

**Syracuse City School District**  
**Career and Technical Education Programs**  
**Course Syllabus**  
**EMT100: Emergency Medical Technician 100**



**Program Overview**

The EMT program is designed to help the aspiring First Responder gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The field of pre-hospital emergency medical care (EMT) is an evolving profession in which the reality of life and death is confronted at a moment's notice. The role of the EMT has developed from providing basic first aid to serving as a sophisticated provider of on-scene medical services. Students may earn a regents diploma with a technical endorsement and will have the opportunity to earn up to eight college credits in Anatomy & Physiology from OCC while attending the program. Career opportunities include Emergency Medical Technician and Paramedic.

**Course Description**

This course introduces students to terminology, patient assessments, patient and EMT safety and basic knowledge of human anatomy and physiology. Additional content covers the role of emergency response personnel and an understanding and application of communication codes and dispatch practices. Students receive instruction in both large and small group settings. The course combines classroom and hands-on application of the skills required of first responders.

**Prerequisites**

None

**Course Objectives**

Students will:

1. Apply medical terminology within the context of class discussions.
2. Practice safety and comply with legal and ethical behaviors expected of the EMT.
3. Demonstrate accuracy in patient assessments.
4. Learn human body basics in illness and injury, including bleeding, soft tissue and musculoskeletal injury.
5. Practice dispatch communication protocols and codes and understand the triage process.
6. Understand the role of the EMT within the health care system and describe required credentials.
7. Obtain American Heart Association (AHA) CPR & First Aid Certification.

**Integrated Academics**

N/A

**Equipment and Supplies**

- **School will provide:** Textbooks and all other print material.
- **Student will provide:** TBD

**Textbook**

TBD

## Grading

|                |     |               |     |
|----------------|-----|---------------|-----|
| Tests:         | 20% | Quizzes:      | 15% |
| Classwork:     | 15% | Homework:     | 10% |
| Participation: | 20% | PT Lab Grade: | 20% |

## Additional Course Policies

Students must receive a standard sports physical for entry into the course and will participate in weekly Physical Training Drills.

Students are required to follow all classroom and lab safety rules.

## Course Calendar

| Quarter | Units of Study  |
|---------|---|
| 1       | <ul style="list-style-type: none"><li>• Introduction to the Emergency Medical Services (EMS)</li><li>• Workplace Safety and Wellness</li><li>• Safety, Legal, and Ethical Issues</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul> |
| 2       | <ul style="list-style-type: none"><li>• CPR &amp; First Aid</li><li>• Lifting and Movement</li><li>• Airway</li><li>• Patient Assessment</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>   |
| 3       | <ul style="list-style-type: none"><li>• Illness &amp; Injury</li><li>• Bleeding &amp; Soft Tissue Injury</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>   |
| 4       | <ul style="list-style-type: none"><li>• Injuries to Muscles &amp; Bones</li><li>• Children &amp; Childbirth</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>  |

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**EMT100: Emergency Medical Technician 100**



| Time Frame<br>Unit of Study   | Key Questions  | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning  | Related Standards   | CCLS Literacy,<br>Math, Science                          |
|---|--|---|---|---|--|
| <b>Weeks 1-4</b><br><br><b>Emergency Medical Technician</b>                         | <ul style="list-style-type: none"> <li>• What is involved in EMS and what is the history of its development?</li> <li>• What roles, attributes, careers and certifications are associated with Emergency Medical Services?</li> <li>• What is meant by patient rights?</li> <li>• How do personal/ professional and physical attributes impact patient care?</li> <li>• What is the effect of the EMT in our community and the medical field?</li> <li>• What are the names and functions of vital equipment found on an ambulance?</li> <li>• What are the meanings of medical acronyms and how are they used?</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the historical background of the development of the EMS System</li> <li>• Examine career paths for EMT employment</li> <li>• Define the roles of the First Responder, EMT-Basic, EMT-Intermediate and EMT-Paramedic</li> <li>• Review criteria for required standards of an EMT position</li> <li>• Discuss the professional attributes/characteristics required at the EMT-Basic level</li> <li>• Understand the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy</li> <li>• Explore equipment found on an ambulance and analyze the functions of each</li> <li>• Recognize the importance of understanding when and how to use acronyms</li> <li>• Interpret medical acronyms and abbreviations and accurately apply to documentation</li> <li>• Improve fitness levels and</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion of historical background of the EMS system</li> <li>• Written assessment on the definition of EMT role</li> <li>• Team presentations on each of the roles of the EMT Rubric based</li> <li>• Quiz on EMT roles and responsibilities</li> <li>• Class presentation of research on salary, job requirements and benefits</li> <li>• Group summary of standards required for EMT Rubric based</li> <li>• Posters on professional attributes and how to model them</li> <li>• Rubric of students' abilities compared with EMT requirements</li> <li>• Foldable activity and team presentation on</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 6, 7, 10, 11, 12 | <b>Literacy</b><br>RST.9-10.1,2,4,9<br>WHST.9-10.2,7,8,9 |
|   |  |   |   | <b>Cluster Standards</b><br>LW 5, 6                           | <b>Math</b>  |
|   |  |   |   | <b>Pathway Standards</b><br>LW-EFM 1, 4, 8                    | <b>Science</b><br>HS-LS1-3                               |
| <b>Weeks 1-40</b><br><b>Medical Terminology: Acronyms</b>                           |  |   |   | <b>Industry Standards</b>                                     |  |
| <b>Weeks 1-40</b><br><b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b> |  |   |   |   |  |

| Time Frame<br>Unit of Study  | Key Questions   | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards   | CCLS Literacy,<br>Math, Science  |
|--|---|--|--|---|--|
|  |   | work as a member of a cohesive unit/team   | equipment identification and function<br><ul style="list-style-type: none"> <li>• Quiz on equipment identification and function</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>  |   |  |
| <b>Weeks 5-6</b><br><br><b>Intro to Emergency Medical Services</b> | <ul style="list-style-type: none"> <li>• How do EMTs interact with various health care systems and providers?</li> <li>• How does the Emergency Medical Services System work in our area?</li> <li>• What professional organizations in the Syracuse area employ EMTs?</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the various specialty health care facilities and how EMTs interact with them</li> <li>• Define the role of the EMT in the working relationship with other health care providers</li> <li>• Explain how the emergency medical services work in Onondaga County and ways the EMT is interwoven into the system</li> <li>• Understand the role of the 911 call center in the county</li> <li>• Prepare for and participate in professional visits from local EMS providers</li> <li>• Prepare for and participate in field trips to local EMS providers</li> </ul> | <ul style="list-style-type: none"> <li>• Interviews with and written report on various health care providers and their relevance to EMT</li> <li>• Team project on presenting surrounding area's Emergency Medical Services systems</li> <li>• Develop formal questions to ask at the 911 call center field trip</li> <li>• Participation in the field trip</li> <li>• Written thank you letter to local service providers</li> <li>• Written reflection on visits to EMS sites</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 10, 11, 12<br><br><b>Cluster Standards</b><br>LW 2, 6<br><br><b>Pathway Standards</b><br>LW-EFM 1, 4, 8<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.9-10.1,2,4,9<br>WHST.9-10.2,7,8,9<br><br><b>ELA</b><br>RI.9-10.4,7<br>SL.9-10.1a,4,5,6<br>W.9-10.2,4,7<br>L.9-10.1,2<br><br><b>Math</b><br><br><b>Science</b> |
| <b>Weeks 7-9</b><br><br><b>Workplace Safety and Wellness</b>       | <ul style="list-style-type: none"> <li>• What is meant by mode of transmission?</li> <li>• What are pathogens?</li> <li>• How is immunity to diseases acquired?</li> </ul>  | <ul style="list-style-type: none"> <li>• Define the safety protocols that all EMTs must use when dealing with blood borne pathogens</li> <li>• Explain standard</li> </ul>   | <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Written summary of standard precautions for EMTs</li> </ul>   | <b>Career Ready Practice</b><br>CRP 2, 3, 4, 5, 9   | <b>Literacy</b><br>RST.9-10.1,2,3,4<br>WHST.9-10.2   |

