> <p>Class session: percentages, measurements etc.</p>		<p>Devise a table illustrating food intake, for example: use percentages and subtraction to show the correct amount of food intake needed per patient.</p> <p>Demonstrate a food plan for a patient for a solid and thickened liquid diet. Use ratio</p>

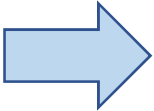
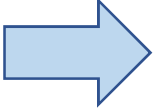


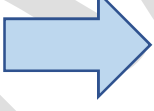
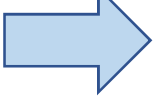
		<p>Represent, display, and interpret categorical data for a patient food plan in a circle graph. (Q.6.a)</p>			<p>and unit measures proportions to illustrate.</p> <p>Identify the difference in regional, cultural and religious food guidelines/preferences. Additionally, explain the importance of fluid balance and food intake.</p>
<p>18.0 Provide care for geriatric patients.</p> <p>18.01 Identify and assist with methods and procedures to prevent pressure ulcers.</p>	<p>RLA: Highlight central ideas of how to provide care for the geriatric patient. Analyze their development, and summarize the key supporting details and ideas. (R.1)</p> <p>Comprehend explicit details and main ideas on how to assist the patient to the floor and prevent falls. in (R.1.a)</p> <p>Make sentence-level inferences about details that support positive mental and physical health for the elderly. (R.1.c)</p>	<p>Communication</p> <p>Self-Management</p> <p>Using Information</p>	<p>PowerPoint Presentation: Care of the Older Person</p> <p>Class discussion</p> <p>Video: Pressure Ulcers</p> <p>Video: Preventing Falls</p> <p>Video: Fall with Assistance to the Floor</p> <p>PowerPoint Presentation: Preventing Falls</p> <p>Videos: Fall Prevention Facts & Tips for Preventing Falls</p> <p>Q & A Discussion</p> <p>Role Play</p>	<p>Participate in class discussion.</p> <p>communicate an understanding of care of the older person identified in the Presentation. For example, discuss attitudes and living habits that promote positive mental and physical health for the elderly.</p> <p>identify ways to prevent pressure ulcers, list important factors to be considered.</p> <p>Role play: Preventing patient falls.</p>	

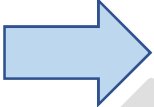



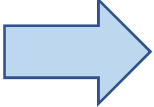
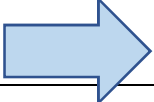
	<p>19.0 Apply the principles of infection control specific to nursing assisting</p> <p>19.02 Identify the chain of infection.</p>	<p>RLA: Comprehend explicit details and main ideas in text. (R.1.b.)</p> <p>Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. (R.1.g.)</p> <p>SP: Cite specific textual evidence to support a finding or conclusion. (SP. 3.a)</p>	<p>Communication</p> <p>Self-Management</p> <p>Using Information</p>	<p>Brainstorming ways to prevent infection.</p> <p>PowerPoint Presentation: Preventing Infection</p> <p>Video: Hand Washing</p> <p>Chain of Infection Chart</p> <p>Present chart to the class.</p>	<p>Participate in class discussion on preventing infection</p> <p>Group discussion on how individuals can prevent infection, for example hand washing etc.</p> <p>Devise chain of infection chart, illustrating a pathogen (source), Reservoir (Carriers), Portal of exit, Method of transmission, Portal of entry and Susceptible host.</p> <p>Present chart to class.</p>
	<p>20.0 Provide biological, Psychological, and social support.</p> <p>20.1 Discuss family roles and their significance to health.</p>	<p>SS: Produce writing that develops the idea(s), claim(s) and /or arguments(s) thoroughly and logically, with well-chosen examples, facts, or details for primary and secondary source documents. (SSP: 9.a.)</p> <p>SP: Determine the meaning of symbols, terms and phrases as they are used in</p>	<p>Using Information</p> <p>Utilizing Resources</p> <p>Teamwork</p>	<p>PowerPoint Presentation: Caring for Persons with Mental Health Disorders</p> <p>Class Discussion: Family Roles and Their Significance to Health</p> <p>PowerPoint Presentation: Understanding the Patient</p> <p>Demonstrate how a nursing assistant can provide Psychological and Social support to a patient.</p>	<p>Participate in class discussion, Caring for Persons with Mental Health Disorders</p> <p>Research and write a short report on nursing assistance contribution to patient Psychological and social support.</p> <p>Role play scenario of how the family assists with a patient's biological and social needs.</p>

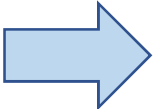

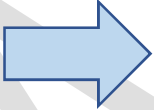
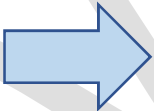
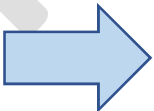
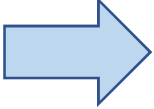
		<p>scientific presentations. (SP.1.b)</p> <p>RLA: Make inferences about plot/sequence of events, characters/people, settings, or idea in texts. (R.2.b)</p>			
<p>21.0 Perform supervised organizational functions, following the patient care plan</p> <p>21.1 Organize and prioritize patient-care assignments</p>	<p>SS: Write clearly and demonstrate sufficient command of standard English conventions. (SSP.9.c)</p> <p>RLA: Write events in order of sequence. (R.2.a.)</p> <p>RLA: Draw conclusions or make generalizations that require mixing several main ideas in text. (R.1.h.)</p> <p>RLA: Edit to eliminate wordiness or awkward sentence construction. (L.1.h)</p>	<p>Teamwork</p> <p>Understanding Information</p>	<p>PowerPoint Presentation: Assisting with Personal Hygiene</p> <p>Class discussion</p> <p>Video: Provide Partial Bedbath and Backrub</p> <p>Identifying the Importance of Personal Hygiene by way of PowerPoint Presentations or Posters</p>	<p>Identifying Personal Hygiene by way of group discussion.</p> <p>Devise a PowerPoint Presentation or Poster demonstrating Personal Hygiene.</p> <p>Create a patient-care plan for an individual patient, ensure to organize and prioritize patient needs.</p> <p>Present PowerPoint presentation or Poster to the class.</p>	
<p>22.0 Assist patients with specified restorative (rehabilitation) needs.</p> <p>22.01 List the purposes of a</p>	<p>RLA: Analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the</p>	<p>Teamwork</p> <p>Understanding Information</p>	<p>Re-cap restoration needs</p> <p>PowerPoint Presentation: Assisting with Restoration Needs</p> <p>Class discussion</p> <p>Video: Restorative Care</p>	<p>Contribute to class discussion by way of determining what is required when assisting patients with specified restoration (rehabilitation) needs,</p>	

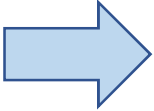
	<p>restorative (rehabilitation) program.</p>	<p>ideas or findings. (R.4.a.)</p> <p>RLA Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. (R.8.a.)</p> <p>RLA Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence. (W.1.)</p>		<p>www.quizlet.com</p> <p>Students will be quizzed on assisting patients with specified restorative (rehabilitation) needs</p>	<p>such as amputation or osteoporosis.</p> <p>Present findings (by way of researching and writing a short report), to support the importance of restorative care and rehabilitation needs. Use graphical and textual information to Explain your findings.</p> <p>Participate in Quizlet.</p>
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IET Single Set of Learning Objectives		Competencies
<p>Students will demonstrate knowledge of the healthcare delivery system with simulated conversations with different members of the health team.</p> <p>Students will explore methods for building positive team relationships.</p>		<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>01.07 Identify characteristics of effective teams</p>
<p>Students will demonstrate the ability to clearly communicate and understand a patient's vital signs with various members of the health team to effectively implement a patient care plan.</p> <p>Students will adhere to appropriate medical terminology and abbreviations used within healthcare.</p>		<p>02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.</p> <p>02.06 use appropriate medical terminology and abbreviations</p>
<p>Students will research, analyze and justify various legal cases against health institutions against the standards of HIPAA, and legal and ethical responsibilities of a nursing assistant.</p>		<p>03.0 Demonstrate legal and ethical responsibilities.</p> <p>03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)</p>

<p>Students will read and analyze a patient care plan, and articulate the impact aspect of health and wellness, citing any personal practices or environmental factors affecting major body systems.</p>		<p>04.0 Demonstrate an understanding of and apply wellness and disease concepts</p> <p>04.02 Identify personal health practices and environmental factors which affect optimal functions of each of the major body systems.</p>
<p>students will examine and determine through data analysis the safe and unsafe working conditions found in the workplace. Through group discussion they will make a prediction when to report safety hazards in the workplace.</p> <p>Students will be able to show the ability to research and communicate knowledge of PPE (Personal Protective Equipment) and the significance of safely transporting and transferring of patients for both patient and staff. Students will also emphasize the impact of Covid19.</p>		<p>05.0 Recognize and practice safety and security procedures.</p> <p>05.10 Demonstrate procedures for the safe transport and transfer of patients.</p>
<p>students will be able to demonstrate, measure and analyze the ability to read patient vital signs and report emergency health situations.</p> <p>Students will be able to recognize and communicate adverse drug related emergencies to other nursing assistant staff and acknowledge when to take appropriate first aid action.</p>		<p>06.0 Recognize and respond to emergency situations.</p> <p>06.04 Recognize adverse drug related emergencies and take appropriate first aid action.</p>
<p>Students will develop a diagram or flowchart, with caption and narrative, illustrating an example of chain of infection, specifically identifying susceptible hosts.</p> <p>Students will be able to analyze, evaluate and communicate safety through ways of illustrating how to identify the difference between First Aid Incidents and OSHA Recordables.</p>		<p>07.0 Recognize and practice infection control procedures.</p> <p>07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA</p>
<p>students will be able to demonstrate the ability to read and interpret medical record documents used within the healthcare system, for example: medical record (chart), electronic health record (EHR) and electronic medical record (EMR).</p> <p>Students will demonstrate the understanding of the role of communicating verbally and written translation of patients' electronic medical documents.</p>		<p>08.0 Demonstrate an understanding of information technology applications in healthcare.</p> <p>08.04 Interpret information from electronic medical documents</p>
<p>Students will demonstrate understanding of employability skills by performing mock scenario interviews.</p> <p>Students will work in teams and communicate the ability to write effectively and read job applications required for nursing assistant positions, they will productively write and review individual resumes and covering letters.</p>		<p>09.0 Demonstrate employability skills.</p> <p>09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e. telephone etiquette, courtes and self-introductions)</p>

<p>Students will be able to role play scenarios demonstrating the ability to correctly perform professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).</p> <p>Students will work in teams to communicate and identify interpersonal skills used to complete job applications, write effective cover letters.</p>		
<p>Students will be able to demonstrate through research the ability to identify and distinguish between fact and fallacy when recognizing the causes of transmission of diseases including HIV/AIDS.</p> <p>Students will describe, evaluate and communicate hand washing technique which is paramount when combating the spread of diseases caused by blood pathogens.</p>		<p>10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.</p> <p>10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood pathogens and the public education necessary to combat the spread of these diseases.</p>
<p>Students will demonstrate the ability to read, record and constructively communicate vital signs to patients and answer patient enquiry.</p> <p>Students will be able to make use of medical terminology to demonstrate and communicate fluid measurements using both traditional and metric units.</p>		<p>11.0 Apply basic math and science skills.</p> <p>11.03 Make, use and convert using both traditional and metric units.</p>
<p>Students will be able to demonstrate the ability to read and effectively use verbal and written communications specific to nurse assistants, for example medical abbreviations and terminologies such as: TPR, BP and electronic medical record (EMR).</p>		<p>12.0 Use verbal and written communications specific to nurse assisting.</p> <p>12.02 Utilize verbal and written information to assist with the patient's plan of care.</p>
<p>Students will analyze and evaluate an understanding of Residence Legal Rights in Long Term Care and knowledge of state law concerning rules pertaining to being a CNA in Florida. students will also communicate the ethical responsibilities relating to CNAs.</p> <p>Students will demonstrate the ability to evaluate, analyze and self-manage the sufficiency needed to demonstrate safe standards including prevention and quality of care for residents in long term care.</p>		<p>13.0 Demonstrate legal and ethical responsibilities specific to nurse assisting.</p> <p>13.04 Demonstrate safe standards of patient care including prevention and quality of care.</p>
<p>Students will be able to demonstrate and communicate an understanding of patient physical comfort and safety measures when transferring patients from bed to wheelchair, and the importance of using various assistive devices and equipment while utilizing body mechanics and patient safety measures.</p>		<p>14.0 Perform physical comfort and safety functions specific to nurse assisting.</p> <p>14.07 Demonstrate lifting, supporting and transferring patients from bed to chair, bed to bed, and bed to stretcher, including the use of the various assistive devices and equipment while utilizing proper body mechanics and patient safety measures.</p>
<p>Students will be able to demonstrate the ability to effectively communicate with patients whilst grooming patients, including hair, skin, foot, hand and nail care.</p>		<p>15.0 Provide personal patient care.</p> <p>15.18 Describe the relationships of body systems when providing patient care.</p>

<p>Students will be able to identify and describe the significance of applying personal patient care and practices when bathing a patient.</p>		
<p>Students will be able to communicate and identify the effective measures needed to empty a Urinary Drainage Bag, such as monitoring when a bag needs changing.</p> <p>Students will communicate the significance of reading and writing urinary measurements once they have successfully emptied a Urinary Drainage Bag.</p>		<p>16.0 Perform patient care procedures.</p> <p>16.11 Monitor and provide urinary catheter care and drainage systems.</p>
<p>Students will be able to self-manage, identify and understand sources of nutrients needed for a patient's food plan, for example illustrating knowledge of MyPlat food guidance system.</p> <p>Students will be able to demonstrate and communicate the importance of monitoring and documenting a patient's nutritional intake by identifying the difference in regional, cultural and religious food guidelines/preferences.</p>		<p>17.0 Apply principles of nutrition.</p> <p>17.05 Monitor and document Nutritional Intake.</p>
<p>Students will read and make sentence-level inferences to show understanding on how to provide care for geriatric patients highlighting ways to prevent patient falls.</p> <p>Students will be able to identify and communicate the importance of preventing pressure ulcers/injuries by illustrating ways to adjust patients position in bed and reporting areas of redness to the nurse on site.</p>		<p>18.0 Provide care for geriatric patients.</p> <p>18.01 Identify and assist with methods and procedures to prevent pressure ulcers.</p>
<p>students will be able to identify and analyze ways to apply the principles of infection control through rules of hand hygiene and the significance of disposable supplies and equipment.</p> <p>Students will illustrate understanding of how to identify and communicate the chain of infection by way of demonstrating methods of transmitting microbes.</p>		<p>19.0 Apply the principles of infection control specific to nursing assisting</p> <p>19.02 Identify the chain of infection.</p>
<p>Students will be able to communicate understanding through role play scenarios on how to offer biological, psychological, and social support to patients.</p> <p>Students will be able to identify and determine the psychological and spiritual support patients receive from family roles and their significance to the patient's health. They will acknowledge how each part relates to and depends on the others.</p>		<p>20.0 Provide biological, Psychological, and social support.</p> <p>20.1 Discuss family roles and their significance to health.</p>
<p>Students will be able to communicate and evaluate supervised organizational functions when demonstrating patient partial Bedbath and Backrub that must be followed EXACTLY!</p>		<p>21.0 Perform supervised organizational functions, following the patient care plan</p> <p>21.1 Organize and prioritize patient-care assignments</p>

<p>Students will be able to show the ability to organize and prioritize each area of the patients-care, for example, caring for dentures, adhering to rules and safety measures for bathing and showers.</p>		
<p>Students will be able to Analyze and determine what is required when assisting patients with specified restoration (rehabilitation) needs such as amputation or osteoporosis. Students will be able to evaluate and identify the purpose of a restorative (rehabilitation) program that may involve measures that promote self-care, Elimination, Positioning, Mobility, Communication and Cognitive function.</p>		<p>22.0 Assist patients with specified restorative (rehabilitation) needs. 22.01 List the purposes of a restorative (rehabilitation) program.</p>

DRAFT



GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Outcomes

Miami Dade College



Single Set of Learning Objectives Template

Team Name or Number	Miami Dade College
Team Members	Luis Rodriguez, Karin Miller, Jesus Ranero, Andrea Keener
Workforce Training Program	Logistics and Transportation Specialist (CCC - 0652020901) and GED Prep

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	<p>01.0 Demonstrate an understanding of personal development and professional networking.</p> <p>01.01 Explore career pathways in supply chain management.</p>	<p>CP. GED.01 Develop skills to locate, evaluate, and interpret career information.</p> <p>DL.GED.02/03 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs. Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</p> <p>R.2 Analyze how individuals, events, and ideas develop and interact over the course of a text.</p> <p>W.2 Produce an extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Employment 	<p>Career Exploration</p> <p>Go to this site and type in the title Global Logistics and Transportation (with FL under location) in the "Occupational Profile" and then take notes on the various elements found to include: job activities, outlook, related occupations, and pay special attention to details about knowledge, skills, and abilities (ksa's).</p> <p>Create a project that presents a job ladder or career exploration which highlights these specific job titles: Note that the project may be in the form of a slideshow, video clip, chart, poster, booklet, infographic, etc...</p> <p>Transportation, Storage, and Distribution Managers</p> <p>Supply Chain Managers</p> <p>Logistics Analysts</p> <p>View the Logistics Analysts video</p> <p>For your presentation, include details about these jobs:</p> <p>Freight Forwarders</p> <p>View the video.</p> <p>Cargo and Freight Agents</p>	<p>Discuss the current outlook for job prospects in the Transportation, Distribution and Logistics career cluster within the state and explain the types of skills (such as reasoning skills) that the jobs in this career cluster have in common.</p> <p>Search online in the college library database for a current article (within the last 3 years) on why the local community or county is a hub for global logistics and transportation. Example for Miami-Dade County: Explain some of the business practices associated with this area of work.</p> <p>Point out what stands out from the videos regarding careers in this cluster and share why it resonates.</p>

		<p>examples, facts, or details from the text; and maintains a coherent focus.</p>		<p>View the video. For extra credit, list details about the college’s college credit certificate program: Logistics and Transportation Specialist and spotlight the 3 types of freight operations (hint: rail, truck, port). Consider why Miami is a magnet for global supply chain companies. Be sure to cite your sources by providing the link/s to information presented. You are encouraged to incorporate graphics or images with text in order to better engage your audience. Note that you can be creative and your presentation can be in the form of a story, infographic, video/audio clip, drawing, slideshow, Pecha Kucha, etc.. Note: Use free online resources and be sure to proofread in order to ensure proper grammar and spelling. Work through this page, Click into all headings 1 through 13, send a snippet, screenshot, or pic of your Quiz score. Note that this site offers videos and templates for resumes. Discuss LinkedIn as a professional platform for networking. Ask students to create a LinkedIn profile and have them add the link to the top part of their individual resumes.</p>	<p>Draw or find an image or images that address what global logistics and transportation involve and why it is significant. In other words, how does the acquisition, flow, and distribution of goods and services relate to the need for planning, organizing, negotiating, purchasing, warehousing (inventory), quality control, accounting, and to the import/export of goods? How do these business practices relate to project management?</p> <p>Discuss: Is information from the U.S. Department of Labor, Employment and Training Administration credible? Why or why not? Is CareerOneStop sponsored by the U.S. Department of Labor, Employment and Training Administration? Should this be considered a valid source?</p> <p>Discuss: What stood out most from the resume writing exercises? How does a LinkedIn profile enhance your resume and your online professional presence? How does LinkedIn allow you to network with others in the same industry or occupation?</p>
<p>02.0 Demonstrate an understanding of professional effectiveness.</p> <p>02.04 Apply problem-solving techniques.</p>		<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.6. Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Justification Lesson</p> <p>Would You Rather? Icebreaker</p> <p>Use the poll feature in the online classroom platform to present Option A and Option B as questions offer 2 possible choices. Ask students to write about why they selected the option they chose in chat.</p>	<p>Discuss what it means to have or to offer alternatives and what it means when choices are limited. Explain how this relates to resource management, including human resources.</p> <p>Discuss how the time-constraint for the justification activity factors into the decision-</p>

