



## Scope and Sequence Curriculum Outline

**Career Program:** Health Science I

**DOE Code:** 5282

**Career Cluster:** Health Science

**Recommended Grade Levels:** 11, 12

**Prerequisites:** None

**High School Credits:** 3 per semester (6 total per school year)

**Additional Information:** Counts as a Directed Elective or Elective for the General, Core 40, Academic Honors and Technical Honors diplomas

**Program Description:** Health Science I students study topics such as human anatomy and physiology, medical terminology, medical ethics, CPR, and practical skills applicable to all health-related occupations. Leadership skills developed through participation in the HOSA student organization are also included. Job shadow experiences are completed at local health care facilities throughout one semester of the program. Job seeking and job maintenance skills, personal management skills, and self-analysis to aid in career selection are also included.

**Alignment:** Indiana Department of Education Academic Standards Course Framework; Ivy Tech Community College (dual credit agreement); CPR, AED, and First Aid certification; and *Simmers-DHO Health Science* (Cengage) and *Gyls-Medical Terminology Systems* (F.A. Davis) curriculum materials

**Companion Documents:** WCC Health Science I Program Syllabus; WCC High School Pathway Plan; WCC Program Description Guide

### Curriculum Content Summary:

- The Human Body
- Communications
- Systems
- Employability Skills
- Legal Responsibilities
- Ethics
- Safety Practices
- Teamwork
- Health Maintenance Practices
- Technical Skills
- Information Technology Applications

Content	Indiana DOE Standards	Knowledge & Skills (based on HLHS 100 and 101)	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> The Human Body</p> <p><b>Core Standard I</b> Students analyze functions of the human body to determine how to prevent common diseases</p>	<p><b>HSEI-1.1</b> Classify the basic structural and functional organization of the human body (tissue, organ, and system)</p> <p><b>HSEI-1.2</b> Recognize body planes, directional terms, quadrants, and cavities</p> <p><b>HSEI-1.3</b> Analyze the basic structure and function of the human body</p> <p><b>HSEI-1.4</b> Describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment)</p> <p><b>HSEI-1.5</b> Recognize emerging diseases and disorders</p> <p><b>HSEI-1.6</b> Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease</p> <p><b>HSEI-1.7</b> Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements)</p> <p><b>HSEI-1.8</b> Analyze diagrams, charts, graphs, and tables to interpret healthcare results</p> <p><b>HSEI-1.9</b> Record time using the 24-hour clock</p>	<ul style="list-style-type: none"> <li>• Identify the stages of development</li> <li>• Describe the behavior that characterizes each stage, and the individual differences of behavior due to culture, ethnicity, and religion</li> <li>• List the levels of organization of the body</li> <li>• Define and identify three planes of the body</li> <li>• Identify the cavities, quadrants, and regions of the body</li> <li>• List and identify terms related to direction, position, and planes of the body</li> <li>• Describe diseases, conditions, and procedures related to the body structure</li> <li>• Locate the major organs of the following systems and describe their structure and function: <ul style="list-style-type: none"> <li>○ integumentary system</li> <li>○ musculoskeletal system</li> <li>○ digestive system</li> <li>○ respiratory system</li> <li>○ cardiovascular system</li> <li>○ lymph system</li> <li>○ urinary system</li> <li>○ endocrine system</li> <li>○ nervous system</li> <li>○ female and male reproductive systems</li> </ul> </li> <li>• Describe the functional relationship between the body systems</li> <li>• Describe diseases, conditions, and procedures related to the body systems</li> <li>• Explain pharmacology associated with the treatment of system disorders</li> <li>• Describe pathological conditions, diagnostic and therapeutic procedures, and other terms related to the musculoskeletal system</li> </ul>	<p>Intro to Health Careers: DHO Unit 13-Human Growth and Development</p> <ul style="list-style-type: none"> <li>• DH Chapter 8 Assignment</li> <li>• Human Development Worksheet</li> </ul> <p>Medical Terminology:</p> <ul style="list-style-type: none"> <li>• Chapters 4-16 Learning Activities, Medical Records Activities, and Clinical Connection Activities</li> <li>• Cut-out/labeling activities for the integumentary system, digestive system, respiratory system, heart, skeleton, and female and male reproductive systems</li> </ul>	<p>15 weeks</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 13-Human Growth and Development</p> <ul style="list-style-type: none"> <li>• Life Stages Project</li> </ul> <p>Medical Terminology:</p> <ul style="list-style-type: none"> <li>• Chapters 4-16 Chapter Tests</li> <li>• Chapters 4-16 Term Tests</li> </ul> <ul style="list-style-type: none"> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>