| Time Frame<br>Unit of Study                                       | Key Questions   | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning  | Related Standards  | CCLS Literacy,<br>Math, Science   |
|---|---|--|---|--|---|
|   | <ul style="list-style-type: none"> <li>• What are the standard precautions needed by EMTs?</li> <li>• What are the special emotional aspects involved in dealing with emergencies?</li> <li>• How do employees deal with workplace issues regarding sexual harassment, cultural diversity, and substance abuse?</li> </ul>                  | <p>precautions and why the EMT must always follow protocols associated with blood borne pathogens</p> <ul style="list-style-type: none"> <li>• Understand “mode of transmission” and the protocols for preventing exposures</li> <li>• Describe protocols for following up after an exposure</li> <li>• Understand how immunity to infectious disease is acquired</li> <li>• State the steps that contribute to wellness and their importance in managing stress</li> <li>• Discuss workplace issues such of cultural diversity, sexual harassment, and substance abuse</li> <li>• Understand the emotional aspects of emergency care</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration of how to put on barriers for blood-borne pathogens</li> <li>• Demonstration of proper handwashing techniques</li> <li>• Demonstration of proper gloving and de-gloving techniques</li> <li>• Research and presentations on specific diseases with emphasis on mode of transmission</li> <li>• Breakdown and comparisons of the movies “Outbreak” and “Contagion”</li> </ul> | <b>Cluster Standards</b><br>LW 3                         | <b>ELA</b><br>RI.9-10.4,7<br>W.9-10.2,4,7<br>SL.9-10.4,5,6  |
|   |   |  |   | <b>Pathway Standards</b><br>LW-EFM 1, 5                  | <b>Math</b>   |
|   |   |  |   | <b>Industry Standards</b>                                | <b>Science</b><br>HS-LS1-1<br>HS-LS1-2<br>HS-LS1-3  |
| <b>Weeks 10-11</b><br><br><b>Safety Legal, and Ethical Issues</b> | <ul style="list-style-type: none"> <li>• How do legal and ethical issues impact the EMT-Basic?</li> <li>• What guidelines should EMTs follow to protect themselves from legal action?</li> <li>• How do HIPAA, Patient Rights and the ADA impact the EMT-Basic career field?</li> <li>• What is the impact of the Good Samaritan</li> </ul> | <ul style="list-style-type: none"> <li>• Understand personal and crew safety on the job</li> <li>• Explain patient safety and the role the EMT has in patient safety</li> <li>• Explain current legal and ethical issues relevant to an EMT-Basic</li> <li>• Understand the responsibilities of record keeping and data collection as an EMT-Basic</li> <li>• Analyze HIPAA</li> </ul>   | <ul style="list-style-type: none"> <li>• Team presentation on part of the EMT requirements Rubric evaluated</li> <li>• Written assignment on HIPAA Case Violations</li> <li>• Summary of Patient Rights documents what they protect</li> <li>• Summary of research on current legal and ethical</li> </ul>  | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 5, 7, 9, 11 | <b>Literacy</b><br>RST.9-10.1,2,4,9<br>WHST.9-10.2,7,8,9<br><br><b>ELA</b><br>RI.9-10.4,7<br>W.9-10.2,4,7<br>SL.9-10.1a,b,d,e,2,4,5 |
| <b>Cluster Standards</b><br>LW 3, 4, 5                            | <b>Math</b>   |  |   |  |   |

| Time Frame<br>Unit of Study   | Key Questions  | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning  | Related Standards   | CCLS Literacy,<br>Math, Science  |
|---|--|---|---|---|--|
|   | <p>Act on EMTs?</p> <ul style="list-style-type: none"> <li>• What is an ethical decision?</li> </ul>   | <p>regulations, Patient Rights and the American with Disabilities Act and their relevance to the EMT position</p> <ul style="list-style-type: none"> <li>• Describe the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy</li> <li>• Predict how ethical decisions might strike at core human values as part of the EMT-Basic position</li> <li>• Examine the Good Samaritan Act and how it affects the EMT in providing medical services in the community</li> <li>• Research and discussion of cases where EMTs have been challenged under the “Good Samaritan Act”</li> </ul> | <p>issues in the medical field</p> <ul style="list-style-type: none"> <li>• Ten Week Assessment</li> <li>• Written statement of ethical behavior</li> <li>• Quiz on Good Samaritan Act</li> <li>• Article summary of EMT legal issues</li> </ul>                | <p><b>Pathway Standards</b><br/>LW-EFM 1, 4, 7</p> <p><b>Industry Standards</b></p>   | <p><b>Science</b></p>  |
| <p><b>Weeks 12-13</b></p> <p><b>Communication and Documentation</b></p> | <ul style="list-style-type: none"> <li>• What are the techniques of effective verbal communication?</li> <li>• What are the considerations in communicating with special populations?</li> <li>• How do we effectively use written communication and documentation?</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the techniques of effective verbal communication</li> <li>• Explain the skills to be used for communicating with family members, bystanders, people from other agencies, and hospital personnel</li> <li>• Interpreting the nonverbal-eye contact, body language</li> <li>• Understand considerations</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration of communicating effectively with various patient situations and populations</li> <li>• Demonstration of proper radio etiquette</li> <li>• Team presentation on radio communication scenarios</li> </ul> | <p><b>Career Ready Practice</b><br/>CRP 1. 2, 3, 4, 5, 8, 9, 12</p> <p><b>Cluster Standards</b><br/>LW 2, 4</p> <p><b>Pathway Standards</b><br/>LW-EFM 1, 4</p> | <p><b>Literacy</b><br/>RST.9-10.1,2,4,9</p> <p><b>ELA</b><br/>SL.9-10.4,5,6</p> <p><b>Math</b></p> <p><b>Science</b></p> |

| Time Frame<br>Unit of Study                               | Key Questions  | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning   | Related Standards                                     | CCLS Literacy,<br>Math, Science                            |
|---|--|---|--|---|--|
|   |  | <ul style="list-style-type: none"> <li>in communicating with special populations</li> <li>Describe the use of written communication and documentation</li> <li>Explain the legal implications of the patient care report</li> <li>Describe the use of radio communications service</li> </ul> | <ul style="list-style-type: none"> <li>Quiz on legal aspects of patient care reports</li> </ul>  | <b>Industry Standards</b>                             |  |
| <b>Weeks 14-15</b><br><b>CPR</b>                          | <ul style="list-style-type: none"> <li>Why is CPR certification needed for a career as an EMT?</li> </ul>  | <ul style="list-style-type: none"> <li>Perform and certify to American Heart Association (AHA) CPR &amp; First Aid Standards</li> </ul>   | <ul style="list-style-type: none"> <li>Test for American Heart Association (AHA) Heartsaver CPR/First Aid Certification</li> </ul>   | <b>Career Ready Practice</b> CRP 1, 2, 3, 4, 8, 9, 12 | <b>Literacy</b><br>RST.9-10.1,2,3,4,9<br>WHST.9-10.2,7,8,9 |
|   |  |   |  | <b>Cluster Standards</b><br>LW 2                      | <b>ELA</b><br>RI.9-10.4<br>SL.9-10.1,2,4,6                 |
|   |  |   |  | <b>Pathway Standards</b><br>LW-EFM 1, 5, 10           | <b>Math</b>  |
|   |  |   |  | <b>Industry Standards</b>                             | <b>Science</b><br>HS-LS1-1,2,3                             |
| <b>Weeks 16-19</b><br><b>Introduction to Body Systems</b> | <ul style="list-style-type: none"> <li>Why would an EMT use anatomic terms?</li> <li>What is anatomy and physiology?</li> <li>What is the anatomy and physiology of each body system?</li> </ul> | <ul style="list-style-type: none"> <li>Understand the body's topographic anatomy, including the anatomic position and the planes of the body</li> </ul>   | <ul style="list-style-type: none"> <li>Application of anatomical terms</li> <li>Quiz</li> <li>Team vocabulary foldable</li> <li>Quiz on each body system</li> <li>Team presentation on a body system and associated disease</li> </ul> | <b>Career Ready Practice</b><br>CRP 2, 11, 12         | <b>Literacy</b><br>RST.9-10.1,4,7<br>WHST.9-10.4,6         |
|   |  |   |  | <b>Cluster Standards</b>                              | <b>ELA</b><br>RI.9-10.4<br>W.9-10.2,4,7<br>SL.9-10.1a,4,6  |
|   |  |   |  | <b>Pathway Standards</b><br>LW-EFM 1                  | <b>Math</b>  |
|   |  |   |  | <b>Industry Standards</b>                             | <b>Science</b><br>HS-LS1-1,2,3,4,8                         |