<p>02.05 Manage stressful situations.</p> <p>02.06 Build professional communication skills.</p> <p>02.07 Disseminate information.</p> <p>02.10 Identify time-management skills.</p>	<p>W.2 Produce an extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p> <p>Science: SP.2 Investigation Design (Experimental and Observational) SP.3 Reasoning from Data</p>			<p>For in-person classes, pass around slips of paper with the options and have students take turns going to the board to write down the why for their choice.</p> <p>Sample ‘Would You Rather?’ lesson that focuses on disability empathy:</p> <p>Complete the Justification lesson from OER Commons with students working in pairs or teams:</p> <p>Review the differing approaches and perspectives revealed in the justification activities and review the role of claim, evidence, reasoning (CER) in proposing solutions.</p>	<p>making process. Explain how this relates to time-management in the workplace.</p> <p>Discuss team aspects of the activity and how leadership plays a role, as well as how justifications and negotiations factor into decision-making.</p>
<p>07.0 Demonstrate an understanding of inventory and supply planning.</p> <p>07.01 Explain the importance of inventory.</p> <p>07.05 Calculate, analyze, and incorporate various inventory management tools, including spreadsheets, in order to understand the impact on logistics.</p>	<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.6 Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.</p> <p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response</p> <p>Science: SP.2 Investigation Design (Experimental and Observational) SP.3 Reasoning from Data SP.5 Working with Findings</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 		<p>Worst Case Scenario</p> <p>Review the importance of tools used for inventory tracking such as spreadsheets or lists. Discuss why allocation of resources matters and explain prioritization.</p> <p>Complete Post Visit 1 Activity/Scenario 1 Lost at Sea Exercise.</p> <ul style="list-style-type: none"> • Review items needed for survival. • Place students into groups and read the survival scenario (plane crash and/or water). Doing both scenarios offers more opportunities to explore different aspects of communication. • Hand out the list of supplies and each group should rank them in order of importance, 1 being the most important. They should also give a reason why they ranked it at that number. • Have the groups present their ranking, allow time for debate among the groups about their ranking. 	<p>Review how unexpected or crisis situations affect decision-making and which strategies help when dealing with these situations (such as working with limited resources or having blocks to moving products or services).</p> <p>Offer examples that show what role prioritizing and risk-assessment play in managing things, people, and/or situations.</p> <p>Explore the recycling or reuse part of reverse logistics and engage in role play of trade negotiations.</p> <p>Ask students to share examples of trade negotiations which highlight compromise.</p> <p>Have students explain how communication was important to the Lost at Sea activity.</p> <p>Have students explain how they reasoned about which supplies merited higher rankings</p>

<p>08.01 Assess the nature and scope of reverse logistics.</p> <p>08.02 Explain the waste management process.</p> <p>08.03 Explain the disposition of assets.</p> <p>09.17 Conduct a negotiation.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>16.03 Build interpersonal skills with individuals and teams.</p>				<ul style="list-style-type: none"> • Share 'correct' answers with the class. <p>Each team or group is given a list of certain items and is allowed to negotiate a trade with other teams or groups. Wildcards can be included to create additional variables.</p> <p>In each group or team, one person can be appointed as the recorder or note-taker to record the discussions and negotiations of the team or group, another can be the researcher (to look up the details and utility of items they are not familiar with), another can be the supply chain manager to track the team's evaluation of each item to ensure pacing (so that the group has a chance to assess all items which are to be ranked), another can be the import/export specialist while another serves as the inventory control technician so they both work to oversee trade negotiations, and another can serve as an expeditor to handle any glitches or conflicts that may arise. The instructor can explain their role as distribution manager.</p>	<p>and what this activity taught them about prioritizing, negotiating, and working with others.</p> <p>Ask students whether they used logic and how they used problem-solving skills to make decisions.</p> <p>Have students explain how practicing for worst-case scenarios increases a positive preparedness response and invite examples of preparation skills in both logistics work and in daily life.</p>
<p>13.0 Demonstrate an understanding of customer relationship management.</p> <p>13.01 Explain basic customer relationship management (CRM) concepts.</p>	<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p> <p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources 		<p>Compare and Contrast Customer Service Experiences</p> <p>Ask students to think of and share some insight about a movie or TV show scene that portrays either really bad customer service- such as when Jerry Seinfeld is upset about his car reservation or when Julia Roberts' character in 'Pretty Woman' shows how the sales staff should not judge a book by its cover, or when a scene or shows highlights really great customer service - such as The Office – How Michael Scott Makes a Sale</p>	<p>Ask students if they are consumers of education - of learning- and ask them to list examples that reflect what they are consumers of.</p> <p>Ask students if they expect a return on investment (ROI) for their purchases. For example, as consumers of knowledge, do they expect to make learning gains from their investment in this course with their investment presenting in the form of costs</p>

<p>13.02 Demonstrate quality customer service focus.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>16.03 Build interpersonal skills with individuals and teams.</p> <p>02.04 Apply problem-solving techniques.</p> <p>02.05 Manage stressful situations.</p> <p>02.06 Build professional communication skills.</p>	<p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</p> <p>Science: SP.2 Investigation Design (Experimental and Observational) SP.3 Reasoning from Data</p>	<ul style="list-style-type: none"> Self-management 	<ul style="list-style-type: none"> Ask students to think about branding or marketing and to consider the various digital tools and social media platforms that serve as marketing tools. Present the TED Talk: I Was Seduced By Exceptional Customer Service John Boccuzzi, Jr <p>Boccuzzi Jr. discusses why customer service, as opposed to traditional marketing strategies, has the potential to be the greatest form of marketing for a brand. John Boccuzzi Jr. has more than 20 years' experience as a sales, marketing and customer experience executive, with a proven track record of strategic thought leadership in both private and public companies. Present case-based challenges such as a situation where a client or customer is unhappy about a product or service (because the order is incorrect or incomplete or did not arrive on time, or is damaged, etc) and is increasingly raising his/her voice while demanding to speak to a supervisor and wherein the employee raises his/her voice to match that of the client or customer and seems at a loss for how to resolve the problem. Ask students to consider what might be done differently and how the conflict might be defused. Invite teams to present recommendations.</p> <p>Invite students to go on an online scavenger hunt with an elbow partner or peer to locate examples of bad customer service, very bad customer service, good customer service, and great customer service. Sources can be articles, drawings, cartoons, books (according to content snapshots), memes, quotes, and the like. Ask students to provide the link for each source to reinforce the importance of crediting/citing sources.</p> <p>Additional/Alternate Activity: Review</p>	<p>which include monetary/financial (tuition and fees), time and effort (commitment and related expenditures).</p> <p>Invite students to share specific points about what makes for good customer service and what does not; noting similarities and differences from various examples. Have students define what 'good' customer service is as compared to 'great' or 'exceptional' customer service. Invite students to offer examples of both 'bad' and 'good' customer service experiences from personal sharing and/or from TV shows, movies, stories, etc.</p> <p>Have students place their findings from the online scavenger hunt into a slideshow and present it to their peers in order to compare and contrast their team findings with those of other teams as a way to note similarities and differences in perception, business interactions, and the remedy of various situations.</p> <p>Role-play the challenges of responding to unhappy employees or customers, from those in the warehouse to suppliers to CEOs- and to retail customers themselves - along the entire supply chain. Invite peer feedback of the role-play scenarios.</p>
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				<p>Swearing, political correctness, and customer service. Play only the first 35 seconds of this video. Ask students if they were surprised by what was revealed and why or why not.</p>	
	<p>02.03 Demonstrate appropriate work ethics as they apply to supply chain management.</p> <p>02.04 Apply problem-solving techniques.</p> <p>02.05 Manage stressful situations.</p> <p>02.06 Build professional communication skills.</p> <p>09.12 Review legal implications of contracting, including the difference between a business decision and legal case.</p> <p>16.06 Examine quality cost implications.</p> <p>17.01 Review and discuss current legal and ethical considerations as</p>	<p>DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.</p> <p>R.1 Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.</p> <p>L.1 & L.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</p> <p>Science: SP.2 Investigation Design (Experimental and Observational) SP.3 Reasoning from Data SP.7a. Understand and apply scientific models, theories and processes.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Understanding systems • Utilizing resources • Self-management 	<p>Ethical/Legal Dilemmas</p> <p>Discuss what is meant by quality and what businesses do to ensure quality assurance.</p> <p>Present the TEDEd Lesson: Video Intro: You founded a company that manufactures meatless burgers that are sold in stores worldwide. But you've recently received awful news: three people in one city died after eating your burgers. A criminal has injected poison into your product! The deaths are headline news and sales have plummeted. How do you deal with the crisis? George Siedel and Christine Ladwig explore the different strategies of this ethical dilemma.</p> <p>Review the Dig Deeper link from the above TEDEd lesson: Important vocabulary:</p> <ul style="list-style-type: none"> • Sustainable • Eco-friendly • Re-usable • Waste <p>Although the Three Pillar model (strategy, law, ethics) can be applied within all organizations (public or private, business or nonprofit) and also when making personal decisions as simple as ordering a pizza, this lesson focuses on using the model to make business decisions. The key questions that business decision-makers should address are:</p>	<p>Discuss business decision-making and how the decision-maker faces financial, time, and other resource constraints.</p> <p>Review factors of 'Customer Protection', noting application of the following as outlined in the TEDEd video:</p> <ul style="list-style-type: none"> • Utilitarian Test • Family Test • Newspaper Test • Mentor Test <p>Discuss how the movie Good Burger reflects the various types of infringement (copyright, trademark, patent) and interference (tortious) which a business may face.</p> <p>Have students explain which of the cases from the Three Pillar model paper stood out to them and why.</p> <p>After viewing the Good Burger movie (or movie clips), have students offer examples of other cases that involve similar serious or potential ethical issues and review how they were handled, such as the Tylenol Murder Case which led to improved quality control measures of tamper-resistant packaging : Have students explain how a company's actions in the face of a crisis is key.</p>

<p>they relate to supply chain management.</p> <p>17.02 Evaluate policies for managing privacy and ethical issues.</p>				<p>1. Strategy Pillar: What is our value creation goal, and how do we intend to achieve it? (Note: After a strategic plan has been formulated, the remaining two pillars can be considered in either order.)</p> <p>2. Law Pillar: How can we manage the legal risks associated with our strategy?</p> <p>3. Ethics Pillar: Is our proposed strategic decision ethical?</p> <p>Invite students to watch the movie Good Burger to discuss how it relates to lessons learned from the TEDED video and have students note the legal issues of infringement and interference that take place. The movie and clips from it can be found on Netflix, YouTube, and on various other platforms or channels.</p> <p>Logistics expert Katie Francfort invites us to dream of finding solutions in unexpected places as she explains challenges in logistics such as material handling :</p> <p>Discuss how a company’s response to a scandal or negative situation reflects on the company’s reputation.</p>	<p>Review the strategy of using problems as solutions- as noted by Katie Francfort - and discuss the role of delivery mechanisms.</p> <p>Discuss how we can challenge researchers and lawmakers to be ahead of the curve when it comes to challenges in logistics.</p> <p>Explain the meaning of the following terms as they relate to the readings and videos:</p> <ul style="list-style-type: none"> • Crisis Response • Analysis • Pricing • Alternatives • Strategies • Stakeholder • Stakeholder Analysis • Branding • Reputation
<p>02.06 Build professional communication skills.</p> <p>02.07 02.07 Disseminate information.</p> <p>03.01 Define and characterize supply chain management and logistics.</p>	<p>DL.GED.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</p> <p>R.3.2; L.4.2 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Vocabulary Building</p> <p>Discuss why it is important for us to know the jargon or words specific to a certain profession or industry. Review why it is important to communicate clearly and how correct word usage contributes to how others view expertise.</p> <p>Divide students into teams to search an online dictionary to find definitions for a set number of words from the word-list. [Note that students can be invited to write their definitions in chat (if on an online platform) or to write</p>	<p>Explain how using the right words make us more effective in our employment.</p> <p>Explain how the field of logistics shows how pieces fit together to take goods from points of where they are manufactured to points of delivery.</p> <p>Explain how certain terms in logistics tie into each other. Example: Inventory as a method of tracking ties into tracking the transport of goods; tracking cost; tracking damages; and tracking repairs and/or returns.</p>	

<p>03.02 Describe the role of other business functional areas in supply chain management.</p> <p>05.08 Explain the product characteristics that impact logistics.</p> <p>05.09 Explain order fulfillment procedures.</p> <p>06.01 Assess types of packaging including customer requirements, and industry required labels.</p> <p>06.02 Explain the functions of packaging.</p> <p>06.03 Explain how packaging influences other logistic activities.</p> <p>07.01 Explain the importance of inventory.</p>	<p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p> <p>Social Studies: E. 3 Describe common economic terms and concepts.</p>			<p>on easel paper if in an in-person learning environment.] Example: If 4 teams, 10 words per team.</p> <p>Ask students to divide each sheet of paper into sections with the following headings for their assigned word-set:</p> <p>Definition Sentence (using the word) Drawing</p> <p>Guide students in creation of a pamphlet that depicts the learned vocabulary by taking parts from each team and combining them into a finished product .</p> <p>Word List:</p> <ol style="list-style-type: none"> 1. Package 2. Parcel 3. Label 4. Logo 5. Transport 6. Delivery 7. Capacity 8. Shipment 9. Security 10. Freight 11. Rate 12. Port 13. Cargo 14. Warehouse 15. Purchasing 16. Inventory 17. Inspection 18. Tracking 19. Traceability 20. Barcode 21. Accounting 22. Retail 	<p>Explain how the pandemic changed the view of the importance (or essential nature) of transportation/logistics workers.</p> <p>Have students work in teams to present a short piece on whether the pandemic led to more online business transactions or e-commerce and what this means for the future of logistics.</p> <p>Have students explain whether drawing or doodling (or adding online images to their pamphlet piece) helped with learning the vocabulary, particularly with recall of word meanings.</p> <p>Have students explain the benefits of using a pamphlet to present information, explaining whether it is a good marketing tool, and if so, why. Ask students to offer examples of other formats in which the same information could be presented.</p> <p>Have students explain what they noted about the word-list being broken into parts for each team to tackle and then being combined into one finished product.</p> <p>Have students explain any challenges they encountered from engaging in this task and whether they felt each team member carried their weight. Have students report on whether anyone on the team took on a leadership role and how this affected the group dynamics and the outcome.</p>
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	<p>04.01 Assess the importance of the transportation system.</p> <p>04.02 Explain the scope of the domestic and global transportation system.</p> <p>04.03 Describe various services in the transportation industry and how these services are coordinated.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p>	<p>DL.GED.01 Develop basic keyboarding and numerical keypad skills.</p> <p>R.2 Analyze how individuals, events, and ideas develop and interact over the course of a text.</p> <p>L.1 & L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p> <p>Social Studies: E.1 Describe key economic events that have shaped American government and policies.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Transportation Timeline</p> <p>Discuss how timelines reflect data and how timelines paint a picture of historical information. Explain why it is important to know the sequence of events and of how learning the history of transportation in our nation helps us better understand how the field of logistics got to the place where it is now. Present a searchable interactive timeline of the history of agriculture in the United States</p> <p>Review why timelines serve as important tools and how they help organize information.</p> <p>Review how creation of an online scavenger hunt helps build research and presentation skills.</p> <p>Explain why it is important to offer clues and how clues help us in finding answers.</p> <p>Alternative/Additional: Discuss how the pandemic highlights the ‘essential’ nature of transportation services involving goods and services and invite students to share articles, memes, drawings, cartoons, social media posts, etc. which reflect</p>	<p>Explain the difference between a deadline and a timeline.</p> <p>Discuss how transportation has changed in our nation over its historical timeline and invite students to share insights into how transportation affects trade and business with particular attention to lessons learned from the pandemic.</p> <p>Have teams collect questions from the various points on the searchable interactive timeline to create a scavenger hunt. Ask students to include hints to ease navigation for those who will accept the scavenger hunt challenge.</p> <p>Ask students to share their findings of online pieces that reflect the essential nature of transportation and logistics and have them note which ones reveal a different perspective as a result of the pandemic.</p>

		<p>E. 7 Describe the economic drivers of exploration and colonization in the Americas.</p>		<p>this. (Remind students that they can use the college library’s learning resources to locate information).</p>	
	<p>11.01 Plan product/service management strategies.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p>	<p>DL.GED.01 Develop basic keyboarding and numerical keypad skills.</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p> <p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</p> <p>Social Studies: E.1 Describe key economic events that have shaped American government and policies.</p> <p>G.1 Describe how geography affected the development of classical civilizations.</p> <p>G. 3 Describe the concept of borders between peoples and nations. G. 4 Describe the forms of human migration.</p> <p>Science: SP.4 Evaluating Conclusions with Evidence</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Utilizing resources 	<p>Moving Along Routes</p> <p>Discuss how maps show connectivity and how they work to ‘connect the dots.’</p> <p>Review the movement along points through the history of the 5,000-mile Silk Road, a network of multiple routes that used the common language of commerce to connect the world's major settlements, thread by thread.</p> <p>The Silk Road-History’s First World Wide Web</p> <p>Mapping Points on a Line</p> <p>How the Konigsberg Bridge Problem Changed Mathematics (Graph Theory)</p> <p>Network theory</p> <p>Network theory is an area of computer science and network science and part of graph theory. It has applications in many disciplines, including statistical physics, particle physics, computer science, biology, economics, operations research, and sociology. Network theory concerns itself with the study of graphs as a representation of either symmetric relations or, more generally, of asymmetric relations between discrete objects.</p> <p>Video intro.:</p> <p>From social media to massive financial institutions, we live within a web of networks. But how do they work?</p> <p>How does Googling a single word provide millions of results? Marc Samet investigates how these networks keep us connected and how they remain "alive:"</p>	<p>Review what the peaks in graphs reveal and if this is something that can be leveraged to a company’s advantage.</p> <p>Explain how maps reflect networks.</p> <p>Discuss why networks are so powerful. Ask students to consider how involved they are in social networks and to discuss which other networks they are involved in.</p> <p>Explain what maps can teach us and discuss what is interesting about flat maps versus other types of maps.</p> <p>Discuss what intersecting points tell us.</p> <p>Ask: What does the intersection of maps and logistics tell us? What about mapping reflects today’s on-demand economy and how does technology reveal evolution in the field of logistics, particularly with tools such as GPS?</p> <p>Invite students to consider what other uses for GPS they can think of and to share those with the class.</p> <p>Invite students to present their maps, explaining the significance of what they plotted. Encourage varying formats for the</p>

				<p>What we can learn from inaccurate maps?</p> <p>Have a guided discussion on use of GPS technology noting that many GPS applications are used for mapping and directions.</p> <p>Information Superhighway: Alan Amling · Logistics and marketing expert oversees marketing efforts for UPS’s global logistics and distribution services. With this in mind, Alan Amling reimagines the supply chain of the future. By integrating ideas from the past with today’s in-demand economy’s most promising technologies, he paints a surprising picture of how we might manufacture and deliver things in the years to come. Have students create their own maps that reflect intersecting points and movement along paths of various types. Students may work in teams or with partners.</p>	<p>presentations such as slideshow, video clip, audio clip, poster, etc.</p>
<p>10.05 Explain impact of new production technology for profitability.</p> <p>12.03 Explain how logistics cost can influence pricing decisions.</p> <p>12.04. Determine prices for products/services.</p>	<p>Math: MP.4 Mathematical Fluency A.7 Compare, represent, and evaluate functions</p> <p>Social Studies: E. 4 Describe the principles of Microeconomics and Macroeconomics</p> <p>R.5 Determine an author’s purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text. R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Value and Quality Control</p> <p>Discuss the time value of money. View this video on calculating future value: Video Intro: We’ve all heard the phrase “Time is money.” But what do these two things actually have to do with one another? German Nande explains the math behind interest rates, revealing the equation that will allow you to calculate the future value of your money (if you wisely put it in the bank, that is).</p> <p>What gives a dollar its value? Video Intro: The value of money is determined by how much (or how little) of it is in circulation. But who makes that decision, and how does their choice affect the</p>	<p>Discuss what interest rates tell us and how they help in daily life. Explain how ‘choice’ and consequences in the market figure into economic decisions.</p> <p>Discuss how supply and demand affect pricing.</p> <p>Ask students to express what we can learn from business cycle peaks.</p> <p>Discuss different ways in which we measure value and explain the paradox of value.</p>	