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<p><b>DOMAIN</b> Communications</p> <p><b>Core Standard 2</b> Students analyze various modes of writing to prepare for communicating in a health care setting</p>	<p><b>HSEI-2.1</b> Interpret verbal and nonverbal communication</p> <p><b>HSEI-2.2</b> Recognize barriers to communication</p> <p><b>HSEI-2.3</b> Report subjective and objective information</p> <p><b>HSEI-2.4</b> Recognize the elements of communication using a sender-receiver model</p> <p><b>HSEI-2.5</b> Apply speaking and active listening skills</p> <p><b>HSEI-2.6</b> Use roots, prefixes, and suffixes to communicate information</p> <p><b>HSEI-2.7</b> Use medical abbreviations to communicate information</p> <p><b>HSEI-2.8</b> Recognize elements of written and electronic communication (spelling, grammar, and formatting)</p>	<ul style="list-style-type: none"> <li>Identify the components of effective communications</li> <li>Organize information needed to complete a task</li> <li>Compare communication skills needed in different health care professions</li> <li>Examine nonverbal forms of communication, functions, characteristics, and interpretation</li> <li>Improve nonverbal communication skills</li> <li>Adapt appropriate communications to the needs of the individual</li> <li>Explain the importance of nonverbal behavior in the communication process</li> <li>Act out a dialogue using gesture and expression only</li> <li>Identify the four word elements used to build medical words</li> <li>Divide medical words into their component parts</li> <li>Apply the basic rules to define and build medical words</li> <li>Locate the pronunciation guideline chart and interpret pronunciation marks</li> <li>Pronounce medical terms</li> <li>Define and provide examples of surgical, diagnostic, pathological, and related suffixes</li> <li>Link combining forms and word roots to suffixes</li> <li>Identify surgical, diagnostic, pathological, and related suffixes</li> <li>Identify adjective, noun, and diminutive suffixes</li> <li>Define common prefixes used in medical terminology</li> <li>Describe how a prefix changes the meaning of a medical word</li> <li>Recognize and define prefixes of position, number and measurement, and direction</li> </ul>	<p>Intro to Health Careers: DHO Unit 15- Communication</p> <ul style="list-style-type: none"> <li>Peanut Butter and Jelly Activity</li> <li>Nonverbal Communication Activity</li> <li>Decoding Body Language Worksheet</li> </ul> <p>Medical Terminology:</p> <ul style="list-style-type: none"> <li>Chapters 1-3 Learning Activities</li> <li>Word building practice worksheet</li> <li>Create flashcards using index cards</li> </ul>	<p>4 weeks</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers:</p> <ul style="list-style-type: none"> <li>DHO Unit 15 Communication Written Test</li> </ul> <p>Medical Terminology:</p> <ul style="list-style-type: none"> <li>Ch.1 Basic Element of a Medical Word Test</li> <li>Chapters 1-3 Terms Tests</li> <li>Essential Skills Evaluation</li> <li>Work Ethic Certification</li> <li>Weekly participation</li> </ul>

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<p><b>DOMAIN Systems</b></p> <p><b>Core Standard 3</b> Students analyze how the healthcare professionals' roles fit into their departments, and the overall healthcare environment, identifying how key systems affect services and quality of care</p>	<p><b>HSEI-3.1</b> Describe the healthcare delivery system (public, private, government, and non-profit)</p> <p><b>HSEI-3.2</b> Explain the factors influencing healthcare delivery systems</p> <p><b>HSEI-3.3</b> Describe the responsibilities of consumers within the healthcare system</p> <p><b>HSEI-3.4</b> Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomic on healthcare delivery systems</p> <p><b>HSEI-3.5</b> Discuss common methods of payment for healthcare</p>	<ul style="list-style-type: none"> <li>• Research government agencies that support healthy individuals, families, and communities</li> <li>• Analyze the impact of local, state, and national government on the health care industry</li> <li>• Understand the purpose and function of medical insurance</li> <li>• Analyze the components of healthcare services</li> <li>• Analyze expenses associated with insurance costs</li> <li>• Differentiate among several insurance payment options</li> <li>• Investigate available insurance coverage</li> <li>• Survey and research the historical significance of health care</li> <li>• Identify key events in the history of health care</li> <li>• Recognize people in history who have impacted the health care industry and their contributions</li> </ul>	<p>Intro to Health Careers: DHO Unit 11-Systems &amp; History of Health Care</p> <ul style="list-style-type: none"> <li>•DHO Ch.1 &amp;2 Assignments</li> <li>•Employment Benefit Package</li> <li>•History Timeline Project</li> </ul>	<p>1 week</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 11-Systems &amp; History of Health Care</p> <ul style="list-style-type: none"> <li>•Significant People Project</li> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>