| Time Frame<br>Unit of Study   | Key Questions   | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning   | Related Standards                                   | CCLS Literacy,<br>Math, Science                                      |
|---|---|---|--|---|--|
| <b>Weeks 20-22</b><br><br><b>EMS Operations</b><br><br><b>Lifting and Moving Patients</b> | <ul style="list-style-type: none"> <li>What types of medical devices and equipment is the EMT responsible for?</li> <li>What are the skills needed to use and operate the equipment?</li> </ul> | <ul style="list-style-type: none"> <li>List and describe the types of equipment carried on an ambulance</li> <li>Demonstrate the appropriate use of equipment used by EMTs</li> <li>Demonstrate lifting and transporting patients safely</li> </ul>                           | <ul style="list-style-type: none"> <li>Group presentation on EMT equipment, including function, how it used and other relevant information</li> <li>Flow chart that shows the skills an EMT must have in using the medical equipment</li> <li>Rank order the most to least used equipment in the job of the EMT</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 11  | <b>Literacy</b><br>RST.9-10.1,2,3,4,7<br>WHST.9-10.2,7,8,9           |
|   |   |   |  | <b>Cluster Standards</b><br>LW 3, 4                 | <b>ELA</b><br>RI.9-10.4<br>W.9-10.2,4,7<br>SL.9-10.1a,b,d,e,4,6      |
|   |   |   |  | <b>Pathway Standards</b><br>LW-EFM 1, 5, 10         | <b>Math</b>  |
|   |   |   |  | <b>Industry Standards</b>                           | <b>Science</b>   |
| <b>Weeks 23-25</b><br><br><b>Patient Assessment</b>                                       | <ul style="list-style-type: none"> <li>How is the medical condition of a patient assessed?</li> <li>What skills are necessary to perform patient assessments?</li> </ul>                        | <ul style="list-style-type: none"> <li>Explain how the EMT-Basic approaches the process of patient evaluation</li> <li>Analyze how patient evaluation impacts the decisions made on patient treatment</li> <li>Demonstrate steps in the patient assessment process</li> </ul> | <ul style="list-style-type: none"> <li>Group data collection on patient medical conditions</li> <li>Written summary of patient assessment procedure</li> <li>Role playing exercise between EMT and Patient Rubric scored</li> </ul>  | <b>Career Ready Practice</b><br>CRP 2, 4, 8, 11, 12 | <b>Literacy</b><br>RST.9-10.1,2,3,4,7<br>WHST.9-10.2                 |
|   |   |   |  | <b>Cluster Standards</b><br>LW 4, 5                 | <b>ELA</b><br>RI.9-10.4<br>W.9-10.2,4,6,7<br>SL.9-10.4,6<br>L.9-10.6 |
|   |   |   |  | <b>Pathway Standards</b><br>LW-EFM 1, 3, 7          | <b>Math</b>  |
|   |   |   |  | <b>Industry Standards</b>                           | <b>Science</b><br>HS-LS1-3   |
| <b>Week 26-27</b><br><br><b>Airway Management</b>   | <ul style="list-style-type: none"> <li>What is the function of the human respiratory system?</li> <li>What are the components of the human respiratory system?</li> </ul>                       | <ul style="list-style-type: none"> <li>List the components of the human respiratory system and explain their function within the human body</li> <li>Analyze typical issues with patients involving the human airway</li> </ul>   | <ul style="list-style-type: none"> <li>Ten Week Assessment</li> <li>Quiz on function of human respiratory system</li> <li>Written summary of airway</li> </ul>   | <b>Career Ready Practice</b><br>CRP 2, 3, 4, 8, 11  | <b>Literacy</b><br>RST.9-10.1,2,3,4<br>WHST.9-10.2                   |
|   |   |   |  | <b>Cluster Standards</b><br>LW 3, 4                 | <b>ELA</b><br>RI.9-10.4<br>W.9-10.2,4                                |



| <b>Time Frame<br/>Unit of Study</b>   | <b>Key Questions</b>   | <b>Key Learning Targets<br/>(Students will know and be able to)</b>   | <b>Assessment<br/>Evidence of<br/>Learning</b>   | <b>Related Standards</b>  | <b>CCLS Literacy,<br/>Math, Science</b>  |
|---|--|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>How do EMTs treat inadequate breathing?</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate airway management techniques</li> </ul>  | <ul style="list-style-type: none"> <li>management techniques</li> <li>Demonstration of airway management techniques</li> </ul>   | <b>Pathway Standards</b><br>LW-EFM 1, 2, 3, 9, 10<br><br><b>Industry Standards</b>  | <b>Math</b><br><br><b>Science</b><br>HS-LS1-1<br>HS-LS1-2  |
| <b>Weeks 28-32</b><br><br><b>Soft Tissue Injury/<br/>Skeleton/Muscle Injuries</b> | <ul style="list-style-type: none"> <li>What are soft tissue and musculoskeletal injuries to the body?</li> <li>How does an EMT treat a patient with a soft tissue injury?</li> </ul> | <ul style="list-style-type: none"> <li>Examine soft tissue and musculoskeletal injuries</li> <li>Explain treatments used for soft tissue or musculoskeletal injury</li> <li>Identification of bones</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz</li> <li>Research report with graphic display on soft tissue injuries and musculoskeletal problems from most frequent to least common</li> <li>Rank order and graph most severe to least dangerous soft tissue and musculoskeletal injuries</li> <li>Bone identification activity</li> </ul> | <b>Career Ready Practice</b><br>CRP 2, 3, 4, 8, 11, 12<br><br><b>Cluster Standards</b><br>LW 3, 4<br><br><b>Pathway Standards</b><br>LW-EFM 1, 2, 13<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.9-10.1,2,3,4,9<br>WHST.9-10.2,7,8,9<br><br><b>ELA</b><br>RI.9-10.2,4<br>W.9-10.2,4,6,7<br>SL.9-10.1a,6<br><br><b>Math</b><br><br><b>Science</b><br>HS-LS1-1,2 |
| <b>Weeks 33-35</b><br><br><b>Heat Stroke and Hypothermia</b>                      | <ul style="list-style-type: none"> <li>How does an EMT treat a patient who is showing signs of heat stroke?</li> <li>What are the warning signs for hypothermia?</li> </ul>          | <ul style="list-style-type: none"> <li>Examine the causes of heat stroke and hypothermia</li> <li>Discuss the treatments to treat a patient having a heat stroke or suffering from hypothermia</li> <li>Discuss the patient outcomes if the patient is not treated for heat stroke and hypothermia</li> </ul> | <ul style="list-style-type: none"> <li>Quiz</li> <li>Simulation activities on heat stroke and hypothermia, including identification of signs and symptoms and treatment options</li> </ul>   | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9<br><br><b>Cluster Standards</b><br>LW 3, 4<br><br><b>Pathway Standards</b><br>LW-EFM 1, 2, 13<br><br><b>Industry Standards</b>      | <b>Literacy</b><br>RST.9-10.1,2,4,9<br>WHST.9-10.2,7,8,9<br><br><b>ELA</b><br>RI.9-10.1,4<br>SL.9-10.1a,b,d<br><br><b>Math</b><br><br><b>Science</b><br>HS-LS1-1                     |
| <b>Weeks 36-37</b><br><br><b>Shock</b>  | <ul style="list-style-type: none"> <li>What are the symptoms of shock in a patient?</li> </ul>   | <ul style="list-style-type: none"> <li>Define the symptoms of shock</li> <li>Explain the treatments</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz</li> <li>Short research paper on shock,</li> </ul>   | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 6, 8, 11, 12   | <b>Literacy</b><br>RST.9-10.1,2,3,4,9<br>WHST.9-10.2,7,8,9   |

| Time Frame<br>Unit of Study             | Key Questions  | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards   | CCLS Literacy,<br>Math, Science   |
|---|--|--|--|---|---|
|   | <ul style="list-style-type: none"> <li>• How does an EMT treat a patient who is going into shock?</li> <li>• What are the symptoms of a patient with anaphylactic shock, asthma or in diabetic shock?</li> <li>• How does an EMT treat a patient in anaphylactic shock?</li> </ul> | <ul style="list-style-type: none"> <li>used for a patient who has gone into shock</li> <li>• Understand the outcomes for a patient in shock who is not treated</li> <li>• Examine the causes of anaphylactic shock, asthma and diabetic shock</li> <li>• Discuss the treatments used for treating anaphylactic shock, asthma and diabetic shock</li> <li>• Discuss outcomes of the patient not treated for anaphylactic shock, asthma or diabetic shock</li> </ul> | <ul style="list-style-type: none"> <li>anaphylactic shock, asthma, diabetic shock</li> </ul>   | <b>Cluster Standards</b><br>LW 3, 4<br><br><b>Pathway Standards</b><br>LW-EFM 1, 2, 13<br><br><b>Industry Standards</b>   | <b>ELA</b><br>RI.9-10.1,4<br>W.9-10.2,4,6,7<br>SL.9-10.1a,b,6<br><br><b>Math</b><br><br><b>Science</b><br>HS-LS1-1<br>HS-LS1-2                            |
| <b>Weeks 38-39</b><br><br><b>Triage</b> | <ul style="list-style-type: none"> <li>• What and when would you need to establish a Triage Center?</li> <li>• How does a Triage Center work?</li> <li>• Where in our community have Triage Centers been used?</li> </ul>  | <ul style="list-style-type: none"> <li>• Analyze when and why a Triage Center would be established</li> <li>• Describe how a Triage Center works</li> <li>• Construct a Triage Center, assigning roles and responsibilities to class members</li> </ul>  | <ul style="list-style-type: none"> <li>• Written summary of the triage process, giving examples in history where they were used</li> <li>• Student creation of a triage center, assigning roles and responsibilities</li> <li>• Role play emergency scenarios using student developed triage centers<br/>Rubric evaluated</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 5, 6, 8, 9, 11, 12<br><br><b>Cluster Standards</b><br>LW 1, 2, 4<br><br><b>Pathway Standards</b><br>LW-EFM 1, 4, 10<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.9-10.1,2,3,4<br>WHST.9-10.2,7,8,9<br><br><b>ELA</b><br>W.9-10.2,4,6<br>SL.9-10.1a,b,d,e,6<br><br><b>Math</b><br><br><b>Science</b> |
| <b>Week 40</b><br><br><b>Final Exam</b> | <ul style="list-style-type: none"> <li>• Final Exam</li> </ul>   | <ul style="list-style-type: none"> <li>• Course Review and Final Exam</li> </ul>   | <ul style="list-style-type: none"> <li>• Final Exam</li> </ul>   | <b>Career Ready Practice</b><br><br><b>Cluster Standards</b><br><br><b>Pathway Standards</b><br><br><b>Industry Standards</b>   | <b>Literacy</b><br><br><b>ELA</b><br><br><b>Math</b><br><br><b>Science</b>  |

**Syracuse City School District**  
**Career and Technical Education Programs**  
**Course Syllabus**  
**EMT200: Emergency Medical Technician 200**



**Program Overview**

The EMT program is designed to help the aspiring First Responder gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The field of pre-hospital emergency medical care (EMT) is an evolving profession in which the reality of life and death is confronted at a moment's notice. The role of the EMT has developed from providing basic first aid to serving as a sophisticated provider of on-scene medical services. All students are expected to participate in fitness training throughout the program, as physical fitness is essential to safe performance in the field.