<p>14.04 Apply sound decision-making strategies.</p> <p>16.04 Explain quality assurance.</p>	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence</p>		<p>economy at large? Doug Levinson takes a trip into the United States Federal Reserve, examining how the people who work there aim to balance the value of the dollar to prevent inflation or deflation.</p> <p>Additional resource</p> <p>Review the peak of a business cycle: Video Intro: During the 1600’s, the exotic tulip became a nationwide sensation; some single bulbs even sold for ten times the yearly salary of a skilled craftsman. Suddenly, though, the demand completely plummeted, leaving the tulip market in a depression. What happened? Prateek Singh explains the peak of a business cycle, commonly referred to as a mania.</p> <p>Review supply and demand basics: Video Intro: What is supply and demand? Well, you’ll have to watch the video to really understand it, but it’s kind of important for everything economically. Supply and demand set prices, and indicates to manufacturers how much to produce.</p> <p>The paradox of value: Video Intro: Imagine you’re on a game show and you can choose between two prizes: a diamond ... or a bottle of water. It’s an easy choice – the diamonds are more valuable. But if given the same choice when you were dehydrated in the desert, after wandering for days, would you choose differently? Why? Aren’t diamonds still more valuable? Akshita Agarwal explains the paradox of value.</p> <p>Review opportunity cost with the parable of the broken window. Video Intro: Paradoxically, while natural disasters clearly destroy wealth, they also seem to create wealth and</p>	<p>Invite students to find and present pieces located online that reflect ‘value’ and/or ‘utility’ such as cartoons, memes, news articles, song lyrics, and the like.</p> <p>Invite students to share what they perceive to be the lesson in the broken window story.</p> <p>Have students offer examples of opportunity cost. Ask: What is loss aversion? Review what it means.</p> <p>Discuss how alternatives tie into resource use or allocation.</p> <p>Discuss how behavioral economics helps businesses with placement and pricing decisions and how this works on both an individual consumer level and on a global consumer basis.</p> <p>Review why many marketing strategies seem to rely on known human biases to increase sales and explore ways of controlling our responses to these.</p> <p>Ask: What is the consequent fallacy as explained in the Rebel Supplies video?</p> <p>Review why inspections are important and why labeling of packages is so important. Explore what this says about quality control. Discuss why you think people are better at solving problems in specific social contexts rather than from abstract logical scenarios.</p>
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<p>11.01 Plan product/service management strategies.</p>	<p>Math: A.7 Compare, represent, and evaluate functions</p> <p>Social Studies: E. 4 Describe the principles of Microeconomics and Macroeconomics</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics. L.2 Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Weights & Measures</p> <p>Why the Metric System Matters Video Intro: For the majority of recorded human history, units like the weight of a grain or the length of a hand weren't exact and varied from place to place. Now, consistent measurements are such an integral part of our daily lives that it's hard to appreciate what a major accomplishment for humanity they've been. Matt Anticole traces the wild history of the metric system.</p> <p>Next, review this NASA Connect Segment explaining the development of the US standard system of measurement and the metric system and how the two</p>	<p>Discuss how consistent measurements are such an integral part of our daily lives and how the metric system evolved.</p> <p>Review which types of measurements are used in daily life and which are used in logistics.</p> <p>Explain the difference between a number and a measurement. Discuss why accuracy is important in business. Discuss why precision is important in business.</p>	

		<p>W.3 Write clearly and demonstrate sufficient command of standard English conventions.</p>	<p>systems differ to learn why ‘measurements’ are fundamentally different from numbers:</p> <p>What’s the difference between accuracy and precision? When we measure things, most people are only worried about how accurate, or how close to the actual value, they are. Looking at the process of measurement more carefully, you will see that there is another important consideration: precision. Matt Anticole explains what exactly precision is and how can help us to measure things better: Review here to answer What is accuracy? What is precision?</p> <p>Taking a measurement requires you to use a measuring tool of some sort: a ruler, a thermometer, a graduated cylinder, etc. Check out Bill Nye the Science Guy - S05E17 Measurement.</p> <p>Check out this Chemistry Crash course to learn more about why units are so essential:</p> <p>For further insight into precision and accuracy, to include a look at significant figures, watch this video. For significant figures review.</p> <p>Have students create a chart to show the similarities and differences between the standard and metric systems of measurement and between precision and accuracy, offering an example of each.</p> <p>***William Heuisler explains the history of time and how trains changed everything. Quality vs. Quantity Review What if your arguments don't add up? Niro Sivanathan Niro Sivanathan is a Professor of Organizational Behavior at the London Business School.</p>	<p>Write your own example of a scenario that would give you imprecise but accurate measurements. Write your own example of a scenario that would give you inaccurate but precise measurements.</p> <p>Questions of precision can arise not just from direct measurements, but also when we make decisions about what values are appropriate to plug into calculations. Provide an example of this from the Mars Curiosity lander story.</p> <p>Review how quality control impacts an individual consumer vs. a business. Offer examples of management’s role in ensuring optimal quality control measures.</p> <p>Explain the ‘dilution effect’ and how it works, particularly when evaluating options. What are other examples like the dish set example in the video that address perceived value?</p> <p>Role-play strategies which managers can use to persuade employees and/or customers, particularly when it comes to perceived value.</p> <p>Explain some difficulties that could arise if there were no such thing as standard time (in other words, why is there a need for a global clock?). ***Explain how trains sparked a need for standardized time.</p>
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				<p>Niro obtained his Ph.D. in Management & Organizations from the Kellogg School of Management at Northwestern University.</p>	<p>Explain some techniques that advertisers use to persuade consumers when it comes to goods and services.</p> <p>Discuss how our global economy affects the way we measure quality and quantity and how the pandemic has affected quantity and quality measures?</p> <p>Discuss anything surprising about the results of the pharmaceutical ad experiment in Niro’s video and what this teaches us about consumer awareness and marketing techniques.</p>
	<p>05.06 Explain the elements that influence space layout in warehousing (e.g. productivity, damage, safety, security, etc.)</p> <p>11.01 Plan product/service management strategies.</p> <p>12.01 Explain pricing fundamentals.</p> <p>12.02 Evaluate pricing fundamentals.</p> <p>13.04 Explain the importance of logistic</p>	<p>Math: MP.5 Evaluating Reasoning and Solution Pathways A.7 Compare, represent, and evaluate functions Q.3 Calculate and use ratios, percent, and scale factors</p> <p>Social Studies: E.2 Explain the relationship between political and economic freedoms</p> <p>Science: SP.4 Evaluating Conclusions with Evidence SP.8 Probability & Statistics</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics. L.2 Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Matrices</p> <p>Organize numbers into a grid, or matrix: Video Intro: When you're working on a problem with lots of numbers, as in economics, cryptography or 3D graphics, it helps to organize those numbers into a grid, or matrix. Bill Shillito shows us how to work with matrices, with tips for adding, subtracting and multiplying (but not dividing!).</p> <p>Capacity</p> <p>Overbooking Example: Video Intro: Have you ever sat in a doctor’s office for hours, despite having an appointment? Has a hotel turned down your reservation because it’s full? Have you been bumped off a flight that you paid for? These are all symptoms of overbooking, a practice where businesses sell or book more than their capacity. So why do they do it? Nina Klietsch explains the math behind this frustrating practice.</p>	<p>Discuss how a grid or matrix organizes numbers.</p> <p>Explain the strategy of overbooking in regard to optimizing resources.</p> <p>Discuss how statistics and probability factor into business decisions. Explain likelihood and its link to expected revenue.</p> <p>Discuss practical behavior versus ethical behavior in terms of the overbooking strategy.</p> <p>Discuss what you learned about prime numbers and sectors.</p> <p>Review what you learned from working on the cargo riddle and from using a 4-step problem solving approach?</p>

<p>performance on customer service in generating revenue and managing profit and loss.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p> <p>14.04 Apply sound decision-making strategies.</p>	<p>capitalization and punctuation when writing.</p> <p>W.3 Write clearly and demonstrate sufficient command of standard English conventions.</p>			<p>Note that the amount of tickets to sell for the highest revenue is found by: Multiplying the probabilities by the revenue for each case, adding those all up, and repeating this calculation for various numbers of extra tickets.</p> <p>Added resource to the above.</p> <p>Review the 4-step problem-solving approach:</p> <ul style="list-style-type: none"> • Step 1: Understand the problem. • Step 2: Devise a plan (translate). • Step 3: Carry out the plan (solve). • Step 4: Look back (check and interpret). <p>Situation: Set the scene: As the cargo director on the maiden voyage of the S.S. Buoyant, you’ve agreed to transport several tanks containing the last specimens of an endangered fish species to their new aquarium. Unfortunately, the boat is battered by a fierce storm, throwing your precious cargo overboard. Can you get the fish to safety and save the day? Present the Cargo Riddle and pause at the 2:25 mark to allow time for students to work in teams or groups to solve the riddle:</p> <p>Guided questions: Which best describes the number of tanks that can fit in the cargo hold? The fish tanks could have landed in any one of how many different sectors? How many total organisms are in the 3 sectors? What do you know about each sector and what do you know about how many fish the tanks hold? Can you think of any real life problems involving partial information that a table might help you solve?</p>	<p>Have students locate relevant infographics and discuss their effectiveness in terms of strategic thinking and attention to task, purpose, and audience.</p> <p>Invite students to present examples of matrices or grids and offer why this method of organization serves the interests of businesses.</p> <p>Added activity/Guided Discussion: After you have solved the riddle, consider this additional scenario. If all of the information in the riddle remains in place, but we added 1 detail – that there is a porpoise in one of the sectors – what effect would that have on the number of possible solutions? Why would such a small detail have such a large impact?</p> <p>Ask students to work in teams to create a grid of the fish tank riddle and to present their reasoning.</p> <p>Ask students the following questions for the TV screen size activity: : Do you think it would be easier to change the way we currently produce televisions in order to fit major cinematic films, or the way we currently produce major cinematic films in order to better fit on the average television? Why? Do larger TVs typically cost more? Why? According to the article on TV pricing, what is meant by production capacity and yield? What is ‘manufacturing efficiency’? How does</p>
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				<p>Would it be possible to solve this riddle if we didn't know there were the same number of fish in every tank? Why or why not?</p> <p>Would it be possible to solve this riddle if there were two sectors with an unknown number of fish, but a known number of sharks? Why or why not?</p> <p>Review this lesson on understanding ratio, percent and proportion:</p> <p>Work in teams to consider these questions: If you take a major cinematic film (produced in 2.35:1 aspect frame) and compare it with a television (4:3 screen), we find that how much of the original movie can fit on the television screen? Suppose someone made a TV for your living room that was actually 2.35:1 to show full movies, and the TV was the same height as the average 50" TV. How wide would the new TV have to be? (Solutions found under the Think quiz section of the TEDEd lesson on why the shape of your screen matters).</p> <p>Have students volunteer to take turns reading aloud.</p> <p>Alternate/Additional activity: View the mini-course by Qian Wang on Economies of Scale and Economies of Scope: Note that an mp4 file may be downloaded or use the YouTube video.</p>	<p>this inform us about how supply and demand drive prices?</p> <p>Invite examples to explain how economies of scale and of scope relate to our daily lives?</p> <p>Ask students how a grid could be used to show scale and proportion. Have students refer to this link to point out what stands out to them most about this topic: https://www.asu.edu/cfa/wwwcourses/art/SOACore/scalemain.htm</p>
	<p>09.15 Explain payment problems with suppliers and user departments.</p> <p>11.01 Plan product/service</p>	<p>Math: MP.1 Building Solution Pathways and Lines of Reasoning</p> <p>Q.1 Apply number sense concepts, including ordering rational numbers,</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking 	<p>Working backward to solve problems</p> <p>They always say that you win at chess by being a few moves ahead of your opponent. In this video, chess grandmaster Maurice Ashley talks about some of the strategies chess players use to do that, specifically:</p>	<p>Invite students to share examples of looking backwards to look or solve forward - to include use of chunking, pattern recognition, stepping-stone method and retrograde analysis.</p>

<p>management strategies. 14.01 Explain basic management concepts. 14.04 Apply sound decision-making strategies.</p>	<p>absolute value, multiples, factors, and exponents Q.2 Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers Science: SP.2 Investigation Design (Experimental and Observational) SP.4 Evaluating Conclusions with Evidence L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Using information • Utilizing resources • Self-management 	<p>Chunking – taking a group of positions and seeing what possibilities are there, the divide and conquer method Pattern recognition – looking for patterns you recognize Stepping-stone method – freeze frame the position and try to guess the next possible moves Retrograde analysis – work backwards. From where you want to go, try to see where you would have had to be to get there, or as he puts it, from the end game, look backwards. Retrograde analysis is a technique that helps solve problems by working backwards from the desired endgame. In game theory at large, this method is called backward induction. Invite students to tell about another situation (a game or a homework assignment, for example) where they had to use their problem-solving skills to succeed Examples of this: The Curious Case of Benjamin Button Problem Solving/Troubleshooting View See What You Think: A recipe for problem solving by Max Sylvester Mark Sylvester has a background as a chef and tends to think about problems as recipes. Discuss how short-term and long-term perspectives fit into stock market investment strategies. Investment: Review this video on how the stock market works. View this video which explores the tactics of different investing strategies: Review: One of the factors working against market efficiency is human irrationality; emotions can influence investor decisions and lead them to make bad decisions.</p>	<p>Discuss the fields that use retro-analysis and why it is so useful. Ask: What do you do to sharpen your problem-solving skills? How can use of retro-analysis help with investments? What is a ‘share’ and how does this relate to value? What is the difference between profits and worth? What do individuals and institutions achieve by investing in stocks? There are wide arrays of strategies under both the active and passive schools of thought. Discuss which strategies are best for investors looking to manage their own stock positions. Explain what you do to sharpen your problem-solving skills. Discuss how pattern recognition helps us strategize and how thinking of problems as recipes help us plan, especially with ‘clustering the chaos’ and ‘making a map’ as Mark Sylvester explains. In researching a company’s finances, what might an investor look for to determine whether a company is a good one to buy? What are some examples of how an investor might let their emotions influence their investment decisions?</p>
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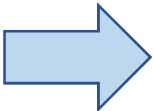

<p>04.05 Determine the costs/benefits of company-owned versus for-hire transportation. 04.06 Explain the scope and complexities of international transportation. 04.07 Explain the general costs included in transportation rates. 05.06 Explain the elements that influence space layout in warehousing (e.g. productivity, damage, safety, security, etc.) 05.07 Create a cost-benefit analysis. 14.04 Apply sound decision-making strategies. 15.01 Explain types of risk. 15.02 Explain risk management. 15.03 Analyze safety/security risks.</p>	<p>Math: MP.3 Furthering Lines of Reasoning Q.8 Utilize counting techniques and determine probabilities Social Studies: E.2 Explain the relationship between political and economic freedoms Science: SP.4 Evaluating Conclusions with Evidence SP.8 Probability & Statistics R.2 Analyze how individuals, events, and ideas develop and interact over the course of a text. R.6 Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	<p>Quantification, Probability, and Risk Why do UPS trucks provide right-turn only directions to drivers? Video included in above link: https://youtu.be/HV_bJxkdNDE Review what is meant by weighing costs and benefits. Define risk analysis. Intro.: Meet Lucy. She was a math major in college, and aced all her courses in probability and statistics. Which do you think is more likely: that Lucy is a portrait artist, or that Lucy is a portrait artist who also plays poker? How do we know which statement is more likely to be true? Alex Gendler explores our tendency to look for shortcuts and the phenomenon known as the conjunction fallacy. Ask students to pay attention to the conjunction fallacy in terms of probability judgment and to note that systematic violations of the conjunction rule are observed in judgments of lay people and of experts. Point out that this phenomenon is demonstrated in a variety of contexts, including estimation of word frequency, personality judgment, medical prognosis, decision under risk, suspicion of criminal acts, and political forecasting. With this in mind, view this video on situations with added conditions. Should we rely on probabilities and careful analysis when making important decisions? In this quick talk, professional poker player Liv Boeree shares three strategies she's learned from the game and how we can apply them to real life. Discuss how estimation helps with strategic planning and review why it is important to convey probability and to speak in numbers.</p>	<p>Discuss optimization, particularly in terms of insurance and fuel economy? Explain how UPS achieves this? Discuss how models are useful for quantifying things and how probability factors into risk analysis. Review some strategies for weighing benefits and risks. Give examples that show that we are consumers and discuss why we expect a return on investment. Discuss why the same mental process responsible for the conjunction fallacy is helpful in everyday life. Discuss how we know the conjunction fallacy isn't just a matter of unfamiliarity or lack of knowledge and review how the conjunction fallacy contributes to the spread of fake news and conspiracy theories. Discuss how businesses and individuals seek a 'strategic edge' when investing. Discuss why businesses look to make revenue or profit. Explain how profit helps offset loss.</p>
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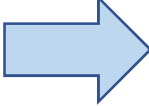
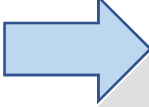





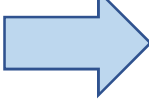
	<p>11.01 Plan product/service management strategies. 13.05 Explain the role of technology in order processing, tracking, and customer research.</p> <p>14.01 Explain basic management concepts.</p> <p>14.04 Apply sound decision-making strategies.</p>	<p>Math: MP2. Abstracting Problems</p> <p>Q.6 Interpret and create data displays</p> <p>Social Studies: SSP.6 Integrate Content Presented in Different Ways SSP.10 Read and Interpret Graphs, Charts and Other Data Representation</p> <p>Science: SP.4 Evaluating Conclusions with Evidence</p> <p>R.9 & R.7 Analyze how two or more texts address similar themes or topics.</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	<p>The Beauty of Data Visualization Data Analytics Review this crash course on navigating digital information. David McCandless turns complex data sets (like worldwide military spending, media buzz, Facebook status updates) into beautiful, simple diagrams that tease out unseen patterns and connections. Good design, he suggests, is the best way to navigate information glut -- and it may just change the way we see the world.</p> <p>Discuss how a vision statement works as a piece of data and how it informs and reflects a story or narrative. Discuss how a vision statement bridges the decision makers to the actions a business takes and how it informs strategy for positive results. Explore how data analytics informs business decisions.</p> <p>Video Intro: Vision statements are powerful tools in business and in life. View Vision Statements, in Business, in Stories, in Life Andrew Mancini </p>	<p>Discuss how a visual of data helps us understand what the numbers mean.</p> <p>Explain how data visualizations are like art forms.</p> <p>Discuss how data can be manipulated. Review concepts of information overload, misinformation, and disinformation.</p> <p>Offer examples of data visualizations found online that relate to the field of logistics. (Be sure to cite your sources.)</p> <p>Write your own vision statement and include a data visualization which highlights any aspect of it.</p> <p>Explain how vision statements serve as tools that help build a company’s presence and/or an individual’s presence. Discuss how the tools of data analytics and vision statements help to bring various elements into alignment to add value to a company’s and/or an individual’s profile.</p>
	<p>11.01 Plan product/service management strategies.</p>	<p>Math: MP.4 Mathematical Fluency Q.1 Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Critical thinking • Using information 	<p>The Power of Logistics Professor Terry Esper addresses connections in his life to fundamentals of logistics:</p> <p>Marine Logistics Sometimes a single unlikely idea can have a massive impact across the world. Sir Harold Evans, the author of</p>	<p>Discuss what is meant by the power of logistics.</p> <p>Invite examples of ‘connections’ that reflect logistics.</p>

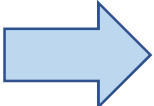
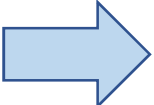
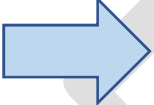