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<p><b>DOMAIN</b> Employability Skills</p> <p><b>Core Standard 4</b> Students identify employability skills in order to enhance their employment opportunities and job satisfaction</p>	<p><b>HSEI-4.1</b> Classify the personal traits and attitudes desirable in a member of the healthcare team</p> <p><b>HSEI-4.2</b> Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior</p> <p><b>HSEI-4.3</b> Define employability skills in healthcare</p> <p><b>HSEI-4.4</b> Discuss levels of education, credentialing requirements, and employment trends in healthcare</p> <p><b>HSEI-4.5</b> Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development)</p> <p><b>HSEI-4.6</b> Develop components of a personal portfolio</p> <p><b>HSEI-4.7</b> Demonstrate the process for obtaining employment</p>	<ul style="list-style-type: none"> <li>• Apply decision-making skills to career and educational planning</li> <li>• Use a career planning process that includes self-assessment as a way to gain initial entry into the workplace</li> <li>• Analyze the skills and abilities required in a variety of career options, and relate them to his or her own skills and abilities</li> <li>• Identify character traits</li> <li>• Explain the importance of professionalism in the workplace</li> <li>• Analyze professional conduct</li> <li>• Develop personal strategies for professional conduct</li> <li>• Explore specific health careers in a real-life setting</li> <li>• Assess personal interests, aptitudes, abilities, and comparing those with personal career choices</li> <li>• Reevaluate and redirect career choice</li> <li>• Experience the world of health care in a controlled learning situation</li> </ul>	<p>Intro to Health Careers: DHO Unit 1-Careers in Health Care</p> <ul style="list-style-type: none"> <li>• DHO Ch.3 &amp; 4 Assignments</li> <li>• Learning Labs</li> <li>• Career Interest Inventory</li> <li>• Scavenger Hunt Worksheet</li> </ul> <p>Intro to Health Careers: DHO Unit 4-Employability/ Professionalism</p> <ul style="list-style-type: none"> <li>• What if Scenarios</li> <li>• Wasted Time Activity</li> <li>• Attendance Activity</li> </ul> <p>Intro to Health Careers: DHO Unit 5-Clinical Rotations</p> <ul style="list-style-type: none"> <li>• Weekly Report and Journal</li> <li>• Clinical Log</li> <li>• Clinical Task Sheet</li> </ul> <ul style="list-style-type: none"> <li>• HOSA membership</li> <li>• HOSA competition</li> <li>• Student ambassadors</li> <li>• NTHS</li> <li>• Guest speakers</li> <li>• Field trips</li> </ul>	<p>4 weeks</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 1-Careers in Health Care</p> <ul style="list-style-type: none"> <li>• Career Shoebox Project</li> </ul> <p>Intro to Health Careers: DHO Unit 4-Employability/ Professionalism</p> <ul style="list-style-type: none"> <li>• Professionalism Quiz</li> </ul> <p>Intro to Health Careers: DHO Unit 5-Clinical Rotations</p> <ul style="list-style-type: none"> <li>• Clinical Project</li> <li>• Student Performance Evaluation</li> </ul> <ul style="list-style-type: none"> <li>• Essential Skills Evaluation</li> <li>• Technical Skills Evaluation</li> <li>• Work Ethic Certification</li> <li>• Weekly participation</li> </ul>