Students may earn a regents diploma with a technical endorsement and will have the opportunity to earn up to eight college credits in Anatomy & Physiology from OCC while attending the program. Career opportunities include Emergency Medical Technician and Paramedic.

**Course Description**

The course allows students to go more deeply into EMT skills through further study of medical terminology, injuries and treatments of the musculoskeletal system, including soft tissue injuries, patient lifting and movement techniques, workplace safety practices and legal/ethical issues effecting medical personnel. The course combines classroom and hands-on application of the skills required of first responders.

**Course Objectives**

Students will:

1. Understand the role of the EMT in the healthcare system and elaborate on the credentials needed to fulfill this role.
2. Improve vital sign and patient assessment skills for both medical and trauma patients, per NYS EMT-Basic protocols.
3. Obtain Incident Command System (ICS) Certifications.
4. Apply proper medical terminology to complete patient care reports.
5. Explore the job functions and key skills needed to be an Emergency Medical Technician.

**Integrated Academics**

- 1 CTE Credit based on successful completion of course.
- 1 Science Credit based on successful completion of course
- 3 Credit Medical Terminology from OCC

## Equipment and Supplies

- Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit)  
Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- Student will provide: *N/A*

## Textbook

TBD

## Grading

|                |     |               |     |
|----------------|-----|---------------|-----|
| Tests:         | 20% | Quizzes:      | 15% |
| Classwork:     | 15% | Homework:     | 10% |
| Participation: | 20% | PT Lab Grade: | 20% |

## Additional Course Policies

Students must receive a standard sports physical for entry into the course. Students are required to follow all classroom and lab safety rules. Students must participate in weekly Physical Training Drills.

## Course Calendar

| Quarter | Units of Study  |
|---------|---|
| 1       | <ul style="list-style-type: none"><li>• Introduction to the Emergency Medical Services (EMS)</li><li>• Workplace Safety and Wellness</li><li>• Safety, Legal, and Ethical Issues</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul> |
| 2       | <ul style="list-style-type: none"><li>• Levels of EMS Certification</li><li>• Airway Management</li><li>• Vital Signs and Patient Assessment</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>                                     |
| 3       | <ul style="list-style-type: none"><li>• Illness &amp; Injury</li><li>• Bleeding &amp; Soft Tissue Injury</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>   |
| 4       | <ul style="list-style-type: none"><li>• Injuries to Muscles &amp; Bones</li><li>• Children &amp; Childbirth</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul>  |



| Time Frame<br>Unit of study   | Key Questions   | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards  | CCLS Literacy,<br>ELA, Math, Science   |
|---|---|--|--|--|--|
| <b>Weeks 1-40</b><br><br><b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b>   | workers and patients?<br><ul style="list-style-type: none"> <li>• What connection can you make between healthy habits and workplace safety?</li> <li>• In wellness plans, why is it important to consider emotional health?</li> </ul>  | prevention<br><ul style="list-style-type: none"> <li>• Discuss the emotional aspects of emergency care and impact on the EMT</li> </ul>  | gloving, PPE<br><ul style="list-style-type: none"> <li>• Blood-borne pathogen training &amp; exam</li> <li>• Situational role plays with challenging/ difficult EMS topics</li> <li>• Team infection control plans</li> <li>• Current topics in EMS.</li> </ul>                        | <b>Cluster Standards</b><br>LW 2<br><br><b>Pathway Standards</b><br>LW-EFM 1, 5<br><br><b>Industry Standards</b>   | <b>Math</b><br><br><br><b>Science</b><br>HS-LI-1,2,3   |
| <b>Weeks 9-11</b><br><br><b>Legal &amp; Ethical Considerations</b><br><br><b>Weeks 1-40</b><br><br><b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b> | <ul style="list-style-type: none"> <li>• What is the association between current legal and ethical standards/ issues and EMT practices?</li> <li>• Do you know your legal rights as an EMT basic?</li> <li>• Do you understand the Patient Bill of Rights and how it might influence patient care?</li> </ul> | <ul style="list-style-type: none"> <li>• Describe essential record keeping details and data collection responsibilities of the EMT–Basic</li> <li>• Examine the Good Samaritan Act and how it affects EMT emergency practices</li> <li>• Apply HIPAA regulations and ADA policies to patient care scenarios</li> </ul> | <ul style="list-style-type: none"> <li>• Practice simulations providing care in compliance with patient rights under HIPAA and ADA</li> <li>• Analysis of Patient Bill of Rights and reaction paper on emergency care delivery</li> <li>• Quiz on HIPAA and ADA regulations</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9<br><br><b>Cluster Standards</b><br>LW 4<br><br><b>Pathway Standards</b><br>LW-EFM 1, 4, 7<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.11-12.1,3<br>WHST.11-12.2,4,6<br><br><b>ELA</b><br>RI.11-12.1,4<br>SL.11-12.1a,b,d<br><br><b>Math</b> |
| <b>Weeks 12-14</b><br><br><b>Vital Signs, Patient Histories and Documentation</b><br><br><b>Weeks 1-40</b><br><br><b>Medical</b>  | <ul style="list-style-type: none"> <li>• 'What are normal ranges for vital signs?</li> <li>• How are accurate vital signs related to patient care?</li> <li>• Can you predict how treatment would be impacted if vital signs are inaccurate or</li> </ul>   | <ul style="list-style-type: none"> <li>• Accurately use instruments to obtain vital signs</li> <li>• Ask for and accurately record patient histories, following a predetermined format</li> <li>• Apply medical terminology in verbal communication and patient documentation</li> </ul>                               | <ul style="list-style-type: none"> <li>• Lab practice on vital signs and documentation</li> <li>• Quiz on vital sign ranges and effects of abnormal results</li> <li>• Completion of medical reports using appropriate</li> </ul>  | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9, 10<br><br><b>Cluster Standards</b><br>LW 2<br><br><b>Pathway Standards</b><br>LW-EFM 1, 3, 5, 9, 10                       | <b>Literacy</b><br>RST.11-12. 1, 3<br><br><b>ELA</b><br>W.11-12.4<br>SL.11-12.1,6<br><br><b>Math</b>                         |

| Time Frame<br>Unit of study   | Key Questions  | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards   | CCLS Literacy,<br>ELA, Math, Science  |
|---|--|--|--|---|---|
| Terminology<br><br>Drill and Ceremony and Fitness Training  | falsified?<br>• Why is military time used in medical practices?  |  | military time, terminology, abbreviations/ acronyms  | Industry Standards  | Science<br>HS-LSI-1,3,8   |
| Weeks 15-20<br><br>Incident Command System<br><br>ICS 100 & 700<br><br>Weeks 1-40<br><br>Medical Terminology<br><br>Drill and Ceremony and Fitness Training | • What is NIMS, ICS and FEMA?<br>• How does ICS effect the duties of an EMT?<br>• Who is required to have ICS Certification?   | • Examine the purpose of ICS and its basic features<br>• Analyze the role and functions of the Incident Commander, Command staff, general staff, operations, planning, logistics and finance/administration sections<br>• Describe the six basic ICS facilities, identifying facilities that may be located together<br>• Recognize facility map symbols | • Written summary of requirements to use ICS, three purposes of ICS and common incident tasks<br>• Trifold describing the purpose of the NIMS Components including: Preparedness, Communications and Information, Resource and Command Management<br>• Successful completion of ICS 100 & 700 certifications | Career Ready Practice<br>CRP 1, 2, 4, 8, 9, 10<br><br>Cluster Standards<br>LW 2<br><br>Pathway Standards<br>LW-EFM 1, 3, 5, 9, 10<br><br>Industry Standards | Literacy<br>RST.11-12. 1, 3<br><br>ELA<br>RI.11-12.4<br>W.11-12.2,4,6<br><br>Math<br><br>Science  |
| Weeks 21-24<br><br>Basic Anatomy & Physiology/<br>Body Systems<br><br>Weeks 1-40<br><br>Medical Terminology   | • What is the anatomy and physiology of each body system?<br>• How is each body system unique and how do the systems function together?<br>• How does the EMT approach soft tissue and skeletal system injuries?<br>• Can you predict the types of musculoskeletal | • Understand the basic anatomy and physiology of body systems<br>• Describe the body's topographic anatomy and body planes<br>• Explain steps in the treatment of soft tissue and skeletal injuries  | • Application of anatomical terms<br>• Body systems exam<br>• Scavenger hunt activity<br>• Field trip to hospital departments/morgue and/or body exhibit<br>• Dissection lab   | Career Ready Practice<br>CRP 1, 2, 4, 8, 9<br><br>Cluster Standards<br>LW 2, 3<br><br>Pathway Standards<br>LW-EFM 1, 5<br><br>Industry Standards            | Literacy<br>RST.11-12.1,3<br><br>ELA<br>SL.11-12.1,6<br><br>Math<br><br>Science<br>HS-LSI-2,3,4,8 |