	<p>14.01 Explain basic management concepts.</p> <p>14.04 Apply sound decision-making strategies.</p> <p>15.01 Explain types of risk.</p> <p>15.02 Explain risk management.</p> <p>15.03 Analyze safety/security risks.</p>	<p>A.6 Connect coordinates, lines, and equations</p> <p>Social Studies G. 2 Describe the relationships between the environment and societal development.</p> <p>Science: SP.4 Evaluating Conclusions with Evidence R.9 & R.7 Analyze how two or more texts address similar themes or topics. W.3 Write clearly and demonstrate sufficient command of standard English conventions. L.2 Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p>		<p>They Made America, describes how frustration drove Malcom McLean, a small-town truck driver, to invent the shipping container. Containerization was born, and it transformed the modern global economy.</p> <p>Have a guided discussion along these lines: About 95% of the cargo that comes into the U.S. arrives by sea. Who’s checking it, and how? Is it possible to look after national security without significantly slowing down international trade? How do security measures at the docks compare with airports, train stations, and other places? Do some research and create an infographic with your answers. If you live near an international port, arrange a tour or a conversation with a manager there to learn more. Present your findings or interview to your class.</p> <p>Almost everything we own and use, at some point, travels to us by container ship, through a vast network of ocean routes and ports that most of us know almost nothing about. Journalist Rose George tours us through the world of shipping, the underpinning of consumer civilization.</p> <p><u>Read:</u> Discuss what are some of the reasons for safety accidents in the shipping industry? How does the need for speed in delivery drive capacity? What are the various costs associated with cargo accidents? (include human resources) Why is vehicle maintenance so important? Who is in charge of safety measures?</p> <p>Review the U.S. Dept. of Transportation’s Freight Rail Overview to include</p> <ul style="list-style-type: none"> • The Freight Rail Network • How, What, and Where Freight Moves 	<p>Discuss how Henry Box Brown fits into the picture of logistics.</p> <p>Explain what the Green Book is.</p> <p>Discuss links between logistics and accessibility.</p> <p>Review how dependent we are on shipping and the role of piracy in the marine logistics industry.</p> <p>Explain sea blindness.</p> <p>Discuss whether container shipping is efficient.</p> <p>Explain the flag of convenience and how it ties into anonymity. Discuss the pros and cons of this.</p> <p>Discuss which form of transportation of goods is the greenest and explore who checks cargo and how.</p> <p>Discuss if it is possible to look after national security without significantly slowing down international trade.</p> <p>Work in teams to create and present a project that shows how security measures at the docks compare with airports, train stations, and other places. (Be sure to cite sources.)</p> <p>Discuss how the supply race caused by the pandemic has raised risks and disrupted</p>
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				<ul style="list-style-type: none"> • Fuel Efficiency • The Future <p>Invite a guest speaker working in the field of logistics or with experience in the industry to address students. Take students on a virtual field-trip to sites that offer relevant information about the field. Have students take notes and summarize the presentation/s.</p>	<p>supply chains. Have students find articles online that highlight this to share with the class.</p> <p>Alternate/Additional assessment: Present your interview results from visiting a manager at a major hub of logistics, such as a seaport, cargo airline, or railway station. If unable to speak with a manager, present a report on your field-trip findings or from an online research quest.</p>
	<p>04.08 Calculate and analyze rate structures and transportation possibilities using electronic spreadsheets.</p> <p>07.05 Calculate, analyze, and incorporate various inventory management tools, including spreadsheets, in order to understand the impact on logistics.</p> <p>13.05 Explain the role of technology in order processing, tracking, and customer research.</p>	<p>Math: MP.4 Mathematical Fluency Q.6 Interpret and create data displays</p> <p>Science: SP.6 Expressing Scientific Information SP.7 Scientific Theories SP.8 Probability & Statistics</p>	<ul style="list-style-type: none"> • Communicate clearly, effectively and with reason. • Teamwork • Critical thinking • Using information • Utilizing resources • Self-management 	<p>Spreadsheets as Tools of the Trade</p> <p>Create an account for PRDV004: Spreadsheets. You get an email to confirm your account, follow the directions there.</p> <p>Log in or Sign up to track your course progress, gain access to final exams, and get a free certificate of completion!</p> <p>Unit 1: Getting Started with Spreadsheets Completing this unit should take you approximately 1 hour.</p> <p>1.1: Identifying Parts of a Spreadsheet</p> <ul style="list-style-type: none"> • Introduction to Excel • Cells, Columns, Rows, and Formulas <p>1.2: Entering and Editing Data in Spreadsheets</p> <ul style="list-style-type: none"> • Entering, Editing, and Managing Data <p>Unit 1 Assessment</p> <p>Unit 2: Basic Commands and Functions Completing this unit should take you approximately 2 hours.</p> <p>2.1: Formatting Data</p> <ul style="list-style-type: none"> • Basic Features of Spreadsheet Software • Copying and Pasting Data 	<p>Discuss how spreadsheets are useful tools.</p> <p>Explain how spreadsheets organize information and calculate certain information and why this matters in today's global economy.</p> <p>Name some other tools that help those working in logistics to do their jobs more effectively and efficiently.</p> <p>Complete the free online spreadsheets course and take the final exam to earn a free Course Completion Certificate.</p>

				<ul style="list-style-type: none"> • How to Add a Note or Comment <p>2.2: Using Spreadsheets to Create Simple Formulas</p> <ul style="list-style-type: none"> • Using Formulas • Basic Functions <p>2.3: Creating Tables and Graphs of Data</p> <ul style="list-style-type: none"> • Graphs and Tables • Charts and Graphs in Microsoft Excel <p>Unit 2 Assessment</p> <p>Unit 3: Spreadsheet Design and Implementation Completing this unit should take you approximately 1 hour.</p> <p>3.1: Creating a Budget</p> <ul style="list-style-type: none"> • Using Microsoft Excel to Create a Family Budget • How to Make A Budget In Google Sheets • How to Create an Income Statement <p>3.2: Creating an Invoice or Work Estimate</p> <ul style="list-style-type: none"> • Sample Work Estimate: Jack's Auto Repair • How to Create Simple Billing Software in Excel <p>Unit 3 Assessment</p> <p>Certificate Final Exam Take this exam if you want to earn a free Course Completion Certificate. PRDV004: Certificate Final Exam/Quiz</p>	
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IET Single Set of Learning Objectives		Competencies
Students will be able to demonstrate the ability to read, follow directions, and work in teams - to create and present a job exploration project. Individually, students will demonstrate the ability to write effectively by creating a resume which includes their LinkedIn profile link in the contact information section.		<ul style="list-style-type: none"> • Demonstrate the ability to read, follow directions, and work individually and in teams. • Demonstrate the ability to write effectively by creating a product that showcases categories and keywords or factors.
Students will demonstrate the ability to effectively manage time as they work in teams to weigh options and discuss alternatives, and to consider ethical implications in providing justifications for actions in a crisis situation.		<ul style="list-style-type: none"> • Demonstrate the ability to effectively manage time to work in teams and to weigh options and discuss alternatives

		<ul style="list-style-type: none"> • Demonstrate the ability to consider ethical implications in providing justifications for actions in a crisis situation.
Students will demonstrate skill in prioritizing resources and strategizing to solve problems in a crisis situation while being mindful of resource allocation and teamwork.		<ul style="list-style-type: none"> • Demonstrate skill in prioritizing resources, negotiating and strategizing to solve problems in a crisis situation while being mindful of resource allocation and teamwork.
Students will engage in interpersonal communication and critical thinking in evaluating quality customer service experiences while analyzing aspects of quality control in business and working in teams to analyze details that distinguish levels of meaning.		<ul style="list-style-type: none"> • Demonstrate the ability to engage in interpersonal communication and critical thinking in evaluating quality customer service experiences while analyzing aspects of quality control in business. • Demonstrate the ability of work in teams to analyze details that distinguish levels of meaning.
Students will analyze ethical dilemmas and associated legal implications while considering issues of sustainability and recovery from scandal.		<ul style="list-style-type: none"> • Demonstrate the ability to analyze ethical dilemmas and associated legal implications while considering issues of sustainability and recovery from scandal.
Students will demonstrate the ability to research, collect data, and present information with marketing strategies in mind while investigating what a global economy is and how the pandemic revealed the essential nature of supply chain logistics, forms of transportation for goods and service, and employees in this field.		<ul style="list-style-type: none"> • Demonstrate the ability to research, collect data, and present information with marketing strategies in mind while investigating what a global economy is and how the pandemic revealed the essential nature of supply chain logistics, forms of transportation for goods and service, and employees in this field.
Students will demonstrate research, reasoning, and reporting skills in working in teams to create a project that utilizes interactive timeline information to offer historical context to the evolution of transportation in the United States.		<ul style="list-style-type: none"> • Demonstrate research, reasoning, and reporting skills in working in teams to create a project that utilizes interactive timeline information to offer historical context to the evolution of transportation in the United States with a focus on freight, railway, and port operations.
Students will demonstrate understanding of the role of mapping and networking in daily life and in the field of global logistics.		<ul style="list-style-type: none"> • Demonstrate understanding of the role of mapping and networking in daily life and in the field of global logistics.
Students will evaluate behavioral economic concepts across levels from the individual consumer to mass marketing.		<ul style="list-style-type: none"> • Demonstrate the ability to evaluate behavioral economic concepts across levels from the individual consumer to mass marketing or ecommerce in a global economy.
Students will demonstrate understanding of the role of measurement in quality control, marketing, and logistics.		<ul style="list-style-type: none"> • Demonstrate understanding of the role of measurement in quality control, marketing, and logistics.

<p>Students will demonstrate the role of statistics, probability, ratios, and matrices in organizing and presenting data, as well as in understanding economies of scale and scope.</p>		<ul style="list-style-type: none"> • Demonstrate the role of statistics, probability, ratios, and matrices in organizing and presenting data, as well as in understanding economies of scale and scope.
<p>Students will demonstrate understanding of various types of problem solving strategies and their applications in the workplace as well as in daily life to include the role of working backwards in investment planning and risk-taking.</p>		<ul style="list-style-type: none"> • Demonstrate understanding of various types of problem-solving strategies and their applications in the workplace as well as in daily life to include understanding of the role of working backwards in investment planning, strategizing, negotiating, and risk-taking.
<p>Students will demonstrate knowledge of risk analysis and explore return on investment in relation to strategic decision-making.</p>		<ul style="list-style-type: none"> • Demonstrate knowledge of risk analysis and return on investment in relation to strategic decision-making for pricing and other business decisions.
<p>Students will demonstrate knowledge of the role of data analytics in the current global economy.</p>		<ul style="list-style-type: none"> • Demonstrate knowledge of the increasing role of data analytics and data visualization in the current global economy and its role in global logistics.
<p>Students will demonstrate understanding of factors in the shipping industry and of sustainability and accessibility in logistics.</p>		<ul style="list-style-type: none"> • Demonstrate understanding of factors in the shipping industry and of the role of sustainability and accessibility in logistics.
<p>Students will demonstrate knowledge of the role of digital tools, particularly spreadsheets, for the organization, analysis, and storage of data in tabular form, noting that they are computerized analogs of paper accounting worksheets.</p>		<ul style="list-style-type: none"> • Demonstrate knowledge of the role of digital tools, particularly spreadsheets, for the organization, analysis, and storage of data in tabular form, noting that they are computerized analogs of paper accounting worksheets to inform past, present, and future operations of a business such as one dealing in global logistics.
<p>Students will be able to demonstrate the ability to read, follow directions, and work in teams - to create and present a job exploration project. Individually, students will demonstrate the ability to write effectively by creating a resume which includes their LinkedIn profile link in the contact information section.</p>		<ul style="list-style-type: none"> • Demonstrate the ability to read, follow directions, and work individually and in teams. • Demonstrate the ability to write effectively by creating a product that showcases categories and keywords or factors.

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GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Outcomes

Osceola County Public Schools



Single Set of Learning Objectives Template

Team Name or Number	Osceola County Public Schools
Team Members	Jeff Arnott, Karen Combs, Michelle Overstreet, Donna O’ Dell, Sheryl Reyes Cuevas, James Avant, Dorothy Archard
Workforce Training Program	Building Construction Technologies (I460401) and English Language Acquisition – Adult ESOL/ELCATE

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	01.0 Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organization performance. - OCP A 1.01-1.07	<p>Math:</p> <p>Reading: Burlington</p> <p>English: Time management/organizing and managing supplies, Career exploration and soft skills</p> <p>Listening: OSHA Scenarios about safety</p> <p>Speaking: OSHA scenarios about safety, communicating responsibility and integrity, questions and appropriate answers to questions in content area,</p> <p>Writing: modals</p> <p>vocabulary: (see vocabulary activity)</p> <p>CCR ESOL Anchor standards: Speaking and listening 1, 4, 6, Language Standards 4, 6, 7</p>	<ul style="list-style-type: none"> • Time management • Self-management (prepared for work) • Attention to detail • verbal and written communication with your supervisor • Effective relationships at work • Test taking skills <p>Burlington Career Exploration and Soft Skills/ English: Workplace skills</p>	<p>Vocabulary activity</p> <p>Kahoot Building Construction Safety Activity Example.</p> <p>NCCER Core Basic Safety Module (book information goes here)</p> <p>Examples of MSDS Sheets</p> <p>PPE Activity: correctly identifying and using a variety of PPE.</p> <p>Fire safety: Identify fire extinguishers (A, B, C, D), types</p> <p>Proper use of ladder demonstration activity</p> <p>Safety Scenarios with bloodborne pathogens</p> <p>Link 1</p> <p>Link 2</p> <p>Link 3</p> <p>Construction Ladder Fail Video Analyzation activity</p>	<p>Pre-assessments: Mathematics, power tools, general construction knowledge, and hand tool test.</p> <p>Identify important construction safety documents/creation of MSDS sheet.</p> <p>Demonstrate proper PPE usage and demonstrate inspection of PPE.</p> <p>Identify the “Fatal Four”, explain the six-foot rule, and 4:1 ratio for ladders.</p> <p>Tool safety assessment: After watching an episode of Tool Time, students will be able to list safety violations within the video and corrective actions that need to be made for safety.</p>

		<p>Modification for ESOL students for exam: Questions and choices may be read out loud.</p>		<p>Tool Time Activity</p> <p>ESOL Curriculum</p> <p>The Contextualized English Language Instruction Companion</p> <p>ESOL for the Trades- Free lesson plans and activities for Teaching English through Construction:</p> <p>ESOL Vocabulary for Construction Workers</p> <p>Construction Site Hangman Game</p> <p>Text/Digital Resources for all weeks: ESOL Burlington Core</p> <p>ESOL Pre Teach (teach ahead for following week’s unit): Understanding numbers (how to write fractions, decimals, how to read numbers and how to read decimals, percents, and fractions) ordinal numbers, review of math vocabulary used in next unit (cylinder, product, numerator, denominator, English and Metric vocabulary, types of angles, etc., sequencing.</p>	<p>Written assessment on safety content within standard 01.0 OCP A: Basic Safety, Construction Site Safety Orientation</p>
	<p>05.0 Demonstrate Mathematics knowledge and skills in the Construction Trades. 05.01-05.10</p>	<p>Mathematics: job related problem solving using addition, subtraction, multiplication and division, fractions, decimals and whole numbers, changing numbers to percents, basic construction mathematics operations, ruler and tape measure, feet, yards, inches, convert hours and minutes to decimals, fractions and mixed numbers, apply data and</p>	<ul style="list-style-type: none"> • Active listening • Critical thinking- make sense of problems and persevere in solving them • teamwork/working through a task with others • planning a task 	<p>Pinwheel activity: Students are given a task to build a pinwheel from raw materials using measurements and number of angles</p> <p>Angle Challenge- given a specific shape and angles by the teacher, students, in teams, build the shape to fit in a specific box.</p> <p>How to Calculate Angles in Carpentry</p>	<p>Pinwheel oral presentation demonstrating correct use of measurement and understanding and knowledge of angles.</p> <p>Angle Challenge shapes have correct measurements and angles.</p> <p>Square box challenge- The classroom boxes all nest together.</p>

		<p>measurements to solve problems and interpret documents, ratios and proportions, decimals to fractions, volume, weight, area, circumference, perimeter (rectangles, squares, cylinders), metric system- understanding and conversion English to metric and metric to English.</p> <p>Reading: read and comprehend basic word problems related to construction in order to solve correctly, apply knowledge of math vocabulary to word problems</p> <p>Listening: being able to comprehend and follow oral directions within a mathematical problem</p> <p>Speaking: explain and present solutions to construction real life word problems, sequencing a task correctly with transition words.</p> <p>Writing: correctly and legibly writing answers to mathematical problems in both word and numerical form.</p> <p>ESOL CCR Standards Reading Standards 1, 4 and 5, Speaking and listening 2, 6, Language standard 1,3, 4, 6</p> <p>Read closely and analyze text to determine meaning (technical or connotative) or</p>		<p>Square Box Challenge- in a team, students are given a specific size box to create. If done correctly, all boxes in the class will nest.</p> <p>Block Challenge: Given a variety of materials (wood, 3 dimensional items, paper, etc. students will correctly measure items to 1/16 of an inch)</p> <p>Relevant Math in Construction:</p> <p>Construction Math: Area Volume</p> <p>Math at Work Meets Homebuilding</p> <p>Introduction to Construction Math: Whole Numbers</p> <p>NCCER Construction math vocabulary flashcards</p> <p>ESOL Teacher Resource</p> <p>ESOL: Pre-teach basic tool vocabulary (i.e.: wrench, saw, screwdriver, etc.) with visual representation and learn to categorizes tool i.e.: carpentry, electrical, plumbing, and civil)</p>	<p>Written assessment covering 05.01-05.10: Basic Construction Math</p> <p>Assessment: With each video, the following worksheet should be completed:</p> <p>Teachers should go through each student’s work paying particular attention to vocabulary and understanding of ESOL students, reteaching as necessary.</p> <p>Vocabulary flashcards can be used for an assessment in small groups with an ESOL teacher ensuring any reteach of vocabulary.</p>
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		<p>tone, cohesiveness and/or associations.</p> <p>Integrate and evaluate information presented in diverse media and adapt speech to a variety of contexts and communicative tasks.</p> <p>Demonstrate command of the conventions of standard English grammar and usage, applied in different contexts. Acquire and use accurately a range of general academic and domain-specific words.</p>			
<p>3.0 Select and use basic hand tools 3.10- 3.04 OCP A</p>	<p>Reading: Reading comprehending, and following step by step directions and manufacturers’ instructions, recommendations and warnings Listening: listen to specific instructions and safety procedures and be able to replicate instructions using the correct tool. Speaking: explanation of a tool choice and material, and PPE, speaking in complete sentences using vocabulary terminology correctly. Writing- Passive Voice, being able to draw evidence from text to support analysis and gather information from digital sources, using clear and concise writing</p>	<ul style="list-style-type: none"> • planning and organization • storage and care of tools and planning and organizing tasks • critical thinking • time management • quality of work • on the job safety • PPE 	<p>Choose this...not that activity! Given a tool, students will need to describe how the tool is made, with what material and why, and identify uses of that tool.</p> <p>Screw Challenge: Given multiple types of screws (Torque, Square, Robertson, Phillips, and Slotted) and multiple sizes (1-4), and multiple screwdrivers, students must choose the correct screwdriver and the correct type and size of screw. Students must screw into wood-competition to complete tasks correctly and timely.</p> <p>Types of Screwdrivers and Their Uses Article</p> <p>The Ultimate Screw Guide</p> <p>Types of Screwdrivers and Their Uses Video</p> <p>Hammer Time! Given multiple hammers and multiple types and size of nails, students must drive nails into the</p>	<p>From a picture, Identify wrenches, hand saws and various hand tools and state their appropriate use, and demonstrate mastery of use.</p> <p>Demonstrate proper swing of a hammer and drive a nail into wood using the correct procedures.</p> <p>Tool safety assessment: After watching an episode of Tool Time, students will be able to list safety violations within the video and corrective actions that need to be made for safety.</p> <p>Written test over OCP A 3.101-3.04</p>	

		<p>ESOL CCR Standards: Speaking and Listening 1, 2, 4, 5, CCR Language Standard: 1 CCR Writing 4, 9</p>		<p>wood in the correct time frame (i.e.: an 18-penny nail-students should be able to drive the nail in 2 swings).</p> <p>How to Drive a Nail with A Hammer Video Video Challenge: Identify improper use of hand tools and suggest corrective actions.</p> <p>Tool Time</p> <p>Hand Tool Safety</p> <p>How to Drive a Screw into Wood Video</p> <p>Hand Tool Identification Quizlet</p> <p>Tool Identification Online Quiz Can You Guess the Tool Online Quiz</p> <p>ESOL Pre-Teach: vocabulary comparison of power tools at the same time as hand tools, read closely an owner's manual and determine technical meaning.</p>	
<p>4.0- Select and use power tools and describe their proper operation OCPA 04.01-04.03</p>	<p>Reading: Reading comprehending, and following step by step directions and manufacturers' instructions, recommendations and warnings, comprehending owners' manuals and summarizing key ideas and details. Listening: listen to specific instructions and safety procedures and be able to replicate instructions using the correct tool.</p>	<ul style="list-style-type: none"> • planning and organization • storage and care of tools and planning and organizing tasks • critical thinking • time management • quality of work • on the job safety • PPE 	<ul style="list-style-type: none"> • planning and organization • storage and care of tools and planning and organizing tasks • critical thinking • time management • quality of work • on the job safety • PPE 	<p>Shop time: Each student has an opportunity to use and practice with each tool prior to the final assessment.</p> <p>NCCER Module Power Tools</p> <p>Power Tools Construction Safety</p> <p>Power Tool Safety Quiz</p> <p>Introduction to Power Tools Video</p> <p>Power Tool Quizlet</p> <p>Pre-teach construction terms: i.e.: elevation, detail,</p>	<p>Given a picture of the tool, students will identify all the parts of the power tool.</p> <p>After the demonstration of each tool use, students will demonstrate correct tool use, maintenance correct PPE, and safety of storage of the tool.</p> <p>Written test over OCP A 4.01-4.03 Power Tools</p> <p>Power Tool Quizlet</p>