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<p><b>DOMAIN</b> Legal Responsibilities</p> <p><b>Core Standard 5</b> Students analyze the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting</p>	<p><b>HSEI-5.1</b> Analyze legal responsibilities</p> <p><b>HSEI-5.2</b> Apply procedures for accurate documentation and record keeping</p> <p><b>HSEI-5.3</b> Apply standards for Health Insurance Portability and Accountability Act (HIPAA)</p> <p><b>HSEI-5.4</b> Describe advance directives</p> <p><b>HSEI-5.5</b> Summarize the Patient’s Bill of Rights</p> <p><b>HSEI-5.6</b> Describe concept of informed consent</p> <p><b>HSEI-5.7</b> Explain laws governing harassment, labor and scope of practice</p>	<ul style="list-style-type: none"> <li>Identify the responsibilities of ethical behavior</li> <li>Compare published professional code of ethics</li> <li>Identify and think critically about the ethical issues raised by real-life health situations</li> </ul>	<p>Intro to Health Careers: DHO Unit 6-Law &amp; Ethics</p> <ul style="list-style-type: none"> <li>Break into groups and compare and contrast the differences and similarities of the Nightingale Pledge and the Hippocratic Oath</li> <li>Analyze several codes of ethics and identify similarities and differences</li> <li>“Codes of Ethics Questionnaire”</li> <li>“Moral Belief” Worksheet</li> <li>Scenarios</li> <li>In small groups, discuss current medical issues such as the right to die, abortion, cloning, organ transplantation, etc. Include the ethical and legal ramifications of each. Some of the issues could be legal but not ethical and vice versa</li> <li>Terri Schiavo Debate</li> </ul>	<p>1 week *Taught with Ethics</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 6-Law &amp; Ethics</p> <ul style="list-style-type: none"> <li>Written Unit Test</li> <li>Dual credit</li> <li>Weekly participation</li> </ul>

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<p><b>DOMAIN Ethics</b></p> <p><b>Core Standard 6</b> Students connect accepted ethical practices to cultural, social, and ethnic differences within the healthcare environment to provide quality healthcare.</p>	<p><b>HSEI-6.1</b> Differentiate between ethical and legal issues impacting healthcare</p> <p><b>HSEI-6.2</b> Recognize ethical issues and their implications related to healthcare</p> <p><b>HSEI-6.3</b> Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others</p> <p><b>HSEI-6.4</b> Discuss religious and cultural values as they impact healthcare</p> <p><b>HSEI-6.5</b> Recognize respectful and empathetic treatment of ALL patients/clients (customer service)</p>	<ul style="list-style-type: none"> <li>• Identify the responsibilities of ethical behavior</li> <li>• Compare published professional code of ethics</li> <li>• Identify and think critically about the ethical issues raised by real-life health situations</li> <li>• Identify the major ethnic groups in the United States</li> <li>• Examine the interrelationships of culture, religion, and ethnicity relative to health and illness beliefs and practices</li> </ul>	<p>Intro to Health Careers: DHO Unit 7-Cultural Diversity</p> <ul style="list-style-type: none"> <li>• DHO Ch.9 Assignment</li> <li>• Read “Sneetches” by Dr. Seuss (or view the video, which is on YouTube) and complete the “Sneetches” worksheet and discuss</li> </ul>	<p>1 week</p> <p>*Taught with Legal Responsibilities</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 7-Cultural Diversity</p> <ul style="list-style-type: none"> <li>• Quality and Culture Quiz</li> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>

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<p><b>DOMAIN</b> Safety Practices</p> <p><b>Core Standard 7</b> Students evaluate the existing and potential hazards to clients, co-workers, and self</p>	<p><b>HSEI-7.1</b> Explain principles of infection control</p> <p><b>HSEI-7.2</b> Describe methods of controlling the spread and growth of microorganisms</p> <p><b>HSEI-7.3</b> Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations</p> <p><b>HSEI-7.4</b> Apply principles of body mechanics</p> <p><b>HSEI-7.5</b> Apply safety techniques in the student laboratory environment</p> <p><b>HSEI-7.6</b> Comply with safety signs, symbols, and labels</p> <p><b>HSEI-7.7</b> Identify implications of exposure to hazardous materials</p> <p><b>HSEI-7.8</b> Practice fire safety in a healthcare setting</p> <p><b>HSEI-7.9</b> Apply principles of basic emergency response in natural disasters and other emergencies</p>	<ul style="list-style-type: none"> <li>• Identify the cycle of the infectious process</li> <li>• Investigate ways to protect themselves and patients from infection</li> <li>• Research common human pathogens</li> <li>• Demonstrate proper hand washing procedure used in the health care settings</li> <li>• Demonstrate an understanding when hand sanitizer maybe used in place of performing standard hand washing procedure</li> <li>• Demonstrate removal of gloves, gowns and mask without contaminating their hands</li> <li>• Assess situations related to OSHA</li> <li>• Evaluate potential safety standard violations</li> <li>• Implement OSHA safety standards</li> <li>• Recognize fire safety hazards and the meaning of the acronym RACE</li> <li>• Assess fire prevention and safety practices according to facility protocol</li> <li>• Identify the principles of body mechanics</li> <li>• Demonstrate proper body mechanics</li> </ul>	<p>Intro to Health Careers: DHO Unit 2-Infection Control</p> <ul style="list-style-type: none"> <li>• DHO Ch.15 Assignment</li> <li>• Pathogen Project</li> </ul> <p>Intro to Health Careers: DHO Unit 3-Promotion of Safety</p> <ul style="list-style-type: none"> <li>• DHO Ch. 14 Assignment</li> <li>• Develop and role play emergency scenarios that could occur in a health care facility.</li> <li>• Body Mechanics Activity</li> <li>• Body Mechanics checklist</li> <li>• FRHS Orientation Checklist</li> </ul>	<p>3 weeks</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 2-Infection Control</p> <ul style="list-style-type: none"> <li>• Handwashing Skill Evaluation</li> <li>• Gloves, Gowns, Mask Skill Evaluation</li> </ul> <p>Intro to Health Careers: DHO Unit 3-Promotion of Safety</p> <ul style="list-style-type: none"> <li>• FRHS Orientation Post-Test</li> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>