| Time Frame<br>Unit of study  | Key Questions  | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards  | CCLS Literacy,<br>ELA, Math, Science  |
|--|--|--|--|--|---|
| <b>Drill and Ceremony and Fitness Training</b>   | injuries an EMT might experience in the field?   |  |  |  |   |
| <b>Weeks 25-27</b><br><br><b>Patient Assessment</b><br><br><b>Weeks 1-40</b><br><br><b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b>         | <ul style="list-style-type: none"> <li>• How is a patient's condition assessed?</li> <li>• How does an EMT check a patient's level of response?</li> <li>• How is airway, breathing, and circulation assessed?</li> <li>• What can the skin tell us about a patient's condition?</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify key aspects of a general impression.</li> <li>• Identify method to check patient level of response</li> <li>• Predict how patient evaluation impacts treatment decisions</li> <li>• Demonstrate steps in the patient assessment process</li> </ul>   | <ul style="list-style-type: none"> <li>• Apply the steps in the patient assessment process for given scenarios</li> <li>• Group data collection on patient medical conditions</li> <li>• Written summary of patient assessment procedures</li> <li>• Role play activities between EMT and patient</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9<br><br><b>Cluster Standards</b><br>LW 2, 3<br><br><b>Pathway Standards</b><br>LW-EFM 1<br><br><b>Industry Standards</b><br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.11-12. 1, 3<br><br><b>ELA</b><br>W.11-12.4<br>SL.11-12.1,6<br><br><b>Math</b><br><br><b>Science</b><br>HS-LI-1,2 |
| <b>Weeks 28-29</b><br><br><b>Medical Emergency Response</b><br><br><b>Weeks 1-40</b><br><br><b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b> | <ul style="list-style-type: none"> <li>• How does the EMT respond to and treat the following conditions: Head, neck and spine injuries, respiratory, cardiovascular, altered mental status, stroke, headache, seizures and syncope, acute diabetic issues and anaphylactic reactions?</li> <li>• What knowledge must the EMT know for toxicological, abdominal,</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and describe key structures and functions of the muscular/skeletal system</li> <li>• Explain how the muscular and skeletal systems work together to provide movement</li> <li>• Demonstrate proper treatment of sprains, strains and fractures</li> <li>• Management of head and spine injuries</li> <li>• Identify and describe the reproductive and genitourinary systems, understand common diseases/ injuries and respective treatments</li> </ul> | <ul style="list-style-type: none"> <li>• Chicken lab, examining key anatomical structures</li> <li>• Quiz on bone identification</li> <li>• Anatomy &amp; Physiology Exam</li> <li>• Student demonstration of femur fracture management</li> </ul>   | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9<br><br><b>Cluster Standards</b><br>LW 3<br><br><b>Pathway Standards</b><br>LW-EFM 1, 2, 9<br><br><b>Industry Standards</b>                               | <b>Literacy</b><br>RST.11-12.1,3<br><br><b>ELA</b><br>RI.11-12.4<br>SL.11-12.1,6<br><br><b>Math</b><br><br><b>Science</b><br>HS-LI-1,2  |



| <b>Time Frame<br/>Unit of study</b>            | <b>Key Questions</b>  | <b>Key Learning Targets<br/>(Students will know and be able to)</b>  | <b>Assessment<br/>Evidence of<br/>Learning</b>  | <b>Related Standards</b>                          | <b>CCLS Literacy,<br/>ELA, Math, Science</b> |
|--|---|--|---|---|--|
|  | gynecological, genitourinary and renal conditions?  | <ul style="list-style-type: none"> <li>Observe and interpret the physical and mental status of patients, based on signs and symptoms</li> </ul>  |   |   |  |
| <b>Weeks 30-31</b>                             | <ul style="list-style-type: none"> <li>When and how would a traction splint be used?</li> <li>How does an EMT respond to a possible fracture?</li> <li>How is a patient extricated from a vehicle after an accident?</li> <li>What is an airway adjunct?</li> <li>When is NPA/OPA used as an airway adjunct?</li> </ul> | <ul style="list-style-type: none"> <li>Stabilize a femur fracture</li> <li>Splint a broken bone</li> <li>Apply backboard stabilization</li> <li>Stop bleeding with direct pressure, lifting and using pressure point and tourniquet</li> <li>Describe vehicle extrication</li> <li>Describe Oropharyngeal (oral) airways (OPAs) and nasopharyngeal (nasal) airways and identify conditions for placement of each type</li> </ul> | <ul style="list-style-type: none"> <li>Lab: traction splint application, c-spine stabilization</li> <li>Helicopter operations/protocols, including landing demonstration</li> <li>Water rescue demonstration</li> <li>Vehicle extrication demonstration</li> <li>NPA/OPA insertion and contraindications</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9 | <b>Literacy</b><br>RST.11-12.1,3             |
| <b>Trauma Response</b>                         |   |  |   | <b>ELA</b><br>SL.11-12.1a,b,d,6                   |  |
| <b>Weeks 1-40</b>                              |   |  |   | <b>Cluster Standards</b><br>LW 3                  | <b>Math</b>                                  |
| <b>Medical Terminology</b>                     |   |  |   | <b>Pathway Standards</b><br>LW-EFM 1, 2, 9        | <b>Science</b><br>HS-LS1-1                   |
| <b>Drill and Ceremony and Fitness Training</b> |   |  |   | <b>Industry Standards</b>                         |  |
| <b>Week 32</b>                                 |   |  |   |   | <b>Science</b><br>HS-ESS2-8                  |
| <b>Weather Awareness Week</b>                  |   |  |   |   |  |
| <b>Weeks 33-36</b>                             | <ul style="list-style-type: none"> <li>What happens at a triage center?</li> <li>How does a Triage Center operate?</li> <li>Why and when might a Triage Center be established?</li> <li>Where in our community have Triage Centers been used?</li> </ul>  | <ul style="list-style-type: none"> <li>Discuss the purpose of a Triage Center and describe its protocols and operations</li> <li>Describe the roles and responsibilities assigned at a Triage Center</li> <li>Analyze when and why a Triage Center would be established</li> </ul>   | <ul style="list-style-type: none"> <li>Written summary of the triage process, citing specific examples in history where they were used-rubric rated performance</li> <li>Lab practice in assigned roles at a Triage Center</li> <li>Team Project</li> </ul>   | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9 | <b>Literacy</b><br>RST.11-12.1,3             |
| <b>Triage</b>                                  |   |  |   | <b>ELA</b><br>RI.11-12.4<br>SL.11-12.1a,b,d,6     |  |
| <b>Weeks 1-40</b>                              |   |  |   | <b>Cluster Standards</b><br>LW 2, 3               | <b>Math</b>                                  |