		<p>Speaking: explanation of a tool choice and material, and PPE, speaking in complete sentences using vocabulary terminology correctly.</p> <p>Writing- Passive Voice, being able to draw evidence from text to support analysis and gather information from digital sources, using clear and concise writing</p> <p>ESOL CCR Standards: Speaking and Listening 1, 2, 4, 5, CCR Language Standard: 1 CCR Writing 4, 9 CCR Reading Anchor standards 1, 2, 4</p>		<p>section, symbol, drawings, conversion, etc., teach abbreviations for construction drawing (i.e.: TOR - top of roof, NOS, not to scale, etc.)</p>	
	<p>6.0 Read and interpret construction drawings 6.07-6.04</p>	<p>Reading - reading a blueprint and spec book (technical reading),</p> <p>Listening- comprehension of oral instructions and technical language.</p> <p>Speaking- presentation skills, ask and answer questions in complete sentences, clearly express ideas and information visually and orally, present information</p> <p>Writing- write informative text to convey ideas and defend a claim</p> <p>Language: - preposition of location (over, under, next to, back, etc.)</p> <p>Mathematics:</p>	<ul style="list-style-type: none"> • attention to detail • quality workmanship • planning • organization and storage of important documents and items • proper usage of materials 	<p>Floor Plan activity- students choose a floor plan, identify rooms, measurements</p> <p>How to Read a Floor Plan Video</p> <p>Given a sheet of paper and dimensions, students need to draw blueprints of a birdhouse, with creative license, but they must have front, back side and roof elevation drawings to scale</p> <p>How to Draw Blueprints</p> <p>Reading Construction Drawings</p> <p>How to Draw to Scale</p> <p>Ratios and proportions</p> <p>Scale Drawings SlideShare (like a PowerPoint)</p>	<p>Given the checklist, students will correctly complete floor plans and blueprints with 100% accuracy on all activities.</p> <p>Students will orally present their drawings with a verbal explanation of their work.</p> <p>Given a presentation form, students will be able to demonstrate effective listening participation, evaluate a speaker’s point of view and reasoning, and defend a claim.</p>

		<p>Math: Ratios & proportions; scale drawings; measuring lengths, areas and perimeter</p> <p>CCR Reading7, Reading 10, Speaking 1,2, 3, 4, 5,6 Language, 1, 3, 6, Writing, 1</p>		<p>How to Give an Oral Presentation for ESOL Adults</p> <p>ESOL: Pre Teaching rigging vocabulary (ie: knot, bowline, hitch, sling, clevises, etc.), hand signals and hand signal terms, tattle-tail</p>	
	<p>10 Analyze construction components, material, hardware and characteristics. 10.01 16 Select appropriate heavy equipment for a task. 16.01-16.02 18- Perform site preparation and maintenance 18.01-18.04</p> <p>OCP A</p>	<p>Reading - learning vocabulary and reading/using vocabulary in context Listening- follow verbal directions Speaking- present information regarding knot and slings to class in logical and concise format, using correct terminology and gestures for meaning Writing- clear and coherent writing filling out tags and forms. Language: -demonstrate use and understanding of correct rigging vocabulary, demonstrate understanding of multiple meaning words and nuances CCR Reading 4 , Speaking 1,2, 4, 5,6 Language, 3,4 6, Writing, 4</p>	<ul style="list-style-type: none"> critical thinking following sequential instructions analyzing situations and using proper communication workplace safety adhere to regulations and standards 	<p>Knot Challenge: Students will be able to tie the correct knot, identified by the teacher, at random.</p> <p>Video: 5 Knots Every Construction Worker Should Know</p> <p>Knot and Knot Terms Quizlet</p> <p>Sling Challenge: Given a variety of slings, students will be able to identify the correct sling for the task</p> <p>Choosing the Best Lifting Slings: Wire Rope Vs. Chain vs. Synthetics</p> <p>Glossary of Crane and Rigging Terms</p> <p>Hoisting and Rigging Fundamentals Article and Diagrams</p> <p>ESOL Pre Teach contract vocabulary and pre read different legal construction documents.</p>	<p>Performance task: Tie a square, bowline, half hitch, and a taut line hitch.</p> <p>Examine and inspect a wire rope, a nylon sling, and a chain sling explain uses/non-uses of the sling.</p> <p>identify different type of clevises and uses</p> <p>Performance Task: ESOL- given a set of vocabulary cards taught during the Unit 5, as students are tying knots, they must explain what they are doing using correct vocabulary and syntax in a clear and concise way.</p> <p>Performance task: Work Site Pictures: Given pictures of a worksite with rigging needed, students will write a paragraph using at least 3 multiple meaning words, identifying the correct rigging needed to complete the task safely.</p> <p>Written test over 10, 16 and 18: Rigging</p>

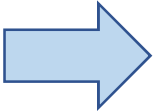

	<p>06.0 Read and interpret construction drawings, 10.0 Analyze construction components, materials, hardware 15.0- Understanding construction documents, contract documents and specifications OCP A</p>	<p>Reading - Reading contracts and documents, forms Listening-active listening while others are talking Speaking- verbal and nonverbal communication (body language), clear presentation skills, putting content in your own words, appropriate speaking skills (humor, organization, hook, conclusion etc.) Writing- clear and coherent writing of forms. Language: -demonstrate use and understanding of correct contract vocabulary and identify contract/construction document conventions.</p> <p>CCR Reading 1, 2,4, 5, 7 ,10 Speaking 1, 2, 3, 4, 6 Language: 1, 3, 4, 6 Writing 1, 4</p>	<ul style="list-style-type: none"> • Communication strategies- active listening/ identifying and understanding body language • vocal emphasis and strategy • giving professional feedback for your audience • professional appearance 	<p>Working with a partner, students will read a construction scenario and present to their partner. Each person will complete a “Clear Communication Form” while the other is presenting, and each person will complete a “Active Listening Form” to give the partner feedback on their listening skills during the presentation.</p> <p>Analyze and label sample construction drawings/diagrams using appropriate vocabulary. From the drawing, list basic construction materials, components and hardware needed.</p> <p>Reading Construction Drawings Video</p> <p>Construction In the News: How Construction Can Emerge Stronger After Coronavirus</p> <p>Construction Contracts Article</p> <p>Understanding Construction Contracts Video</p> <p>What are Construction Specifications Article</p> <p>Example: Project Manual and Specification Document</p> <p>Types of Specifications</p> <p>Types of Materials Used in Construction</p> <p>Project Manual and Specifications Video</p> <p>Speaking: ESOL Advanced Casas Competencies</p>	<p>Each student is assessed on clear communication and active listening per a standards-based rubric.</p> <p>Given a random selection of construction documents (contract, MSDS sheet, spec sheet), students will identify, explain, and present critical content designated by the instructor.</p> <p>Written Test on standards 6, 10 and 15</p> <p>Assessment: Construction in the News: With a partner, produce a 1 minute “Facebook Live” video that would summarize information from the article.</p> <p>Assessment: Construction Contracts: With a partner, design a social media post that gives the highlights of understanding construction contracts.</p> <p>Assessment: Construction Attire: Present</p>

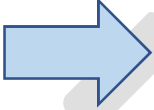
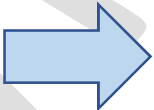
				<p>Gestures and Body Language Video</p> <p>Nonverbal Cues that Give Confidence at Work</p> <p>10 Steps to Effective Listening</p> <p>Construction Site Attire Rules Article and Video</p> <p>ESOL Pre Teach: Goal setting, career pathway terms and vocabulary, conventions of English grammar and usage on resumes</p>	
	<p>21.01-24.09- Explain the importance of employability and entrepreneurial skills</p>	<p>Reading - reading and understand content of text on career pathways, read sample resumes, and read and understand specific feedback</p> <p>Listening- understand and draw meaning from questions</p> <p>Speaking- respond appropriately to questions, ask clarifying questions for understanding,</p> <p>Writing- write measurable and attainable precise goals and objectives, organizing resume for meaning, formatting a document</p> <p>Language: perfect tense/past tense, and using correct grammar and vocabulary for a resume and for the field of construction</p> <p>CCR Reading 1, 2,4, 5, ,10 Speaking 1, 2, 4, 6 Language: 1, 2, 3, 6 Writing 2,4,5</p>	<ul style="list-style-type: none"> • lifelong learning • career pathways to entrepreneurship • goal setting- attainable goals with objective and strategy • employability documents (i.e. resume, application, etc.). • research and professional communication • interviewing skills • job search skills 	<p>Students gather information and draft a resume and receive feedback from both peers and a professional resume writer.</p> <p>Mock interview for students with guest interviewers</p> <p>Video: How to Write a Resumé (...Like a Wizard)!</p> <p>Video: Do's and Don'ts of mock Interviews</p> <p>Questions for ESOL Students for Mock Interviews</p> <p>Construction Resume</p> <p>Creating your portfolio with Adobe Spark</p> <p>Social Media in the Construction Industry</p> <p>Social Media for Contractors</p> <p>Building A LinkedIn Profile</p> <p>Using LinkedIn for Construction Marketing</p> <p>Important Practices for Constructional Entrepreneurs - Article</p>	<p>Students are assessed on a completed and correct resume.</p> <p>Written Exam 21-24 Employability</p> <p>Assessment: Create a portfolio/resume/Linked-In Profile.</p>

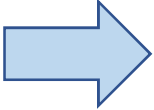

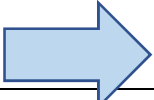
				<p>A Day in the Life of a Construction Entrepreneur</p> <p>Must have Skills and Keywords: Construction</p> <p>OSHA 10 Training Videos</p> <p>ESOL Pre Teach: Types of moving equipment and vocabulary (Ie Georgia Buggy, Pipe mule, dolly, cart, backhoe, etc.), hand signals and meanings</p>	
16.0- Select the appropriate heavy equipment for a given task, 10.0 Analyze construction components, materials, hardware, and characteristics.	<p>Reading - read and understand a safety manual, read and understand various text features (graphs, charts etc.)</p> <p>Listening-active listening strategies (body language and hand signals)</p> <p>Speaking- verbally communicate and explain specific step by step directions</p> <p>Writing-</p> <p>Language- content specific vocabulary, transition words to signal directions, descriptive adjectives to describe objects, verbs of movement</p> <p>CCR Reading 1, 4, 5, 6, 7 Speaking 1, 3, 4 Language: 1, 6</p>	<ul style="list-style-type: none"> • Workplace Safety • Effective complex communication • Safe Problem Solver • Perseverance • Growth Mindset 	<p>3M- Moving Mystery Materials</p> <p>Many items will be numbered in different places in the classroom. All students will pick a number and then have to safely move the object employing heavy material strategies.</p> <p>Material Handling and Safe Lifting</p> <p>Heavy Lifting Handling Video</p> <p>Teacher Resource: Helping Adult Learners to Communicate in Speaking with Confidence</p>	<p>Given a rubric, students will be able to correctly demonstrate how to move various heavy materials safely. Students will also be able to analyze strategies used to lift and verbally describe correct and incorrect strategies used by peers</p> <p>Given pictures of manual and power heavy equipment, students will be able to correctly explain how to use the equipment to safely move the material.</p> <p>Written Exam: Material Handling</p>	
1.0: Demonstrate the importance of health safety and environmental management systems in organizations and their importance to organizational	<p>Reading - digital reading strategies and note taking strategies</p> <p>Listening-distinguish main ideas and important key vocabulary</p> <p>Speaking-</p>	<ul style="list-style-type: none"> • Time management • Self-management (prepared for work) • Attention to detail • verbal and written communication with your supervisor • workplace safety 	<p>Careersafeonline.com</p> <p>ESOL: Pre-teach parts of a forklift, safety inspection with a checklist, specific vocabulary to a forklift, seat, brake clutch, boom, mask, counterweights, etc.</p>	<p>OSHA 10 Certification Exam (14 tests + 1 certification exam with a score of 70%). Final assessment for this unit is a 70% or higher on the OSHA final assessment.</p>	

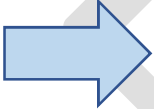
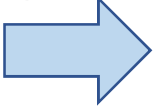
	<p>performance and regulatory compliance.</p>	<p>Writing- utilizing note taking strategies to document key ideas. Language: acquire and correctly use OSHA vocabulary CCR Reading 1, 2, 10 Speaking 2, 5 Language: 1, 6, Writing 2</p>	<ul style="list-style-type: none"> • Test taking skills • study skills 		
	<p>16 Select the appropriate heavy equipment for a given task</p>	<p>Reading - reading for main idea and details, answering comprehension questions Listening-distinguish main ideas and important key vocabulary Speaking-ask and answer questions, analyze and explain procedures using details. Writing- utilizing note taking strategies to document key ideas. Language: acquire and correctly use Forklift vocabulary, multiple meaning words.</p> <p>CCR Reading 2,7 Speaking 1,2,3,4,5,6 Language: 1,4,6 Writing 2</p>	<ul style="list-style-type: none"> • workplace safety • eye/hand coordination • effective and precise communication • material handling and equipment choice • attention to detail • correct and ethical paperwork completion 	<p>CAT Lift Truck/Forklift Training and Quiz</p> <p>Shake Hands with Danger Video and Quiz</p> <p>Artificial Intelligence to Increase Forklift Safety</p> <p>Best Practices for Preventing Pallet Rack Damage</p> <p>How to Create a Forklift Safety Culture</p> <p>Pedestrian Safety</p> <p>Safe Productive Forklift Fleet</p> <p>Hands on Inspection and instruction Forklift Operation (counter balance and narrow aisle forklift training) and completion of the forklift daily checklist.</p>	<p>Students will demonstrate how to inspect and proper operation of Forklift (checklist)</p> <p>Using the jigsaw method, student groups will read the forklift article assigned and present information in a formal presentation to the class, complete with a visual aid.</p> <p>Written test- students are required to take and pass a 48-page open book/open note question assessment regarding the forklift</p>

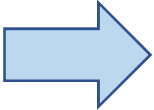

<p>IET Single Set of Learning Objectives</p>		<p>Competencies</p>
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<p>Students will be able to demonstrate workplace and tool safety using appropriate building construction vocabulary and corresponding reading, writing and communication skills that support an understanding of a safe workplace. (3 weeks)</p>		<ul style="list-style-type: none"> • Identify, read, and understand construction safety documents • Create an MSDS sheet from research and verbal directions using clear and concise language • Demonstrate proper PPE usage and inspection of PPE • Identify fatal four, six feet rule and 4:1 ratio for ladders • identify safety violations from a visual and corrective action • Complete a written assessment on building construction and safety • Demonstrate understanding about safety and unit vocabulary by verbally completing scenarios about safety • Asking and answering questions of peers and instructors using vocabulary and content of construction safety. Presenting crucial content to peers-in a clear and concise way. • identify and understand soft skills of time management, self-management, attention to detail, correct verbal and written communication with supervisor, effective relationships at work, test taking skills, etc. • demonstrate the ESOL life and work competencies of communication- using appropriate language to clarify, informational purposes, and for general work situations and to express emotions and state of being. In addition, they will identify safety equipment, work attire, unsafe conditions and reporting procedures. • demonstration of language choices to purpose, task and audience when speaking and writing, present information with appropriate reasoning and style to the purpose and audience, adapt speech to a variety of context and demonstrate command of formal English when appropriate, including modals.
<p>Students will be able to demonstrate the ability to use job related problem solving and mathematics skills to read, comprehend, and solve problems and interpret documents, using English to understand written and oral text, and to clearly present solutions to problems, including sequencing a task, and write answers to problems in word and numerical form. (1.5 weeks)</p>		<ul style="list-style-type: none"> • demonstrate appropriate use and understanding of angles and related mathematical skills through the pinwheel, box and angle challenge • demonstrate appropriate use and understanding of measurement and construction practices through the pinwheel, angle, block, and box challenge • demonstrate understanding and application of mathematical concepts in problem solving and interpreting problems and documents. • demonstrate soft skills of active listening, critical thinking, teamwork, communication, and planning a task. • demonstrate appropriate comprehension of problem solving and following oral directions within mathematics. • demonstrate command of exact English to present mathematical solutions. • demonstrate understanding of sequencing and transition words in order to explain a task

		<ul style="list-style-type: none"> • demonstrate command of written English in mathematics in word problems and numerical form. • demonstrate the Life Work standards of using four operations using whole numbers, fractions, decimals, percent, standard measurement, measure angles, use measurement instruments, convert measurements, and interpret drawings. • demonstrate close reading through construction text. • integrate and evaluate information to adapt speech to appropriate context and situation, using job embedded vocabulary correctly in context.
<p>Students will identify and use hand tools, demonstrate mastery of use and critically evaluate the use of such tools and tool safety, using appropriate English structure, correct terminology and passive voice. Students will synthesize information from various sources to analyze and support their claim of correct tool use. (1 week)</p>		<ul style="list-style-type: none"> • demonstrate soft skills of planning tasks, organization of working materials and space, critical thinking, time management, work ethic, and on the job safety using appropriate PPE. • identify tools and specific uses of each hand tool and hardware, demonstrating understanding of the appropriate tools for the task. • demonstrate handling, use, maintenance, storage, and safety of tools. • Demonstrate Life Work standards of identification of tools, equipment and machines in the workplace and procedures, resolving problems, and maintenance of such tools, and interpreting work-related vocabulary • demonstrating knowledge of content vocabulary and understanding of step by step directions, recommendations, and warnings. • demonstrating listening strategies to replicate appropriate and safe usage of each tool. • speaking in complete sentences correctly using contextualized vocabulary and writing evidence from various forms of text, including digital, in a clear and concise manner using content vocabulary correctly.
<p>Students will identify and use power tools, demonstrate mastery of use and critically evaluate the use of such tools and tool safety, using appropriate English structure, correct terminology and passive voice. Students will synthesize information from various sources to analyze and support their claim of correct tool use. (1.5 weeks)</p>		<ul style="list-style-type: none"> • demonstrate soft skills of planning tasks, organization of working materials and space, critical thinking, time management, work ethic, and on the job-safety using appropriate PPE. • identify tools and specific uses of each power tool and hardware, explaining each part and demonstrating understanding of the appropriate tools for the task. • demonstrate handling, correct and safe use, maintenance, storage, and safety of power tools. • Demonstrate Life Work standards of identification of tools, equipment and machines in the workplace and procedures, resolving problems, and maintenance of such tools, and interpreting work-related vocabulary • demonstrating knowledge of content vocabulary and understanding of step by step directions, recommendations, and warnings. • demonstrating listening strategies to replicate appropriate and safe usage of each tool.

		<ul style="list-style-type: none"> speaking in complete sentences correctly using contextualized vocabulary and writing evidence from text in a clear and concise manner using content vocabulary correctly.
<p>Students will be able to create, read and interpret construction drawings, and listen, understand, present, ask and answer content specific questions and orally present information regarding various documents including but not limited to floor plans, blue prints, spec books, and scale drawings.</p>		<ul style="list-style-type: none"> demonstrate use of soft skills such as attention to detail, workmanship quality, planning and organization, storage of important documents and items and proper use of materials. create floor plans and blueprints using correct measurements to scale using ratios and proportions and apply appropriate geometric formulas such as area and perimeter. read and understand construction documents such as floor plans, blue prints, etc. applying knowledge of construction documents, construction mathematics, hand tools, power tools, hardware, and safety measures in creating a birdhouse. demonstrate use of correct English in presenting drawings in a clear and concise way using correct vocabulary. apply listening skills to ask and answer appropriate questions during presentations. demonstrate correct use of prepositions during oral presentations and in written analysis to defend a claim. demonstrate Life Work skills of giving and responding to feedback, measuring area of geometric shapes, interpret visual representations, and evaluate the outcome of a solution and suggest modifications as needed.
<p>Students will analyze components of rigging and hardware and will select the correct material for the construction task. Presentation of information and step by step directions will allow students to practice oral and written communication skills, demonstrating use of correct rigging vocabulary. (1 week)</p>		<ul style="list-style-type: none"> demonstrate the soft skills of critical thinking, following directions, analyzing situations, using proper communication and workplace safety adhering to regulations. demonstrate tying various knots correctly for the appropriate situation identify and use the correct rigging for a task. correctly use rigging and a crane to complete a lifting task. describe, using precise language, directions to a knot and to describe and demonstrate the use of slings and rigging. use correct terminology to correctly complete tags and forms understand and use contextualized nuanced multiple meaning words correctly . demonstrate Life Work standards by paraphrasing pertinent information, devise and implement a solution to a verified problem, generate ideas using various approaches, using appropriate language to establish similarities, differences and to clarify or to request clarification.
<p>Students will integrate concepts taught thus far with basic construction communication skills including analysis of construction components, hardware, drawings and contracts. English skills will be integrated into the basic construction skills using active</p>		<ul style="list-style-type: none"> demonstrating soft skills such as active listening and interpreting body language, vocal emphasis and strategy, and professional appearance and feedback.