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<p><b>DOMAIN</b> Teamwork</p> <p><b>Core Standard 8</b> Students analyze the roles and responsibilities of individual members of the healthcare team, to promote the delivery of quality healthcare</p>	<p><b>HSEI-8.1</b> Define roles and responsibilities of team members</p> <p><b>HSEI-8.2</b> Recognize characteristics of effective teams</p> <p><b>HSEI-8.3</b> Recognize methods for building positive team relationships</p> <p><b>HSEI-8.4</b> Analyze attributes and attitudes of an effective leader</p> <p><b>HSEI-8.5</b> Apply effective techniques for managing conflict</p>	<ul style="list-style-type: none"> <li>• Work as a team member and analyze various leadership styles</li> <li>• Explain the importance of working as a team member in the health field</li> </ul>	<p>Intro to Health Careers: DHO Unit 10-Leadership &amp; Teamwork</p> <ul style="list-style-type: none"> <li>• Leadership Skills Activities</li> <li>• Analyze personal leadership skills in another situation</li> <li>• “How’s Your memory?” Activity</li> <li>• “How Many Squares Are There?” Activity</li> <li>• “Problem Solving Through Synergism” Activity</li> <li>• “Uncooperative Puzzle” Activity</li> <li>• Teamwork Rubric</li> </ul>	<p>1 week</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 10-Leadership &amp; Teamwork</p> <ul style="list-style-type: none"> <li>• Written Unit Test</li> <li>• Dual credit</li> <li>• Weekly participation</li> <li>• Essential Skills Evaluation</li> </ul>

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<p><b>DOMAIN</b> Health Maintenance Practice</p> <p><b>Core Standard 9</b> Students integrate fundamentals of wellness and the prevention of disease processes to promote personal health and to recognize wellness as a vital part of healthcare</p>	<p><b>HSEI-9.1</b> Apply behaviors that promote health and wellness</p> <p><b>HSEI-9.2</b> Identify strategies for the prevention of diseases</p> <p><b>HSEI-9.3</b> Discuss complementary (alternative) health practices as they relate to wellness and disease prevention</p>	<ul style="list-style-type: none"> <li>• Identify good food choices</li> <li>• Apply diet-planning principles to develop nutritional diet plans</li> <li>• Calculate the percentage of nutrients in a given food item</li> <li>• Analyze the nutritional content of foods</li> <li>• Create an "ideal" 1-day menu that satisfies daily nutritional requirements for an adolescent</li> <li>• Assess the adequacy of personal diet</li> </ul>	<p>Intro to Health Careers: DHO Unit 14-Nutrition &amp; Wellness</p> <ul style="list-style-type: none"> <li>• DHO Ch. 11 Assignment</li> <li>• Nutritional Project</li> <li>• Recipe Project</li> </ul>	<p>0.5 week</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 14-Nutrition &amp; Wellness</p> <ul style="list-style-type: none"> <li>• Written Test</li> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>