| <b>Time Frame<br/>Unit of study</b>  | <b>Key Questions</b>   | <b>Key Learning Targets<br/>(Students will know and be able to)</b>  | <b>Assessment<br/>Evidence of Learning</b>  | <b>Related Standards</b>   | <b>CCLS Literacy,<br/>ELA, Math, Science</b>   |
|--|--|--|---|--|--|
| <b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b>   |  |  | Presentations:<br>Construction of a Triage Center with assigned roles/responsibilities and protocols  | <b>Pathway Standards</b><br>LW-EFM 1, 2, 5, 9, 11, 12<br><b>Industry Standards</b> | <b>Science</b>   |
| <b>Weeks 37-38</b><br><br><b>Community Outreach</b><br><br><b>Weeks 1-40</b><br><br><b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b>     | <ul style="list-style-type: none"> <li>• What is National Emergency Medical Services Week?</li> <li>• How do we make our school community aware of National Emergency Service Week?</li> <li>• How do we demonstrate and share awareness of the vital role/service the EMT performs in the community?</li> </ul> | <ul style="list-style-type: none"> <li>• Design and execute an EMS walk in the school exploring medical issues EMTs face on the job</li> <li>• Analyze the level of EMT skills needed in selected community settings</li> <li>• Produce information pamphlets on the role of the EMT in the community</li> </ul> | <ul style="list-style-type: none"> <li>• Participation in EMS school walk through</li> <li>• Peer analysis and critique of information pamphlets-rubric evaluated</li> <li>• Student research about the purpose and function at selected community sites</li> </ul> | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9                                  | <b>Literacy</b><br>RST.11-12.1,3<br>WHST.11-12.2,4,6<br><br><b>ELA</b><br>RI.11-12.4,7<br>W.11-12.2,4,6<br>SL.11-12.1a,b,d,6 |
|  |  |  |   | <b>Cluster Standards</b>   | <b>Math</b>  |
|  |  |  |   | <b>Pathway Standards</b><br>LW-EFM 1, 2, 4, 9, 10, 12<br><b>Industry Standards</b> | <b>Science</b>   |
| <b>Week 39</b><br><br><b>Comprehensive Review/Test Prep</b><br><br><b>Weeks 1-40</b><br><b>Medical Terminology</b><br><br><b>Drill and Ceremony and Fitness Training</b> | <ul style="list-style-type: none"> <li>• What have we learned in this course?</li> <li>• How will we apply it to the profession?</li> </ul>  | Course Review  | <ul style="list-style-type: none"> <li>• EMT Basic practice test</li> <li>• Review for EMT-Basic exam</li> </ul>  | <b>Career Ready Practice</b><br>CRP 1, 2, 4, 8, 9                                  | <b>Literacy</b><br>RST.11-12.1,3<br>WHST.11-12.2,4,6<br><br><b>ELA</b><br>RI.11-12.4<br>SL.11-12.1,6                         |
|  |  |  |   | <b>Cluster Standards</b>   | <b>Math</b>  |
|  |  |  |   | <b>Pathway Standards</b><br>LW-EFM 1, 2, 4, 9, 10, 12<br><b>Industry Standards</b> | <b>Science</b>   |
| <b>Week 40</b>   | • Course Review  | • EMT knowledge test   | Final Exam  | <b>Career Ready Practice</b>   | <b>Literacy</b>  |

| Time Frame<br>Unit of study  | Key Questions | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning | Related Standards         | CCLS Literacy,<br>ELA, Math, Science |
|--|---------------|--|------------------------------------|---------------------------|--------------------------------------|
| <b>Final Exam</b><br><br><b>Weeks 1-40</b><br><br><b>Medical Terminology Drill and Ceremony and Fitness Training</b> |               | <ul style="list-style-type: none"> <li>• Practical Exam: station testing</li> <li>• Medical terminology</li> </ul> |                                    | CRP 2, 4                  | <b>ELA</b>                           |
|  |               |  |                                    | <b>Cluster Standards</b>  | <b>Math</b>                          |
|  |               |  |                                    | <b>Pathway Standards</b>  | <b>Science</b>                       |
|  |               |  |                                    | <b>Industry Standards</b> |                                      |

**Syracuse City School District**  
**Career and Technical Education Programs**  
**Course Syllabus**  
**EMT300: Emergency Medical Technician 300**



**Program Overview**

The EMT program is designed to help the aspiring First Responder gain the knowledge, skills, and attitudes necessary to become a competent, productive, and valuable member of the emergency medical services team. The field of pre-hospital emergency medical care (EMT) is an evolving profession in which the reality of life and death is confronted at a moment's notice. The role of the EMT has developed from providing basic first aid to serving as a sophisticated provider of on-scene medical services. All students are expected to participate in fitness training throughout the program, as physical fitness is essential to safe performance in the field. Students may earn a regents diploma with a technical endorsement and will have the opportunity to earn up to eight college credits in Anatomy & Physiology from OCC while attending the program. Career opportunities include Emergency Medical Technician and Paramedic.

**Course Description**

This course advances student levels of medical terminology, emergency response skills and provides a greater understanding of HIPAA, patient rights and responsibilities and scope of practice within the Good Samaritan Act. Other topics include children and childbirth and CPR Certification. Students will perform internship experiences along with gaining college credit in Anatomy & Physiology.

**Pre-Requisites**

Completion of Emergency Medical Technician 100 and 200.

**Course Objectives**

Students will:

1. Explore the job functions and key skills needed to be an Emergency Medical Technician.
2. Be able to discuss the role of the EMT in the health care system and elaborate what credentials are needed to fulfill this role.
3. Obtain American Heart Association (AHA) healthcare provider CPR & First Aid Certification.
4. Complete job shadows and internship experiences.

**Integrated Academics**

- 1 CTE Credit based on successful completion of course.
- 1 English Credit based on successful completion of course.
- 1 Science Credit based on successful completion of course.

## Equipment and Supplies

- Textbooks and all other print material; PT Gear (2 PT T-shirts, 1 sweat suit)  
Class uniform (1 uniform pant, 1 uniform shirt, 1 pair shoes, 1 belt)
- Student will provide: *N/A*

## Textbook

*TBD*

## Grading

|                |     |               |     |
|----------------|-----|---------------|-----|
| Tests:         | 20% | Quizzes:      | 15% |
| Classwork:     | 15% | Homework:     | 10% |
| Participation: | 20% | PT Lab Grade: | 20% |

## Additional Course Policies

Students must receive a standard sports physical for entry into the course.

Students are required to follow all classroom and lab safety rules. Students must participate in weekly Physical Training Drills.

## Course Calendar

| Quarter | Units of Study  |
|---------|---|
| 1       | <ul style="list-style-type: none"><li>• Intermediate Emergency Medical Services (EMS)</li><li>• Workplace Safety and Wellness</li><li>• Safety, Legal, and Ethical Issues</li><li>• Good Samaritan Act</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li></ul> |
| 2       | <ul style="list-style-type: none"><li>• CPR &amp; First Aid</li><li>• Patient Movement and Transport</li><li>• Airway Management</li><li>• Patient Assessment</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li><li>• Internship</li></ul>                     |
| 3       | <ul style="list-style-type: none"><li>• Illness &amp; Injury</li><li>• Bleeding &amp; Soft Tissue Injury</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li><li>• Internship</li></ul>  |
| 4       | <ul style="list-style-type: none"><li>• Intermediate-Injuries to Muscles &amp; Bones</li></ul>  |

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Children &amp; Childbirth</li><li>• Drill &amp; Ceremony</li><li>• Medical Terminology</li><li>• Internship</li></ul> |
|--|---|

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**EMT 300: Emergency Medical Technician 300**



| Time Frame<br>certification<br>Unit of Study                | Key Questions   | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning  | Related Standards                          | CCLS<br>Literacy, ELA<br>Math, Science                    |
|---|---|---|---|--|---|
| <b>Weeks 1-4</b><br><br><b>Emergency Medical Technician</b> | <ul style="list-style-type: none"> <li>● Do you know the different certification and licensing levels for EMTs in NYS?</li> <li>● What does HIPAA stand for and what role does it play in the work of an EMT?</li> <li>● What are the physical standards for the EMT?</li> <li>● What is the essential equipment in EMT work and how does each function?</li> <li>● What is the role and responsibility of a medical director?</li> </ul> | <ul style="list-style-type: none"> <li>● Differentiate responsibilities and equipment used in the role of First Responder, EMT-Basic, EMT-Intermediate and EMT-Paramedic</li> <li>● Identify levels of certification and licensing for EMTs in NYS</li> <li>● Explain the professional attributes required for the EMT-Basic</li> <li>● Examine ambulance equipment and analyze the functions of each</li> <li>● Understand the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy</li> </ul> | <ul style="list-style-type: none"> <li>● Written summaries on EMT duties and responsibilities</li> <li>● Team presentation on roles of the EMT- Rubric based evaluation</li> <li>● Group summary on standards required for EMT-Rubric based evaluation</li> <li>● Rubric of students' abilities compared with EMT requirements</li> <li>● Quiz on roles and responsibilities of an EMT-Basic</li> <li>● Word wall on professional attributes for EMTs</li> <li>● Foldable activity and team presentation on equipment identification and function</li> <li>● Quiz on equipment identification and function</li> <li>● Practical exam on proper lifting</li> </ul> | <b>Career Ready Practices</b><br>CRP1,4,10 | <b>Literacy</b><br>RST.11-12.1,4,5<br>WHST.11-12.2, 7,8,9 |
|   |   |   |   | <b>Cluster Standards</b><br>LW2,6          | <b>ELA</b><br>W.11-12.2,4,6<br>SL.11-12.1,3,4, 5,6        |
|   |   |   |   | <b>Pathway Standards</b><br>LW-EFM 1, 4    | <b>Science</b>  |
|   |   |   |   | <b>Industry Standards</b>                  |   |