<p>communication strategies, verbal and nonverbal communication, correct vocabulary and contract conventions, and clear and concise writing of construction forms. (1 week)</p>		<ul style="list-style-type: none"> • applying construction knowledge to scenarios demonstrating active listening and clear communication correctly using content vocabulary. • produce clear and coherent verbal and written presentations where the development, organization, and style are appropriate to the task. • applying text connections, students will synthesize information and create class presentations that produce evident comprehension of text. • demonstrate Life Work standards of identify or make inferences to conclude and synthesize, • understand and use appropriate language to clarify, command, follow or give instructions, demonstrating correct use for the task.
<p>Students will use and demonstrate employability and entrepreneurial skills by reading and creating documents such as resumes and applications, researching potential employers, communicating effectively during interviews, and using job search skills correctly. (1.5 weeks)</p>		<ul style="list-style-type: none"> • complete a resume, application, portfolio, and develop an employability related social media profile. • complete a mock interview as an interviewer and as an employment candidate. • demonstrate soft skills such as understanding career pathways, setting attainable goals, creating employability documents, researching potential employers, interviewing and job search skills. • comprehension of text and understanding meaning and asking clarifying questions • adapt language choices based on purpose, style and audience including informal and formal tone • demonstrate use of past/perfect tense, correct grammar and formatting of a document such as a resume. • gather information from multiple sources and understand the reliability of sources. • demonstrate the Life Work skills of identifying job opportunities and job descriptions, identify procedures in interviewing for a job, acting and dressing professionally, and asking appropriate questions and delivering appropriate answers to questions, following procedures for preparing for job searches, completing job applications, letters of application, and applying for jobs.
<p>Students will analyze, select and use the correct heavy equipment, components, and hardware for a task. Students will use content from manuals and various text features to move and lift heavy materials safely. (1 week)</p>		<ul style="list-style-type: none"> • demonstrate use of soft skills such as workplace safety, effective complex communication, problem solving, perseverance and growth mindset. • demonstrate safely moving heavy materials using application and understanding of construction practices, and as well, identifying correct and incorrect strategies used by peers. • use context from printed text, students will explain how to use equipment to safely move material. • employ active listening strategies and verbal communication to explain step by step directions correctly using content specific vocabulary including adjectives, transition words, signal directions, and verbs of movement.

		<ul style="list-style-type: none"> • demonstrate text comprehension and best practice for presentation skills present key information regarding forklift safety and/or the future of forklifts. • demonstrate life work competences such as interpreting general work-related vocabulary, ability to work cooperatively with others in a team, and effective communication strategies both orally or in writing.
<p>Students will understand and demonstrate the importance of health safety and environmental management, and regulatory compliance while working to complete their OSHA 10 Certification. (1.5 weeks)</p>		<ul style="list-style-type: none"> • demonstrate soft skills of attention to detail, time and self-management, correct and concise verbal and written communication with a supervisor, workplace safety, study skills and test taking skills. • employ digital reading and note taking strategies to draw meaning from text. • apply previous learning of best practices in the construction field, evaluate safety content presented to demonstrate workplace safety. • acquire and apply OSHA specific vocabulary. • analyze text for main idea • understand national occupational safety and health guidelines for the field of construction and demonstrate understanding to receive OSHA 10 certification. • demonstrate the Life Work competencies of safety equipment, procedures, attire and identify and interpret unsafe conditions and procedures for reporting such conditions or accidents.
<p>Students will identify and use forklifts, demonstrate mastery of use and critically evaluate the use of forklifts and safety, using appropriate English structure, correct terminology and passive voice. Students will synthesize information from various sources to analyze and support their claim of proper operation of forklifts. (2 weeks)</p>		<ul style="list-style-type: none"> • demonstrate soft skills of workplace safety, eye hand coordination, effective and precise communication, material handling, attention to detail, and correct and ethical paperwork completion. • identify parts of the forklift and controls, explaining each part and demonstrating understanding of the appropriate reason for use specific for the task. • demonstrate handling, correct and safe use, maintenance, storage, and safety of forklifts. • Demonstrate Life Work standards of analyzing a situation, devise and implement a solution to an identified problem and evaluate the outcome and suggest modifications if needed. • demonstrating listening strategies to replicate appropriate and safe usage of the forklift, understanding the uses of the equipment and identification of parts. • speaking in complete sentences correctly using contextualized vocabulary and writing evidence from text in a clear and concise manner using content vocabulary correctly.



GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Outcomes

Palm Beach County Public Schools



Team Name or Number	Palm Beach County
Team Members	Fred Barch, John Hay, Pamela Jo Wilson, Brenda Boston, Lisa Anderson, Nicole Howard-Rice, Maria Anwar, Lashan King, Karin Espinosa
Workforce Training Program	Home Health Aide (H170604) and English Language Acquisition – Adult ESOL/ELCATE

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>THE SYSTEM</p> <p>01.12 Describe factors that influence the current delivery system of healthcare.</p> <p>01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems</p> <p>ROLES & RESPONSIBILITIES</p>	<p>CASAS Competencies: 3.1.3 - HC services & facilities</p> <p>Reading Anchor Standard 1 Read to determine what the text says explicitly, make logical inferences, cite evidence</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented</p> <p>Reading Anchor Standard 10 Read and comprehend complex literary and informational texts</p> <p>-----</p> <p>Writing Anchor Standard 2, 4, 6, 8 Write informative/explanatory texts</p> <p>Writing Anchor Standard 4 Produce clear and coherent writing</p> <p>Writing Anchor Standard 6</p>	<p>Using Information Utilize Resources Teamwork Understand Systems</p> <p>The History of the Health Care System</p> <p>Key Vocabulary: Influence, impact, technology, epidemiology, bioethics, roles, responsibilities, consumer</p>	<p>Anticipation guide - ask questions on all three areas for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students regarding the healthcare delivery system Web cluster map - Place “The history of healthcare” in the middle circle and have students work in pairs to complete the diagram</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary e.g. component, private, impact, (epidemiology, bioethics,) brief review of prefix/suffix ethics, technology, private, public, using phrases e.g. private life and public life non-profit versus for profit</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether students have reached the benchmark. Students will assess teacher’s effectiveness.

	<p>01.05 Identify the general roles and responsibilities of the individual members of the healthcare team</p> <p>01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources, while avoiding plagiarism.</p> <p>-----</p> <p>SL Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners SL Anchor Standard 4 Present information, findings, and supporting evidence</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>-----</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>-----</p> <p>CASAS 3.1 Understand how to access and use the health care system</p> <p>3.5 Understand basic principles of health maintenance</p> <p>3.6 Understand basic health and medical information</p>		<p>Small group breakout activity: "The history of Medicare and Medicaid and The Affordable Care Act" *****</p> <p>KWL Cluster Map - access prior knowledge Bridge gaps with other needed vocabulary, eg. medical history, Insurance Premium, Co-Pay, Deductible Use a Venn Diagram to compare countries - HMO and PPO and universal country vs none.</p> <p>Reading for information Comparison of the two Health Plans Complete a writing assignment: Essay using words or pictures" The Healthcare System". YouTube Video: Chapter 1 History and Overview of the Health Care System YouTube Video: History of the Healthcare in America</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
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	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>THE SYSTEM</p> <ul style="list-style-type: none"> 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence. 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems 	<p>Reading Anchor Standard 1 Read to determine what the text says explicitly, make logical inferences, cite evidence.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented.</p> <p>Reading Anchor Standard 10 Read and comprehend complex literary and informational texts.</p> <hr/> <p>Writing Anchor Standard 2 Write informative/explanatory texts.</p> <p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources, while avoiding plagiarism.</p> <hr/> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p>	<p>Using Information Utilize Resources Understand Systems Teamwork</p> <p>The Health Care System Now</p> <p>Key Vocabulary: public, private, government and non-profit, Health care providers, socioeconomics, resources,</p>	<p>Anticipation guide - ask questions for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students regarding the healthcare delivery system</p> <p>Web cluster map - Place healthcare in the middle circle and have students work in pairs to complete the diagram</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary e.g. component, private, impact, (epidemiology, bioethics,) brief review of prefix/suffix) ethics, technology, private, public,</p> <p>Using phrases e.g. private life and public life non-profit versus for profit</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>*****</p> <p>Provide direct instruction from the student text or presentation tool. Project a sample insurance card and elicit info from students based on the card. Example: e.g.</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether students have reached the benchmark. Students will assess teacher's effectiveness.

	<p>PAYING/INSURANCE</p> <ul style="list-style-type: none"> 01.02 Identify common methods of payment for healthcare services. <p>ROLES & RESPONSIBILITIES</p> <ul style="list-style-type: none"> 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system. 	<p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <hr/> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <hr/> <p>CASAS 3.1 Understand how to access and use the health care system</p> <p>3.5 Understand basic principles of health maintenance</p> <p>3.6 Understand basic health and medical information</p> <p>4.9 Understand how organizational systems function, and operate effectively within them</p>		<p>“Where will you find the co-pay? Or, on which line will you find the medical information?”</p> <p>Use a Venn Diagram to compare countries - HMO and PPO and universal country vs none.</p> <p>Venn Diagram: Comparison of the Health System: Before/Now</p> <p>Reading for information Comparison of the two Health Plans: Assignment: Essay using words or pictures” The Healthcare System</p> <p>Kahoot: The Healthcare Delivery System</p> <p>Quizizz: The Healthcare Delivery System</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p>	<p>Reading Anchor Standard 1 Read to determine what the text says explicitly, make logical inferences, cite evidence.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 7</p>	<p>Using Information Utilize Resources Teamwork</p> <p>The Healthcare Team</p>	<p>Anticipation guide - ask questions about the health system/occupations for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students regarding the healthcare teams</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets

<p>ROLES & RESPONSIBILITIES 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.</p> <p>TEAMS 01.04 Describe the composition and functions of a healthcare team 01.07 Identify characteristics of effective teams. 01.08 Recognize methods for building positive team relationships 01.09 Analyze attributes and attitudes of an effective leader. 01.10 Recognize factors and situations that may lead to conflict.</p>	<p>Integrate and evaluate content presented.</p> <p>Reading Anchor Standard 10 Read and comprehend complex literary and informational texts.</p> <hr/> <p>Writing Anchor Standard 2 Write informative/explanatory texts.</p> <hr/> <p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources, while avoiding plagiarism.</p> <hr/> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <hr/> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Anchor Standard 2</p>	<p>Key Vocabulary: Roles, responsibilities, team, members, composition, effective leader, conflicts</p>	<p>Use Jamboard to do a matching activity of the targeted vocabulary: role, responsibilities, team, consumer, members, attributes/attitudes,</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>--</p> <p>KWL Cluster Map - access prior knowledge Bridge gaps with other needed vocabulary.</p> <p>Use a Venn Diagram to compare roles/responsibilities of the healthcare team and/or responsibilities of the consumer</p> <p>Reading for information</p> <p>Kahoot: Job Roles and Responsibilities in Health and Social Care</p> <p>Use Jamboard to match</p> <ol style="list-style-type: none"> 1. the job description with the names of the jobs. 2. Definition for scope of practice and list dos and don'ts of job. Use Jamboard 3. Role Play specific scenarios e.g. accepting gifts, administering medication, laundry etc. <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	<ol style="list-style-type: none"> 5. Lesson quiz 6. Mid semester and End of semester review to explore whether students have reached the benchmark. 7. Students will assess teacher's effectiveness.
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		<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CASAS</p> <p>4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals</p> <p>4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies</p> <p>4.9 Understand how organizational systems function, and operate effectively within them</p> <p>4.9.1 Identify the formal organizational structure of one's work environment</p>			
	<p>03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.</p>	<p>Reading Anchor Standard 1: Read to determine what the text says explicitly, make logical inferences, cite evidence.</p> <p>Reading Anchor Standard 4: Interpret words and phrases in a text.</p>	<p>Critical Thinking Understanding Systems Using Information Self-Management</p>	<p>Anticipation guide - ask questions on domestic violence for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs. Create and discuss situations about how to recognize a victim of domestic violence.</p>	<ol style="list-style-type: none"> 1. Chapter /lesson review 2. Student peer review, 3. Think Pair Share 4. Exit Tickets 5. Lesson Assessment

	<p>03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)</p> <p>03.07 Describe advance directives</p> <p>03.08 Describe informed consent.</p> <p>03.09 The laws governing harassment, labor and employment</p> <p>03.10 Differentiate between legal and ethical issues in healthcare.</p> <p>03.11 Describe a code of ethics consistent with the healthcare occupation.</p> <p>03.12 Identify and compare personal, professional, and organizational ethics.</p> <p>03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.</p> <p>03.04 Interpret healthcare facility policy and procedures.</p>	<p>Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading Anchor Standard 10: Read and comprehend complex literary and informational texts.</p> <p>Speaking and Listening Anchor Standard 4: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Writing Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CASAS</p> <p>5.7.6 Interpret information related to ethical and philosophical issues</p> <p>7.2-Demonstrate the ability to use critical thinking.</p> <p>7.2.1 Identify Personal Values, qualities</p> <p>7.2 The Ability to Use Critical Thinking</p> <p>7.2.1 Identify and paraphrase pertinent information</p> <p>7.2.5 Evaluate a situation, statement or purpose assembling information and providing evidence, making judgements, examining assumptions, and identifying contradictions.</p>	<p>Legal and Ethical Responsibilities & Domestic Violence</p> <p>Key Vocabulary: ethics, law, neglect, active neglect, passive neglect, negligence, malpractice, abuse: physical abuse, sexual abuse, emotional abuse, financial abuse, using images and sentences</p>	<p>Use KWL to access prior knowledge of students regarding domestic violence.</p> <p>Graphic organizer: T-Chart for “Fact and Fallacy”</p> <p>Web cluster map - Place “domestic violence” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss public education resources.</p> <p>Counseling: Domestic Abuse</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	<p>6. Students will assess teacher’s effectiveness.</p>
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	<p>03.16 Distinguish among the five schedules of controlled substances.</p> <p>1.3 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.</p> <p>3.15 Recognize and report abuse including domestic violence and neglect.</p> <p>2.12 Report relevant information in order of occurrence.</p>	<p>7.5 Understand Aspects of, and Approaches to Effective Personal Management</p> <p>7.5.1 Identify personal values and qualities</p> <p>2.5 Use community agencies and services</p> <p>2.5.1 Locate and utilize services of agencies that provide emergency help</p> <p>2.5.8 Identify community organizations and their purpose and functions</p> <p>2.7.3 Interpret information about social issues</p>			
	<p>02.01 Develop basic speaking and active listening skills.</p> <p>02.02 Develop basic observational skills and related documentation strategies in written and oral form.</p> <p>02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.</p>	<p>Reading Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.</p> <p>Reading Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 5 Analyze the structure of texts.</p>	<p>Teamwork Critical thinking Using Information Self-Management</p> <p>Communication</p> <p>Key Vocabulary:</p> <p>Active Listening</p> <p>Subjective/Objective Information</p>	<p>Warm-up Activities: *Web cluster: place the word communication in the middle and have the students write other related words or phrases.</p> <p>*THINK write: Using your prior understanding of communication, explain what the following statement means to you: What does it mean? "If you did not write it down, it did not occur"</p> <p>*ABC brainstorming to have students access prior knowledge.</p> <p>Direct Instruction: *Introduce the foundation of communication/communication process/communication styles & barriers/verbal</p>	<ol style="list-style-type: none"> 1. Chapter/lesson review 2. Student peer review, 3. Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) 4. Exit Tickets 5. Lesson quiz 6. Mid semester and End of semester review to explore whether students have reached the benchmark. 7. Students will assess the teacher's effectiveness.

	<p>02.04 Respond to verbal and non-verbal cues.</p> <p>02.05 Compose written communication using correct spelling grammar formatting and confidentiality and specific formats of letter writing.</p> <p>02.06 Use appropriate medical terminology and abbreviations.</p> <p>2.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.</p> <p>2.08 Recognize the importance of patient/client education regarding healthcare.</p> <p>02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic, and religious groups.</p> <p>02.10 Analyze elements of communication using a sender-receiver model.</p>	<p>Reading Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats.</p> <p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources.</p> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 2 Integrate and evaluate information presented in diverse media and formats.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage.</p>	<p>Barrier</p> <p>Cultural, Social and Ethnic Diversity 2.0</p> <p>Intro to Basic Medical Terminology 2.0</p> <p>Common Abbreviations 2.0</p>	<p>& non-verbal cues using teacher prepared materials and district provided course materials.</p> <p>*Topic related videos to further classroom discussions. Students may use a note-taking graphic organizer to help with processing information presented in the clips.</p> <p>*Introduce the week’s topics using teacher prepared materials and district provided course materials.</p> <p>Practice: *Teacher guide through the web cluster map on the communication process, students may take notes from the introduction/presentation part of the lesson that can be used to complete this process.</p> <p>*Carousel brainstorming activity on visual communication process/barriers of communication.</p> <p>*Use Socratic seminar to read & discuss chapter readings</p> <p>*Quizizz lesson on Soft Skills: Verbal vs. Nonverbal communication</p> <p>*Quizizz review on communication skills</p> <p>*Quizlet Vocabulary on Communication Barriers</p> <p>*Quizizz on communication styles</p> <p>*Quizizz on communication in the workplace</p>	
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	<p>02.11 Distinguish between and report subjective and objective information.</p> <p>02.12 Report relevant information in order of occurrence.</p>	<p>CASAS Competencies</p> <p>0.1.1 Identify or use appropriate non-verbal behavior (e.g., handshaking)</p> <p>0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)</p> <p>0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)</p> <p>0.1.6 Clarify or request clarification</p> <p>0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)</p>		<p>*Venn Diagram in order to distinguish between and report subjective and objective information.</p> <p>*Think-Pair-Share: Discussion:</p> <ol style="list-style-type: none"> 1. What does the word communication mean to you? 2. Were you born in America? If not, how has communication impacted your life? 3. Do you think that ethnic groups communicate differently? Please explain your answer. <p>Regardless of your ethnic group, there are similarities in communication. Use the Venn Diagram to list some similarities and differences.</p> <p>*Fishbone graphic organizer to help analyze the sender and receiver model.</p> <p>Direct Instruction:</p> <p>*Direct Instruction (presentation/teacher power point notes)</p> <p>*Describe basic medical terminology and approved abbreviations</p> <p>*Formal letter writing</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on how to use medical terminology to communicate with patients and physicians.</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on basic knowledge of pronunciation, spelling and the meaning of medical terms.</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on recognizing abbreviations and acronyms used to complete administrative duties.</p>	
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				<p>*Direct instruction through the use of PPT/Google Slides/video clips on identifying the meaning of abbreviations and acronyms (e.g., HX, Pt, H&P, Dx, SOAP, HIPAA, CC, Rx, PHI, CDC, AMA, HMO, PPO).</p> <p>*Direct instruction through the use of PPT/Google Slides/video clips on using word parts (i.e., prefixes, roots, suffixes) to define medical terminology: Basic knowledge of prefixes (e.g., a-, an-, pre-, post-, hyper-, hypo-, peri-, endo-, exo-) Basic knowledge of roots (e.g., cardi/o, vascul/o, gastr/o, nephro/o, hepat/o) Basic knowledge of suffixes (e.g., -logy, -itis, -osis, -pathy, -ist, -graph)</p> <p>Practice: *Jamboard activities to allow student practice with the terms and abbreviations.</p> <p>*Students may create foldables to have notes for studying purposes.</p> <p>*Kahoot/Quizizz terms review.</p> <p>*Writing prompts related to the: *the importance of patient/client education. *the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.</p> <p>*Cloze practice activities to practice letter writing.</p> <p>*Reflection/Exit Questions:</p>	
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				<p>1. What do you feel is the most difficult part about communicating using medical terminology?</p> <p>2. What is special about the terminology used in the medical field?</p> <p>3. Why is it important for all healthcare workers to understand medical terminology?</p> <p>*Quizlet on intro to medical terminology</p> <p>*Quizlet on intro to medical terminology</p> <p>*Quizizz lesson on intro to medical terminology</p> <p>*Quizizz review on intro to medical terminology</p> <p>*Quizizz on formal letter writing</p> <p>*Quizizz review on letter writing</p> <p>Occupational Skills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
	<p>07.0 Recognize and practice infection control procedures</p> <p>07.01 Define principles of infection control including standard and transmission-based precautions</p> <p>07.02 Demonstrate knowledge of medical asepsis and practice</p>	<p>R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R2 Determine central ideas or themes of a text; summarize the key supporting details and ideas.</p> <p>R4 Interpret words and phrases as they are used in a text including determining technical meanings</p>	<p>Critical Thinking Use Information Understand Systems Teamwork Self-Management Utilizing Resources</p> <p>Infection Control 7.0 </p>	<p>Warm-up Activities:</p> <p>*Write the Room: On each paper, write a word or phrase related to the principles of infection control including standard and transmission-based precautions. As students enter, they move from poster to poster writing something they know about the word or phrase.</p> <p>* Complete an anticipation guide on the principles of infection control procedures.</p>	<ol style="list-style-type: none"> 1. Chapter /lesson review 2. Student peer review, 3. Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) 4. Exit Tickets 5. Lesson quiz