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<p><b>DOMAIN</b> Technical Skills</p> <p><b>Core Standard 10</b> Students prove competency in basic healthcare technical skills to demonstrate skills when assessing patients and delivering quality care</p>	<p><b>HSEI-10.1</b> Apply and adapt procedures for measuring and recording vital signs including the normal ranges</p> <p><b>HSEI-10.2</b> Apply and adapt skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid</p>	<ul style="list-style-type: none"> <li>• Accurately measure an oral temperature, as well as radial pulse and respiration</li> <li>• Evaluate a peer using skills check</li> <li>• Illustrate, with a graph, temperature, pulse and respiration</li> <li>• Distinguish between normal, prehypertension and hypertension</li> <li>• Accurately measure adult blood pressure</li> <li>• Evaluate a peer using blood pressure check-off</li> <li>• List the signs and symptoms of a heart attack</li> <li>• Administer rescue breathing to an adult</li> <li>• Administer CPR to an adult, child and infant</li> <li>• Demonstrate the steps for using an AED on an adult, child and infant</li> <li>• Recall the differences between adult and child CPR</li> <li>• Show the steps to relieve choking in the responsive and unresponsive victims: adult, child, or infant</li> <li>• List the signs of choking</li> <li>• Define first aid</li> <li>• List the steps in administering an EpiPen (epinephrine pen) injection</li> <li>• Predict appropriate responses to emergency situations</li> <li>• Role play basic first aid skills</li> </ul>	<p>Intro to Health Careers: DHO Unit 8-Vital Signs</p> <ul style="list-style-type: none"> <li>• DHO Ch.16 Assignment</li> <li>• Practice taking the TPR of class members and record it on a graphic sheet. See Graphing TPRS.</li> <li>• Vital Sign Case Study</li> </ul> <p>Intro to Health Careers: DHO Unit 9-CPR/AED</p> <ul style="list-style-type: none"> <li>• DHO Ch.17 Assignment</li> <li>• CPR/AED Practice</li> </ul> <p>Intro to Health Careers: DHO Unit 12-First Aid</p> <ul style="list-style-type: none"> <li>• DHO Ch.17 Assignment</li> <li>• Practice</li> <li>• Role Play/Scenarios</li> </ul>	<p>6 weeks</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 8-Vital Signs</p> <ul style="list-style-type: none"> <li>• Complete a peer evaluation (Skill Examination)</li> <li>• Written Test</li> </ul> <p>Intro to Health Careers: DHO Unit 9-CPR/AED</p> <ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Written Test</li> </ul> <p>Intro to Health Careers: DHO Unit 12-First Aid</p> <ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Written Test</li> </ul> <ul style="list-style-type: none"> <li>• Technical Skills Evaluation</li> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>

Content	Indiana DOE Standards	Knowledge & Skills (based on HLHS 100)	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Information Technology Applications</p> <p><b>Core Standard 11</b> Students apply and adapt information technology applications required within all career specialties to maintain continuity of patient care</p>	<p><b>HSEI-11.1</b> Utilize current computer hardware and software</p> <p><b>HSEI-11.2</b> Communicate using technology (fax, e-mail, and Internet) to access and distribute data and other information</p> <p><b>HSEI-11.3</b> Recognize technology applications in healthcare</p>	<ul style="list-style-type: none"> <li>• Describe computer and technology applications currently being used in today’s health care</li> <li>• Create a situation describing how at least six different health care personnel in a health care facility use computers and technology as information systems</li> <li>• Identify at least four diagnostic tools that use computers and technology</li> <li>• Discuss how computers and technology are used for health science education and research</li> <li>• Illustrate how computers and technology have improved health care communication by creating an example showing a patient receiving care</li> <li>• Analyze specific websites to identify reliable sites while searching the internet for information about a specific topic</li> <li>• Identify precautions that must be taken to maintain the confidentiality of patient information</li> <li>• Differentiate between antivirus and firewall software, and explain how each helps to provide computer security</li> </ul>	<ul style="list-style-type: none"> <li>• DHO Ch. 12 Assignment</li> <li>• Utilize computer applications such as “Learning Lab” for Simmers DHO and “Medical Language Lab” for Gylys Medical Terminology Systems</li> </ul>	<p>0.5 week</p> <p>Reinforced throughout the year</p>	<p>Intro to Health Careers: DHO Unit 12- Technology in Healthcare</p> <ul style="list-style-type: none"> <li>• Written Unit Test</li> <li>• Dual credit</li> <li>• Weekly participation</li> </ul>