| Time Frame<br>certification<br>Unit of Study   | Key Questions   | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards   | CCLS<br>Literacy, ELA<br>Math, Science   |
|--|---|--|--|---|--|
|  |   |  | techniques <ul style="list-style-type: none"> <li>● Guest speaker- Medical Director</li> <li>● Guest Speaker- AMR</li> <li>● HIPAA training</li> </ul>   |   |  |
| <b>Weeks 1-40<br/>Medical Terminology</b><br><br><b>Weeks 1-40<br/>Physical Exercise and Drill</b> | What is the appropriate terminology for medical professionals?<br><ul style="list-style-type: none"> <li>● What study techniques can we apply for success in medical terminology?</li> <li>● How can we use medical dictionaries as a resource?</li> </ul>                    | <ul style="list-style-type: none"> <li>● Interpret medical prefixes, suffixes, root words and abbreviations to simplify terminology for the layperson</li> <li>● Create written medical documentation with the use of proper medical terminology</li> <li>● Communicate effectively through radio communication by using proper medical terminology and technical language</li> <li>● Use a medical dictionary to decode medical terminology and create medical words with prefix suffix and root words</li> </ul> | <ul style="list-style-type: none"> <li>● Decoding and written documentation of medical terminology daily</li> <li>● Creation of personal medical dictionary</li> <li>● Monthly Oral test on medical terminology suffixes, prefixes, and abbreviations</li> <li>● Independent medical terminology workbook</li> <li>● Radio communication case review</li> <li>● Creation of index cards or study purposes</li> </ul> | <b>Career Ready Practices</b><br>CRP1,2,3<br><br><b>Cluster Standards</b><br><br><b>Pathway Standards</b><br>LW-EFM1<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.11-12.4<br><br><b>ELA</b><br>W.11-12.2<br>SL.11-12.3<br>L.11-12.1,2,5,6<br><br><b>Science</b><br>HS-LS-2, 3                                   |
| <b>Weeks 5-8<br/>Workplace Safety and Wellness</b>   | <ul style="list-style-type: none"> <li>● What are pathogens and how are diseases transmitted?</li> <li>● How do we get immunity to diseases?</li> <li>● What are the key elements of an Infection Control Plan?</li> <li>● Why are universal precautions necessary</li> </ul> | <ul style="list-style-type: none"> <li>● Analyze the mode of transmission and understand the steps to prevent and/or follow-up on an exposure</li> <li>● Describe how immunity to infectious disease is acquired</li> <li>● Identify and explain the safety protocols, universal precautions and blood-borne</li> </ul>  | <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Research and presentation on a specific disease with emphasis on the mode of transmission</li> <li>● Demonstration of proper handwashing, gloving and de-gloving techniques</li> </ul>  | <b>Career Ready Practices</b><br>CRP1,4,5<br><br><b>Cluster Standards</b><br>LW2,3  | <b>Literacy</b><br>RST.11-12.1,2,4,7,8<br>WHST.11-12.2<br><br><b>ELA</b><br>W.11-12.1,2,4,6<br>SL.11-12.1,4,5,6<br>L.11-12.1-6<br><br><b>Science</b><br>HS-LS1-1,2,3 |



| Time Frame<br>certification<br>Unit of Study                            | Key Questions   | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning  | Related Standards  | CCLS<br>Literacy, ELA<br>Math, Science   |
|---|---|---|---|--|--|
|   | for EMTs?<br><ul style="list-style-type: none"> <li>• What are proper lifting techniques for patients?</li> <li>• How do you safely use a gurney during patient transport?</li> </ul>   | pathogen procedures that all EMTs must use in their work<br><ul style="list-style-type: none"> <li>• Understand the emotional aspects of emergency care</li> <li>• State the steps that contribute to wellness and their importance in managing stress</li> </ul>   | <ul style="list-style-type: none"> <li>• OSHA Blood-borne pathogen training with test</li> <li>• Practical test on lifting techniques</li> <li>• Develop an Infection control plan for a clinic in a specific area of the world, to include a training piece for the staff</li> <li>• Create an information clip for TV on flu prevention in schools</li> </ul> | <b>Pathway Standards</b><br>LW-EFM1,5,13<br><br><b>Industry Standards</b>  |  |
| <b>Weeks 5-15</b><br><b>Reading of The Unthinkable by Amanda Ripley</b> | <ul style="list-style-type: none"> <li>• How do people act in a crisis?</li> <li>• How can the brain be trained to survive in a crisis?</li> <li>• What have we learned from past crisis to help in future crisis?</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize how the average person reacts individually in an emergency</li> <li>• Recognize how the average person reactions as part of a group in an emergency</li> <li>• Discuss large emergencies from the past and discuss lessons learned</li> <li>• Describe ways to train your brain to react in an emergency situation</li> <li>• Participate in a book club and contribute appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Book report</li> <li>• Group book club discussions</li> <li>• Read out loud in group structure</li> <li>• Independent Reading</li> </ul>  | <b>Career Ready Practices</b><br>CRP1,2,4,9<br><br><b>Cluster Standards</b><br>LW1,2,3<br><br><b>Pathway Standards</b><br>LW-EFM1,4,5<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.11-12.1,2,3,4,6<br><br><b>ELA</b><br>W.11-12.2,4,6<br>SL.11-12.1,3,4<br>L.11-12.1,2,3,6<br><br><b>Science</b> |
| <b>Weeks 9-12</b><br><b>Safety Legal, and Ethical Issues</b>            | <ul style="list-style-type: none"> <li>• How do legal and ethical issues impact the EMT–Basic?</li> <li>• What guidelines should EMTs follow to protect</li> </ul>  | <ul style="list-style-type: none"> <li>• Analyze HIPAA regulations, Patients’ Rights, and the American with Disabilities Act and their relevance to the EMT position</li> </ul>   | <ul style="list-style-type: none"> <li>• Summary of Patient Rights Documents and what they are intended to protect</li> <li>• Written assignment on</li> </ul>  | <b>Career Ready Practices</b><br>CRP1,4,8,9  | <b>Literacy</b><br>RST.11-12.1,2,4,5,6,8<br>WHST.11-12.2,7,8,9   |

| Time Frame<br>certification<br>Unit of Study   | Key Questions  | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards  | CCLS<br>Literacy, ELA<br>Math, Science  |
|--|--|--|--|--|---|
|  | <p>themselves from legal action?</p> <ul style="list-style-type: none"> <li>• How do HIPAA, Patient Rights and the ADA impact the EMT-Basic?</li> <li>• What is the impact of the Good Samaritan Act on EMTs?</li> <li>• What is an ethical decision?</li> <li>• When is an “Against Medical Advice” (AMA) form used and how is it documented?</li> <li>• When can't an AMA be used?</li> <li>• What is a “Do Not Resuscitate” (DNR) order?</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what current legal and ethical issues are relevant to an EMT-Basic</li> <li>• Understand the responsibilities of record keeping and data collection as an EMT-Basic</li> <li>• Create a patient run report demonstrating proper legal requirements</li> <li>• Predict how ethical decisions might strike at core human values as part of the EMT-Basic position</li> <li>• Examine the Good Samaritan Act and how it affects the EMT in providing medical services in the community</li> <li>• Research cases where EMTs have been challenged under the “Good Samaritan Act”</li> </ul> | <p>HIPAA Case Violation</p> <ul style="list-style-type: none"> <li>• Summary of research on current legal issues in the medical field</li> <li>• Written statement of ethical behavior</li> <li>• Quiz on Good Samaritan Act</li> <li>• Article critique on EMT legal issues</li> <li>• Creation of template run reports</li> <li>• Ten Week Assessment</li> </ul>       | <p><b>Cluster Standards</b><br/>LW2,5</p> <hr/> <p><b>Pathway Standards</b><br/>LW-EFM1,7</p> <hr/> <p><b>Industry Standards</b></p> | <p><b>ELA</b><br/>W.11-12.2,4,5,6,<br/>SL.11-12.1,2,3,<br/>4,5<br/>L.11-12.1-6</p> <hr/> <p><b>Science</b></p>          |
| <p><b>Week 13-15</b><br/><b>Vital Signs,</b><br/><b>Sample History,</b><br/><b>Military Time,</b><br/><b>Documentation,</b><br/><b>Weight/Height</b></p> | <ul style="list-style-type: none"> <li>• What are indicators of bad/abnormal vital signs and how are they recorded?</li> <li>• What are normal ranges for vital signs?</li> <li>• What are abnormal and need to be treated immediately?</li> <li>• How is SAMPLE used and what does the acronym stand for?</li> <li>• What results of SAMPLE are important to an EMT?</li> </ul>   | <ul style="list-style-type: none"> <li>• Perform and record Baseline Vital Signs</li> <li>• Be able to ask for and record a SAMPLE History</li> <li>• Recognize SAMPLE from various patient reports, to include documentation of SAMPLE</li> <li>• Identify parts of equipment used and be able to read weight scale and BP readings.</li> <li>• Recognize a problem with equipment and troubleshoot for accurate readings</li> </ul>  | <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Lab Practicals</li> <li>• Create an informational brochure listing “normal” ranges, for patient education</li> <li>• Develop a training unit and instruct a class on military time</li> <li>• Journal of patient run reports</li> <li>• Role playing with patient questions and proper documentation</li> </ul> | <p><b>Career Ready Practices</b><br/>CRP1,2,4,11</p> <hr/> <p><b>Cluster Standards</b><br/>LW4</p>                                   | <p><b>Literacy</b><br/>RST.11-12.4,7</p> <hr/> <p><b>ELA</b><br/>W.11-12.2,4,5<br/>SL.11-12.1,2,3,4<br/>L.11-12.1-6</p> |