<p>procedures such as hand-washing and isolation.</p> <p>07.03 Demonstrate knowledge of surgical asepsis.</p> <p>07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.</p> <p>10.0 Demonstrate knowledge of bloodborne diseases, including HIV/Aids</p> <p>10.01 Recognize emerging diseases and disorders.</p> <p>10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens, including Hepatitis B</p> <p>10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.</p> <p>10.04 Identify “At risk” behaviors which promote the spread of diseases caused by blood borne</p>	<p>R5 Analyze the structure of texts including how specific sentences, paragraphs and larger portions of text relate to each other and the whole.</p> <p>W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>W4 Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</p> <p>W8 Gather relevant information from multiple print and digital sources assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p> <p>SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL4 Present information findings and supporting evidence such that listeners can follow the line of reasoning and the organization development and style are appropriate to task purpose and audience.</p> <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues analyzing meaningful word parts and consulting general and specialized reference materials as appropriate.</p>	<p>Bloodborne Pathogens 10.0</p> <p>Key Vocabulary: Infection OSHA CDC PPE</p> <p>Key Vocabulary: Bloodborne diseases, disorders, HIV, Hepatitis B/C spread, fact, fallacy pathogens, at risk behaviors, Infection control,</p>	<p>*Anticipation guide - ask questions on blood borne diseases (HIV, Hepatitis, etc.) for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>*Complete a quick write on prior topic knowledge.</p> <p>Direction Instruction: *Introduce the principles of infection control including standard and transmission-based precautions using teacher prepared materials and district provided course materials.</p> <p>Practice: *Complete a concept map on one of the identified anchor standards. *Utilize the jigsaw comprehension strategy for one of the chapter readings.</p> <p>*Use cloze passages to help the students practice the principles of infection control.</p> <p>*Have students roleplay various scenarios to demonstrate their understanding of the anchor standards covered in this chapter.</p> <p>*Quizlet on Infection Control</p> <p>*Quizizz on Handwashing: Infection Control</p> <p>*Quizizz on Infection Control</p> <p>*Infection Control Jeopardy Game</p> <p>*Quizlet Infection Control Vocabulary</p>	<p>6. Mid semester and End of semester review to explore whether students have reached the benchmark.</p> <p>7. Students will assess the teacher's effectiveness.</p>
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	<p>pathogens, and the public education necessary to combat the spread of these diseases.</p> <p>10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers of Disease Control (CDC) guidelines.</p>	<p>CASAS</p> <p>3.4 Understand basic safety measures and health risks</p> <p>3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)</p> <p>3.4.3 Interpret procedures for simple first-aid</p> <p>3.6 Understand basic health and medical information</p> <p>3.6.3 Interpret information about illnesses diseases and health conditions and their symptoms</p> <p>3.1.7 Interpret information about patient rights such as confidentiality and health care decisions</p>		<p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p> <p>Create and discuss situations about how a person/patient presents their symptoms to an emergency unit/healthcare provider.</p> <p>Use KWL to access prior knowledge of students regarding bloodborne diseases.</p> <p>Graphic organizer: T-Chart for “Fact and Fallacy” activity/Transmission and Treatment.</p> <p>Web cluster map - Place “Community Resources and Services” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary: bloodborne diseases, pathogens, diseases/disorders.</p> <p>Review of acronyms: HIV, CDC.</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss public education resources.</p> <p>Small group breakout activity: Research and discuss CDC guidelines.</p>	
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				<p>Discuss different situations/scenarios on how to apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens</p> <p>Role play emergency situations: patient, bystander, caretaker.</p> <p>Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.</p> <p>Reading for information. YouTube Video: What Are Bloodborne Pathogens?</p> <p>Quizizz: Bloodborne Pathogens</p>	
	<p>05.0 Recognize and Practice Safety and Security Procedures</p> <p>05.01 Recognize safe and unsafe working conditions and report safety hazards.</p> <p>05.02 Demonstrate the safe use of medical equipment.</p> <p>05.03 Explain and apply the theory of root- cause analysis.</p> <p>05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.</p>	<p>ELCATE</p> <p>Reading Anchor Standard 1: Read closely to determine the text explicitly and make logical inferences; citing textual evidence (writing /speaking) to support conclusions drawn from the text.</p> <p>Speaking and Listening Anchor Standard 5: Make strategic use of digital media or visual display of data to express information and enhance presentations.</p> <p>Speaking and Listening Anchor Standard 1: Prepare and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own.</p> <p>Language Anchor Standard 4: Determine the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CASAS:</p>	<p>Using Information Critical Thinking Understanding Systems Self-Managing Team Work</p> <p>Safety and Precautions</p> <p>Key Vocabulary: safety, Root cause. analysis</p>	<p>Anticipation guide - ask questions on what they believe about safety and security procedures.</p> <p>Use KWL to assess prior knowledge of students regarding safety and security procedures.</p> <p>Web cluster map - Place "safety and security procedures" in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary (e.g. safety, Root cause. analysis,).</p> <p>Use industry specific videos to support the academic activities and use a graphic organizer response sheet.</p>	<ol style="list-style-type: none"> 1. Chapter /lesson review 2. Student peer review, 3. Think Pair Share 4. Exit Tickets 5. Lesson Assessment 6. Students will assess teacher's effectiveness.

<p>05.05 Identify and practice security procedures for medical supplies and equipment.</p> <p>05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions.</p> <p>05.07 Recognize safety data sheets and comply with safety signs, symbols and labels.</p> <p>05.11 Describe fire, safety, disaster and evacuations procedures</p> <p>05.12 Discuss the Joint commission patient safety goals (www.jointcommission.org) and any other applicable accrediting/regulatory agency guidelines.</p>	<p>3.4.1 Interpret product label directions and safety warnings</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.7 Interpret health and danger alerts</p> <p>4.3.3 Identify common safety equipment and safe work attire</p>			<p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss “Factors that impact Safety.</p> <p>Discuss different situations/scenarios and apply knowledge of internal and external factors that impact safety.</p> <p>Use a Venn Diagram to compare safe and unsafe uses of medical equipment and safety.</p> <p>Role play: The Five Whys approach.</p> <p>KWL Cluster Map - access prior knowledge.</p> <p>Fill in the Blank Activity with safe and unsafe scenarios in the health care system.</p> <p>Matching activity of the safety symbols and their meaning.</p> <p>Collaborative project: In groups research and explain Root cause Analysis and present findings to the class. Review: Kahoot: Safety</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
<p>05.08 Demonstrate proper body mechanics and ergonomics.</p>	<p>ELCATE Reading Anchor Standard 1: Read closely to determine the text explicitly and make logical inferences; citing textual evidence (writing /speaking) to support conclusions drawn from the text.</p>		<p>Critical Thinking Use Information Understand Systems Teamwork</p>		

	<p>05.09 Demonstrate the procedure for properly identifying patients</p> <p>05.10 Demonstrate procedures for the safe transport and transfer of patients.</p>	<p>Reading Anchor Standard 4: Interpret words and phrases in a text.</p> <p>Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Speaking and Listening Anchor Standard 1: Prepare and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own.</p> <p>Language Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CASAS</p> <p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.7 Interpret health and danger alerts</p> <p>4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements</p> <p>4.3.3 Identify common safety equipment and safe work attire</p>	<p>Self-Management Utilizing Resources</p> <p>Body Mechanics</p> <p>Key Vocabulary:</p> <p>Abduction Adduction Body mechanics Crutch gait Dorsiflexion Extension Foot boot Foot drop Friction Hyperextension Mechanical lift Plantar flexion Posture Prone ROM</p>		
	<p>10.0 Demonstrate knowledge of bloodborne diseases, including HIV/ Aids</p> <p>10.01 Recognize emerging diseases and disorders.</p> <p>10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood</p>	<p>ELCATE</p> <p>R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (ELP 1 9)</p> <p>R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (ELP 1 9)</p> <p>R3 Analyze how and why individual events and ideas develop and interact over the course of a text. (ELP 1 9)</p>	<p>Critical Thinking Understanding Systems Using Information Self-Management</p> <p>Diseases and Disorder</p> <p>Key Vocabulary: Bloodborne diseases, disorders, HIV,</p>	<p>Anticipation guide - ask questions on blood borne diseases (HIV, Hepatitis, etc.) for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Create and discuss situations about how a person/patient presents their symptoms to an emergency unit/healthcare provider.</p> <p>Use KWL to access prior knowledge of students regarding bloodborne diseases.</p>	<ol style="list-style-type: none"> Chapter /lesson review Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) Exit Tickets Lesson quiz Mid semester and End of semester review to explore whether

	<p>borne pathogens, including Hepatitis B</p> <p>10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.</p> <p>10.04 Identify “At risk” behaviors which promote the spread of diseases caused by blood borne pathogens , and the public education necessary to combat the spread of these diseases.</p> <p>10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers of Disease Control (CDC) guidelines.</p> <p>10.6 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.</p>	<p>R4 Interpret words and phrases as they are used in a text including determining technical connotative and figurative meanings and analyze how specific word choices shape meaning or tone. (ELP 8 9)</p> <p>W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (ELP 4 6)</p> <p>W5 Develop and strengthen writing as needed by planning revising editing rewriting or trying new approaches. (ELP 7)</p> <p>W8 Gather relevant information from multiple print and digital sources assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. (ELP 5)</p> <p>SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others’ ideas and expressing their own clearly and persuasively. (ELP 2)</p> <p>SL4 Present information findings and supporting evidence such that listeners can follow the line of reasoning and the organization development and style are appropriate to task purpose and audience. (ELP 3, 4, 5, 9)</p> <p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues analyzing meaningful word parts and consulting general and specialized reference materials as appropriate. (ELP 8)</p>	<p>Hepatitis B,C spread, fact, fallacy pathogens, at risk behaviors, Infection control</p>	<p>Graphic organizer: T-Chart for “Fact and Fallacy” activity/ or Transmission and Treatment.</p> <p>Web cluster map - Place “Community Resources and Services” in the middle circle and have students work in pairs to complete the diagram.</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary: bloodborne diseases, pathogens, diseases/disorders.</p> <p>Review of acronyms: HIV, CDC.</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p> <p>Small group breakout activity: Research and discuss public education resources.</p> <p>Create a Fact Sheet or Tri-fold brochure to educate the community.</p> <p>Small group breakout activity: Research and discuss CDC guidelines.</p> <p>Discuss different situations/scenarios on how to apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens. Report on their scenarios.</p> <p>Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.</p>	<p>students have reached the benchmark .</p> <p>7. Students will assess teacher’s effectiveness.</p>
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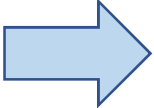
		<p>CASAS</p> <p>3.1.4 Identify common types of medical and health practitioners and specialists</p> <p>3.4.3 Interpret procedures for simple first-aid</p> <p>3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)</p> <p>3.6.3 Interpret information about illnesses diseases and health conditions and their symptoms</p> <p>3.1.7 Interpret information about patient rights such as confidentiality and health care decisions</p>		<p>Role Play different scenarios to ensure comprehension.</p> <p>Reading for information.</p> <p>Quizizz: Diseases and Disorders</p> <p>Kahoot: Biology: Body System Disorders (Basic level)</p> <p>YouTube: Types of Diseases Infectious Diseases Human Health and Diseases Disorders</p> <p>Occupational Sills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
<p>4.0 Demonstrate an understanding of and apply wellness and disease concepts.</p>	<p>Reading Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.</p> <p>Reading Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 5 Analyze the structure of texts.</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats.</p>	<p>Critical Thinking Teamwork Use Information Understand Systems</p> <p>Body Systems 4.0</p> <p>Intro to Body Systems 4.0</p> <p>Signs & Symptoms of Body Systems</p> <p>Key Vocabulary: Heart, diaphragm, esophagus, vein, plasma, white blood cell, red blood cell, brain, digestive, endocrine, gland,</p>	<p>Warm-up Activities:</p> <p>Students may complete a KWL chart to show what they know about the stages of human growth and development.</p> <p>Students may complete an anticipation guide to show what they know about the stages of human growth and development.</p> <p>Direct Instruction: Direct Instruction via PPT/Google Slides/Topic videos on human growth and development.</p> <p>Note-taking using Cornell Notes or creating foldables</p>	<ol style="list-style-type: none"> 1. Chapter /lesson review 2. Student peer review, 3. Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) 4. Exit Tickets 5. Lesson quiz 6. Mid semester and End of semester review to explore whether students have reached the benchmark. 7. Students will assess the teacher's effectiveness. 	

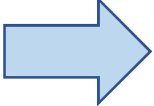
		<p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources.</p> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 2 Integrate and evaluate information presented in diverse media and formats.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>CASAS Competencies</p>	<p>respiratory, nervous, reproductive, urinary, circulatory, excretory, immune, muscular, and skeletal</p>	<p>Practice: Graphic organizers where the students may describe the various stages of human growth and development.</p> <p>3-2-1 (three things learned, two things found interesting, and one question a student still has).</p> <p>Cloze practice passages on human growth and development.</p> <p>Use of diagrams/label the phases and identify structure.</p> <p>Quizlet on intro to human growth and development</p> <p>Matching activity on human growth and development</p> <p>Occupational Skills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
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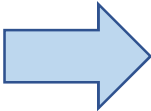
		<p>0.1.2 Understand or use appropriate language for informational purposes</p> <p>0.1.3 Understand or use appropriate language to influence or persuade</p> <p>0.1.7 Understand, follow or give instructions, including commands and polite requests.</p> <p>3.4.7 Interpret health and danger alerts</p> <p>3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures</p>			
	<p>Basic Skills for intro to human growth and development</p> <p>3.10 Differentiate between legal and ethical issues in healthcare.</p> <p>3.11 Describe a code of ethics consistent with the healthcare Occupation</p> <p>5.10 Demonstrate procedures for the safe transport and transfer of patients.</p>	<p>Reading Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.</p> <p>Reading Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 4 Interpret words and phrases as they are used in a text.</p> <p>Reading Anchor Standard 5 Analyze the structure of texts.</p> <p>Reading Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats.</p>	<p>Teamwork Critical thinking Using Information Self-Management Understand Systems</p> <p>Intro to Human Growth and Development</p> <p>Key Vocabulary: Human Development Growth Nature Nurture Cognitive</p> <p>Special Needs</p> <p>Key Vocabulary: Legal issues, Ethical issues, Code of ethic, transfer</p>	<p>Warm-up Activities: Students may complete a KWL chart to show what they know about each of the learned body systems.</p> <p>Students may complete an anticipation guide to show what they know about the body systems.</p> <p>Direct Instruction: Direct Instruction via PPT/Google Slides/Topic videos on the various systems.</p> <p>Note-taking using Cornell Notes or creating foldables</p> <p>Practice: Graphic organizers where the students may describe the purpose and function of the learned body systems.</p> <p>3-2-1 (three things learned, two things found interesting, and one question a student still has).</p>	<ol style="list-style-type: none"> 1. Chapter /lesson review 2. Student peer review, 3. Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses) 4. Exit Tickets 5. Lesson quiz 6. Mid semester and End of semester review to explore whether students have reached the benchmark. 7. Students will assess the teacher's effectiveness.

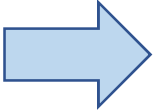
		<p>Writing Anchor Standard 4 Produce clear and coherent writing.</p> <p>Writing Anchor Standard 6 Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 8 Gather relevant information from multiple print and digital sources.</p> <p>Speaking and Listening Anchor Standard 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.</p> <p>Speaking and Listening Anchor Standard 2 Integrate and evaluate information presented in diverse media and formats.</p> <p>Speaking and Listening Anchor Standard 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.</p> <p>Speaking and Listening Anchor Standard 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</p> <p>Language Anchor Standard 1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>CASAS Competencies 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions</p>		<p>Cloze practice passages on the learned body systems.</p> <p>Use of diagrams/label the phases and identify structure</p> <p>Quizlet vocab on intro to anatomy and physiology</p> <p>Quizizz intro to anatomy and physiology</p> <p>Quizizz intro to anatomy and physiology</p> <p>Anticipation guide - ask questions on special needs care for students to tell what they believe. Teach the lesson and have students revisit to confirm initial beliefs.</p> <p>Use KWL to access prior knowledge of students</p> <p>Graphic organizer: T-Chart for Safe/unsafe transport of special care patients</p> <p>Web cluster map - have students work in pairs to complete the diagram using vocabulary words</p> <p>Use Jamboard to do a matching activity of the targeted vocabulary</p> <p>Use industry specific videos to support the academic activities.</p> <p>Use text to provide direct instruction while making real world connections and student interaction using the W/H questions.</p>	
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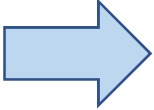
		<p>3.6.6 Interpret information about health issues related to aging</p>		<p>Discuss different situations/scenarios: legal and ethical issues/safe transport and transfer of patients</p> <p>Role play Special Needs situations: patient, caretaker</p> <p>Use a Venn Diagram (Differentiate between legal and ethical issues in healthcare)</p> <p>YouTube Video: How To Work With Special Needs Kids</p> <p>YouTube Video: Fostering Partnerships with Patients and their Families</p> <p>Occupational Skills Activity: Instructor will provide direct instruction, role play and hands on activity based on student text and occupational skills related presentation tools.</p>	
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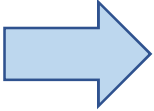
IET Single Set of Learning Objectives		Competencies
<ol style="list-style-type: none"> 1. The student will obtain and evaluate clinical information, and utilize effective communication skills to report to patients, caregivers and healthcare providers to assist with the patient's care plan. 2. The student will describe legal/ethical responsibilities and limitations of healthcare worker actions and explain the implications affecting the well-being of patients in a home setting. 3. The student will follow and apply guidelines and procedures for reporting activities and behaviors that affect the health, safety, and welfare of patients/clients. 		<p>1.0 Use verbal and written communications specific to home health aide. – The student will be able to:</p> <ol style="list-style-type: none"> 1.1 Obtain specified data from patients and family. 1.2 Utilize verbal and written information to assist with the patient's care plan. <p>2.0 Demonstrate legal and ethical responsibilities specific to home health aide. – The student will be able to:</p>

		<p>2.1 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.</p> <p>2.2 Follow policies and procedures concerning care as directed by the employer affecting the health, safety, and well-being of patients in the home setting.</p> <p>2.3 Recognize and report signs of abuse, physical verbal, and substance.</p> <p>2.4 Follow legal guidelines in documentation.</p> <p>2.5 Exhibit behavior supporting and promoting residents' rights.</p> <p>2.6 Recognizes and follows scope of proactive and role limitations for a home health aide.</p>
<ol style="list-style-type: none"> 1. The student will identify ways to provide physical comfort and safety measures specific to Home Health Care and summarize best practices 2. to ensure the safety and well-being of patients. 3. The student will explain health and safety policies and procedures to prevent injuries, as well as implement appropriate government patient safety guidelines. 		<p>3.0 Perform physical comfort and safety functions specific to home health aide. – The student will be able to:</p> <p>3.1 Maintain a clean and safe home environment for the patient.</p> <p>3.2 Adjust bed and/or side-rails.</p> <p>3.3 Transfer patient with mechanical lift using proper body mechanics and patient safety.</p> <p>3.4 Demonstrate proper turning and positioning according to care plan.</p> <p>3.5 Implement fall prevention measures as directed, i.e. clutter free pathways, locked wheelchair, etc.</p> <p>3.6 Apply supportive comfort devices as directed (e.g. footboard, over-bed cradle, alternating pressure mattress).</p> <p>3.7 Demonstrate and assist patients to dangle.</p> <p>3.8 Assist patients in ambulation, including the use of crutch, cane, or walker.</p>

		<p>3.9 Demonstrate the proper wheelchair safety technique and assist the patient as needed with use.</p> <p>3.10 Assist patients with care and use of prosthetic/orthotic devices.</p> <p>3.11 Describe emergency evacuation procedures with adaptations to the home setting.</p> <p>3.12 Implement appropriate regulatory and accrediting agency patient safety guidelines.</p> <p>05.0 Recognize and Practice Safety and Security Procedure</p>
<p>The student will:</p> <ol style="list-style-type: none"> 1. The student will work in teams to analyze informational texts and conduct a research project regarding the appropriate and safe patient care procedures in a medical setting. 2. The student will demonstrate and perform appropriate and safe patient care procedures by speaking clearly and concisely. 3. The student will be able to describe what to observe, record and report when assisting with health-related tasks. 4. The student will read informational texts and conduct research to describe the healthcare worker’s role in obtaining urine, stool and sputum specimens. 		<p>4.0 Provide personal patient care. – The student will be able to:</p> <p>4.1 Perform bed bath; observe and report changes in a patient.</p> <p>4.2 Perform back rub.</p> <p>4.3 Demonstrate procedures for safety in the bathroom including the use of adaptive shower equipment such as shower chairs, long handled bath sponge, grab bars, extended shower hose, rubber mat in tub or shower, and rubber based rug outside the shower.</p> <p>4.4 Assist with shower or tub bath, including use of specialty tubs.</p> <p>4.5 Assist patient with sink, tub, shower, shower cap, or bed shampoo.</p> <p>4.6 Demonstrate the use of a safety and/or electric razor to shave the patient.</p> <p>4.7 Demonstrate how to groom patient, including hair, skin, foot, and nail care.</p> <p>4.8 Assist with and/or administer oral hygiene, including denture care.</p> <p>4.9 Assist patient with toileting, using various types of restorative and rehabilitative equipment.</p> <p>4.10 Assist patient to dress.</p> <p>4.11 Assist patient with meals.</p>

		<p>5.0 Perform patient care procedures. – The student will be able to:</p> <p>5.1 Make unoccupied/occupied bed.</p> <p>5.2 Provide passive range-of-motion exercises.</p> <p>5.3 Apply anti-embolic hose and sequential compression devices.</p> <p>5.4 Understand and demonstrate proper collection of urine, strained, timed urine, and/or routine urine specimen.</p> <p>5.5 Observe skin while bathing for allergic reaction to catheter or any leaking.</p> <p>5.6 Monitor fluid intake and output (I&O), including encouraging and restricting fluids.</p> <p>5.7 Observe, record, and report patient's emesis.</p> <p>5.8 Assist with ostomy care and alert nurse of any unusual observations while performing skin care.</p> <p>5.9 Collect stool specimen and alert nurse of unusual odors, colors, or character.</p> <p>5.10 Care for patients receiving oxygen therapy making sure the patient receives the correct flow of oxygen.</p>
<p>The student will:</p> <ol style="list-style-type: none"> 1. The student will evaluate foods in regards to nutritional values and food groups. 2. The student will analyze information from multiple resources and describe the characteristics of well-planned meals. 3. The student will work in teams conducting research on how to assist a client with the preparation of complex modified diets. 4. the student will read and effectively communicate the meal planning process when multiple dietary restrictions must be met. 		<p>6.0 Apply principles of nutrition. – The student will be able to:</p> <p>6.1 Identify nutrients and food groups.</p> <p>6.2 Identify and implement regional, cultural, and religious food guidelines/preferences.</p> <p>6.3 Describe special diets.</p> <p>6.4 List factors that must be considered when purchasing food.</p> <p>6.5 Follow the prescribed basic food plan.</p>

		<p>6.6 List factors that must be considered when storing food.</p> <p>6.7 Identify methods of maintaining fluid balance including encouraging and restricting fluids.</p> <p>6.8 Identify methods of food preparation.</p> <p>6.9 Discuss preparation and serving of trays in the home.</p>
<ol style="list-style-type: none"> 1. During a patient intake scenario, the learner will be able to orally demonstrate understanding of the safety principles as related to the elderly in a medical setting. 2. The learner will be able to read and effectively communicate the general characteristics, particular needs, and problems of the elderly while providing healthcare services. 3. The learner will be able to summarize in writing the key supporting details and ideas of the attitudes and living habits that promote positive mental and physical health for the elderly. 4. The learner will be able to read and distinguish between fact and fallacy about the aging process as it relates to providing healthcare services. 5. During a patient care scenario, the learner will be able to summarize the key details and ideas to communicate orally the community resources and services available to the elderly and their caregiver. 6. During a patient care scenario, the learner will be able to demonstrate their ability to apply reality orientation techniques and validation therapy while providing healthcare services. 7. During a patient care scenario, the learner will be able to demonstrate their ability to provide and involve patients in diversional activities while providing healthcare services. 8. The learner will be able to read and effectively communicate common alterations in elderly patient behavior or health status and follow-up in a medical setting. 9. During a patient care scenario, the learner will be able to provide care for patients with special needs in a medical setting. 10. During a patient care scenario, the learner will be able to demonstrate their ability to provide care for patients with infectious diseases while following standard precautions, such as following isolation procedures and using personal protective equipment. 11. The learner will be able to read and effectively communicate orally and written transmission-based precautions. 		<p>7.0 Provide care for geriatric patients. – The student will be able to:</p> <p>7.1 Identify safety principles as related to the elderly.</p> <p>7.2 Describe general characteristics, particular needs, and problems of the elderly.</p> <p>7.3 Identify attitudes and living habits that promote positive mental and physical health for the elderly.</p> <p>7.4 Distinguish between fact and fallacy about the aging process.</p> <p>7.5 Identify community resources and services available to the elderly and their caregiver.</p> <p>7.6 Apply reality orientation techniques and validation therapy.</p> <p>7.7 Provide and involve patients in diversional activities.</p> <p>7.8 Identify common alterations in elderly patient behavior or health status and follow up within the home health aide scope of performance.</p> <p>7.9 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).</p> <p>8.0 Apply the principles of infection control specific to home health aide. – The student will be able to:</p> <p>8.1 Provide care for patients with infectious diseases in the home.</p>

<p>12. The learner will be able to read and effectively communicate orally and write about the various family roles and their significance to health when caring for an elderly person.</p> <p>13. During a patient care scenario, the learner will be able to properly respond orally to patient and family emotional needs while providing healthcare services.</p>		<p>8.2 Follow isolation procedures with food tray, personal protective equipment (PPE), supplies/equipment, and other materials in the home.</p> <p>8.3 Utilize standard precautions in all home care.</p> <p>8.4 Discuss transmission-based precautions.</p> <p>9.0 Provide bio-psycho-social support. – The student will be able to:</p> <p>9.1 Discuss family roles and their significance to health.</p> <p>9.2 Respond to patient and family emotional needs.</p>
<p>1. The learner will be able to gather relevant information in a medical setting to organize patient care assignments and complete them in an accurate and timely manner.</p> <p>2. During a patient care scenario, the learner will be able to orally explain the purposes of restorative programs and assist patients with specific needs in order to help them reach the optimum level of independence.</p> <p>3. The learner will be able to read and effectively communicate orally and in writing a collaborative care plan that will include tasks such as patient-related cleaning, laundry, and medication storage.</p>		<p>10.0 Prioritize and perform functions following the patient care plan. – The student will be able to:</p> <p>10.1 Organize patient-care assignments.</p> <p>10.2 Complete assignments accurately and in a timely manner per care plan.</p> <p>11.0 Assist with rehabilitative activities. – The student will be able to:</p> <p>11.1 List the purposes of restorative (rehabilitation) programs.</p> <p>11.2 Assist patients with specified restorative (rehabilitation) needs.</p> <p>11.3 Assist patients/residents to reach the optimum level of independence.</p> <p>12.0 Perform home health-care services. – The student will be able to:</p> <p>12.1 Establish and follow a collaborative care plan with patient and family.</p> <p>12.2 Perform patient-related cleaning tasks and laundry per care plan.</p> <p>12.3 Identify methods for medication storage.</p>



GET THERE

Florida's Workforce Education Initiative

This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Outcomes

Seminole State College



Single Set of Learning Objectives Template

Team Name or Number	Seminole State College
Team Members	Jane Hudson, Douglas Taylor (Dougie), Lauri Schoneck, Rachel Slavkin, Joshua Trujillo
Workforce Training Program	Building Trades and Construction Design Technology (C100100)

week 1-4 Safety 90hrs	<p>1. Demonstrate understanding and compliance with safety protocols and OSHA info</p> <hr/> <p>2. Interpret SDS and explain procedures</p> <hr/> <p>3. Discuss/analyze "Right to Know"</p> <hr/>	<p>RLA: Identify specific pieces of evidence, analyze how data or quantitative and/or visual information</p> <p>MATH: lengths, distance, fractions, areas, weight and volume</p> <p>SCIENCE: Compounds and mixtures</p> <p>SS: Analyze cause-and-effect relationships</p>	<p>1. Provide examples of each of OSHA identified fatal 4</p> <p>2. Using OSHA data, create graphic representation to provide statistics about fatal 4 incidents</p> <hr/> <p>Complete SDA worksheet - canvas</p> <hr/> <p>Instructor led discussion of "Right to Know"</p> <hr/> <p>1. Wear PPE at all times in labs</p>	<p>1. www.osha.gov</p> <p>2. Fatal Four booklet - canvas</p> <p>3. https://www.youtube.com/watch?v=3TVRMfnUWhI (Links to an external site)</p> <p>4. Ladder Safety- 1.pdf</p> <p>5. https://www.youtube.com/watch?v=ho8Cy71Dtmc (Links to an external site.)</p> <hr/> <p>1. www.osha.gov - OSHA quick card</p> <p>2. SDS OSHA Brief</p> <hr/> <p>1. www.osha.gov - OSHA quick card</p> <p>2. SDS OSHA Brief</p> <hr/> <p>1. instructor led demo of how to inspect and then properly wear PPE</p> <p>2. https://www.youtube.com/watch?v=lfoTLeFooR4</p>	<p>1. pass OSHA 10 exam</p> <p>2. Complete OSHA assignment #1 in canvas</p> <p>3. Complete OSHA assignment #2 in canvas</p> <hr/> <p>SDS quiz - Canvas</p> <hr/> <p>SDS quiz - Canvas</p> <hr/> <p>1. Instructor observation of inspection and</p>


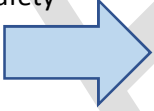



	<p>4.. Demonstrate proper use of PPE</p>	<p>and multiple causation</p>		<p>3. Field trip to construction site - list safety concerns seen on site 4. In groups of 2-3, students conduct safety audits in bldg. D labs</p>	<p>proper PPE use 2. Daily use of PPE</p>
	<p>5. Demonstrate safe use of hand and power tools</p>	<p>ELA: R.8.a Analyze & Identify specific pieces of evidence an author uses in support of claims or conclusions. R.7.b Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author’s argument.</p>	<p>1. Complete tool identification exercise in lab. 2. Build assigned project using only hand tools 3. Build two assigned projects using applicable power tools 4. Using a tape measure, add cut lines to assigned materials 5. Cut materials needed for assigned project 6. Systematically inspect all records 7. Systematically inspect all tools</p>	<p>1. Students will rotate through a series of workstations and demonstrate the proper use of tape measure, hand, and power tools 2. Use a measuring tape to set cutlines used to practice tool techniques 3. demonstrate safe tool usage 4. https://www.youtube.com/watch?v=8pop5nwNSIM 5. https://www.youtube.com/watch?v=UK6Kmtep3rw 6. https://www.youtube.com/watch?v=o4ijHIRaGXc 7. https://www.youtube.com/watch?v=LKvyJ4CrvDQ</p> <p>1. Instructor led lecture on accident prevention and reporting 2. Rotation of students as safety officers 3. completion of accident reports</p>	<p>1. Proper tool usage 2. Read a measuring tape 3. Work with whole numbers, fractions and decimals 4. Systematically inspect and use tools 5. Read a tape measure 6. Follow directions</p>
	<p>6. Explain and demonstrate emergency procedure for lab accidents</p>	<p>Science: SP.3 Reasoning from Data: SP.3.c. Make a prediction based upon data or evidence.</p>	<p>1. Assess lab for safety concerns 2. discuss possible accidents and preventive measures</p> <p>1. Using an architect's scale, convert a drawing from one scale to another 2. In Canvas, complete math worksheet by filling in missing dimensions</p>	<p>1. Textbook - Blueprint Reading for the Construction Trades 2. Activity 1 & 2 in Canvas 3. Blueprint Reading video https://www.youtube.com/watch?v=DSuP4YkaJ40 4. Construction Drawing video https://www.youtube.com/watch?v=Fd8CLQmemJI</p> <p>1. Construction Math -= https://www.youtube.com/watch?v=69I8HacCLxc 2. Measurement 3. Tape Measure Pro Tips https://www.youtube.com/watch?v=p-AltvcISQ8</p> <p>1. Chemistry https://www.youtube.com/watch?v=6QHex91FB5g</p>	<p>1. evaluation of several accidents with report outlining what happened and how the accident</p>

<p>Week 5-8 Blueprint Reading 90hrs</p>	<p>1. Read and interpret approved plans and specifications</p>	<p>Science SP.2: Explain the relationship of work, motion, and forces: P.2.a. Speed, velocity, acceleration, momentum, and collisions (e.g., inertia in a car accident, momentum transfer between two objects).</p>	<p>1. Use measuring tape to correctly measure wood for cutting</p>	<p>2. Materials https://www.youtube.com/watch?v=vYnpBve5Elc 3. Field trip - take inventory of building materials observed 4. Field trip to building supply expo to look at and touch building materials and hardware, and to attend vendor info sessions.</p> <p>1. Area, Volume https://www.youtube.com/watch?v=wB3x7SkrY9I 2. Geometry https://www.youtube.com/watch?v=302eJ3TzJQU</p>	<p>could have been prevented</p> <p>1. Complete Quiz # 1 - Line types, drawing types, and symbols. 2. Using the set of plans given to you by your instructor, complete the assigned worksheet.</p>
<p>Weeks 9-12 Construction Materials 90hrs</p>	<p>2. Demonstrate construction math knowledge and skills</p> <p>01.0 Discuss, identify, classify and present construction components,</p>	<p>ELA: R.2.a: Order sequences of events in plans. Math: Q.3.b: Use scale factors to determine the magnitude of a size change. Convert between actual</p>	<p>1. Course project - Create a binder and report material and hardware/fixture options with pros/cons for each in carpentry, HVAC, electrical and plumbing</p> <p>1. Using applicable formulas students will calculate how much of a given material is needed for a variety of projects (volume, area, math) operations).</p> <p>1. With a partner, rough in a section of the training wall per instructor guidelines.</p>	<p>1. https://www.youtube.com/watch?v=hKtedrJKyQs 2. complete all activities on the electrical training board 3. https://www.youtube.com/watch?v=OGa_b26eK2c</p> <p>1. https://www.youtube.com/watch?v=5T6de1Mfq04 2. https://www.youtube.com/watch?v=fJeRabV5hNU 3. https://www.youtube.com/watch?v=NtMoOhRTuH0 4. Ohm's Law & Voltage (Alessandro Volta) Video: https://youtu.be/HXOok3mfMLM 5. 5. Ohm's Law with a Khan Academy video: https://youtu.be/F_vLWkkOETI</p>	<p>1. Using a set of prints and materials provided by the instructor, and tools provided in the lab complete two woodworking projects (toolbox, sled, birdhouse, etc.)</p> <p>1. Using a set of blueprints provided by your instructor, research materials, and identify materials, hardware, fasteners, etc.</p>

<p>Weeks 13-16 Electrical 90hrs</p>	<p>materials, hardware and characteristics.</p> <hr/> <p>1. Solve problems for volume, weight, area, circumference and perimeter measurements for rectangles, squares and cylinders.</p> <hr/> <p>01.0 Demonstrate electrical rough in skills.</p> <hr/> <p>Apply basic electrical theory</p>	<p>drawings and scale drawings.</p> <p>Math: Q.1a. Order fractions and decimals, including on a number line. 3.2 Convert like measurement units within a given measurement system in solving multi-step, real world problems.</p> <p>RLA: R.7.b: Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author's argument.</p> <p>Math: Q.5:</p>	<hr/> <p>1. Canvas worksheet - Electricity 2. Canvas worksheet - simple circuits 3. Canvas worksheet - voltage, current and resistance 4. Use a multimeter correctly</p> <hr/>	<hr/> <p>needed to construct the structure. Be prepared to present and defend your choices.</p> <hr/> <p>Using the same set of blueprints you used to identify materials, hardware, fixtures, estimate the amount/# of each. Using the cost info provided by your instructor, estimate total cost of project</p> <hr/> <p>1. Demonstrate lock out/tag out procedure 2. Rough in 5 different fixtures/features assigned by your instructor</p> <hr/>
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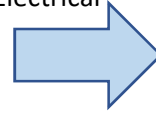
	<p>to wiring a project.</p> <hr/>	<p>Calculate dimensions, surface area, and volume of three-dimensional figures</p> <p>MP.1.d: Recognize and identify missing information that is required to solve a problem</p> <p>Science: P.1.C: Types of energy (e.g., kinetic, chemical, mechanical) and transformations between types of energy</p> <p>Social Studies: SSP.6.b: Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources</p> <p>RLA: L.2: Demonstrate</p>			<p>1. Wire a section of the training wall per instructor guidelines</p> <p>2. Troubleshoot a "bugged" circuit and determine solution</p> <hr/>
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		<p>command of the conventions of standard English capitalization and punctuation when writing. L.1.d: Edit to eliminate nonstandard or informal usage</p>			
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IET Single Set of Learning Objectives		Competencies
<p>Students will apply calculations with whole numbers, fractions and decimals to lab projects as they use available hand and power tools.</p>	<p>Safety </p>	<p>1. proper tool usage; 2. read a measuring tape; 3. work with whole numbers, decimals and fractions; 4. read a measuring tape; 5. follow directions</p>
<p>Students will apply their knowledge of lab safety procedures, OSHA Fatal Four, Right to Know, and use of SDS to analyze, interpret, and graphically represent relevant OSHA statistics.</p>	<p>Safety </p>	<p>1. workplace safety protocols and processes; 2. effective use of graphs; 3. data analysis; 4. reading safety labels.</p>
<p>Students will demonstrate proficiency working with a set of residential drawings by calculating missing dimensions, correctly interpreting symbols, and correctly locating information about electrical, plumbing, and HVAC plans.</p>	<p>Blueprint </p>	<p>1. interpreting drawings; 2. Proficiency with math operations; 3. using a measuring tape; safely using hand and power tools</p>
<p>Students will demonstrate ability to classify the positive and negative aspects of a variety of building materials, hardware, and fixtures by choosing appropriate building materials for a given set of environmental conditions, for a variety of projects.</p>	<p>Materials </p>	<p>1. oral communication; 2. compare/contrast; 3. research skills; 4. vendor familiarity</p>
<p>Using information provided by the instructor, students will correctly calculate area, volume, weight, and surface area of given objects in order to estimate project costs.</p>	<p>Materials </p>	<p>1. estimating; 2. working with numbers; 3. purchasing; 4. developing bid specs</p>

Students will demonstrate basic electrical skills and the ability to apply scientific theories when solving electrical calculations by installing electrical wiring per instructor guidelines.

Electrical



1. basic wiring;
2. calculate voltage, current and resistance;
3. use multi meter;
4. estimating;
5. collaboration;
6. Teamwork;
7. follow directions

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Florida's Workforce Education Initiative

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