| Time Frame<br>certification<br>Unit of Study                            | Key Questions   | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning  | Related Standards  | CCLS<br>Literacy, ELA<br>Math, Science                     |
|---|---|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>Why is important to have a resume?</li> <li>Who reviews resumes and how do they analyze the information?</li> <li>What does a potential employer look for when hiring an EMT?</li> </ul>   | <ul style="list-style-type: none"> <li>Read and write conversion to military time</li> <li>Develop and type a resume</li> </ul>   | <ul style="list-style-type: none"> <li>Resume creation and revisions</li> </ul>   | <b>Pathway Standards</b><br>LW-EFM1,3,10,13<br><br><b>Industry Standards</b> | <b>Science</b><br>HS-LS1-1,3,8                             |
| <b>Weeks 16-17<br/>HealthCare<br/>provider CPR<br/>First Aid Review</b> | <ul style="list-style-type: none"> <li>Why is Healthcare Provider CPR certification needed for a career as an EMT?</li> </ul>   | <ul style="list-style-type: none"> <li>Perform and certify in American Heart Association (AHA) CPR &amp; First Aid Standards</li> </ul>   | <ul style="list-style-type: none"> <li>Certification Test for American Heart Association (AHA) Heartsaver CPR/First Aid Certification</li> </ul>  | <b>Career Ready Practices</b><br>CRP1,2,9,11                                 | <b>Literacy</b><br>RST.11-12.1,2,4,7<br>WHST.11-12.2,7,8,9 |
|   |   |   |   | <b>Cluster Standards</b><br>LW4  | <b>ELA</b><br>SL.11-12.1,2,3,4<br>L.11-12.1,2,6            |
|   |   |   |   | <b>Pathway Standards</b><br>LW-EFM1,3,4                                      | <b>Science</b>   |
|   |   |   |   | <b>Industry Standards</b>  |  |
| <b>Weeks 18-28<br/>Anatomy and<br/>Physiology<br/>Review</b>            | <ul style="list-style-type: none"> <li>Can you name the anatomical directions/planes/cavities?</li> <li>What are the names of each bone of the body?</li> <li>What are the different types of fractures</li> <li>How do you explain basic respiratory functions to patients?</li> <li>How do you explain the basic heart functioning</li> </ul> | <ul style="list-style-type: none"> <li>Understand the body's topographic anatomy, including the anatomic position and the planes of the body.</li> <li>Compare and contrast anatomy and physiology of bones</li> <li>Recognize bone injury and analyze proper treatment</li> <li>Explain basic anatomy and physiology of the respiratory</li> </ul> | <ul style="list-style-type: none"> <li>Create an instructional video on anatomical terms</li> <li>Quiz</li> <li>Creation of Scavenger Hunt using anatomical terms</li> <li>Quiz on each body system</li> <li>Field trip to morgue/hospital departments/or body</li> </ul> | <b>Career Ready Practices</b><br>CRP1,2,4,11                                 | <b>Literacy</b><br>RST.11-12.1,4,7,8                       |
|   |   |   |   | <b>Cluster Standards</b>   | <b>ELA</b>   |
|   |   |   |   | <b>Pathway Standards</b><br>LW-EFM1,3  | <b>Science</b><br>HS-LS1-1,2,3,4,8                         |

| Time Frame<br>certification<br>Unit of Study | Key Questions  | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards                                      | CCLS<br>Literacy, ELA<br>Math, Science                                       |
|--|--|--|--|--|--|
|  | to patients?   | system <ul style="list-style-type: none"> <li>● Distinguish among airway tools (OPA, NPA, Combi) and determine the correct tool</li> <li>● Explore and analyze the anatomy and physiology of circulatory system</li> <li>● Describe path and process of blood movement throughout the body</li> <li>● Compare and contrast methods of bleeding control</li> <li>● Develop patient treatment plans for soft tissue injuries and burns</li> <li>● Calculate percentage of burns on body</li> </ul> | exhibit <ul style="list-style-type: none"> <li>● Orange dissection</li> <li>● Practical exam on splinting, including traction splint</li> <li>● Practical exam of bleeding control</li> <li>● Fetal pig dissection</li> <li>● Heart dissection</li> <li>● Lung dissection</li> <li>● Test on calculation of burn percentage on body</li> </ul> | <b>Industry Standards</b>                              |  |
| <b>Weeks 24-29<br/>Science Fair</b>          | <ul style="list-style-type: none"> <li>● How do you complete a science experiment?</li> <li>● What is a hypothesis?</li> </ul> | <ul style="list-style-type: none"> <li>● Identify a patient-based experiment</li> <li>● Research data to support background information relevant to your experiment</li> <li>● Compile data and interpret results of experiment</li> <li>● Create and conduct presentation of experiment</li> </ul>  | <ul style="list-style-type: none"> <li>● Create a research-based experiment for presentation at Science Fair</li> <li>● Complete Science Fair data packet</li> <li>● Class presentation</li> </ul>   | <b>Career Ready Practices</b><br>CRP1,2,4,6,8,9,11, 12 | <b>ELA</b><br>RST.11-12.1-5,7  |
|  |  |  |  | <b>Cluster Standards</b><br>LW2,3                      | <b>ELA</b><br>W.11-12.1,2,4,5,6,8<br>SL.11-12.1,2,4,5,6<br>L.11-12.1,2,3,4,6 |
|  |  |  |  | <b>Pathway Standards</b><br>LW-EFM1,3,4,5              | <b>Science</b><br>HS-LS1-1,2,3   |
|  |  |  |  | <b>Industry Standards</b>                              |  |

| Time Frame<br>certification<br>Unit of Study                | Key Questions  | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning   | Related Standards  | CCLS<br>Literacy, ELA<br>Math, Science   |
|---|--|---|--|--|--|
| <b>Weeks 29-30</b><br><br><b>Patient Assessment</b>         | <ul style="list-style-type: none"> <li>How are patient medical conditions assessed?</li> <li>What does DR. ABCDE stand for?</li> <li>What are the differences between medical and trauma assessments?</li> <li>How does a primary assessment differ from a secondary assessment?</li> <li>When might an EMT need to request additional resources?</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate how the EMT-Basic approaches patient evaluation in the field</li> <li>Compare/contrast medical, NOI (Medical) and trauma, MOI (Trauma) assessments in patients</li> <li>Demonstrate EMT-Basic primary assessment</li> <li>Analyze how patient evaluation impacts treatment decisions</li> <li>Compare and contrast primary and secondary patient assessment protocols</li> <li>Demonstrate steps in secondary assessment process</li> <li>Demonstrate how to properly package patient and operate gurney</li> <li>Analyze situation and determine need for additional resources</li> </ul> | <ul style="list-style-type: none"> <li>medical case review with anticipated EMT-Basic protocols</li> <li>Role playing exercises between EMT and patient-Rubric scored</li> <li>Practical test on medical assessment</li> <li>Practical test on trauma assessment</li> <li>Test an assessment acronyms</li> <li>Guest Speaker- Mercy Flight-Helo operations</li> <li>Vocabulary reinforcement through group activity</li> </ul> | <b>Career Ready Practices</b><br>CRP1,2,4,8,9,11<br><br><b>Cluster Standards</b><br>LW1,2<br><br><b>Pathway Standards</b><br>LW-EFM1,3,4,7,9,10<br><br><b>Industry Standards</b> | <b>Literacy</b><br>RST.11-2.1,2,3,4,7<br>WHST.11-12.2<br><br><b>ELA</b><br>W.11-12.2,4,5,6,<br>SL.11-12.1-5<br>L.11-12.1,2,3,4,6<br><br><b>Science</b><br>HS-LS1-1,2 |
| <b>Weeks 31-32</b><br><br><b>Medical Emergency Response</b> | <ul style="list-style-type: none"> <li>How does an EMT respond to and treat respiratory, cardiovascular, altered mental status stroke, headache, seizures and syncope, acute diabetic, anaphylactic reactions?</li> <li>What knowledge is necessary to respond to</li> </ul>   | <ul style="list-style-type: none"> <li>Develop treatment plans for each respective medical condition</li> <li>Demonstrate administering nebulizer treatment</li> <li>Demonstrate oxygen placement with spo2 monitoring</li> <li>Administer appropriate EMT-Basic medications within the</li> </ul>  | <ul style="list-style-type: none"> <li>Gallery walk of treatments for medical emergencies</li> <li>Create instructional video of a medical condition with proper EMT-Basic treatment</li> <li>Students will develop a rubric for a condition with treatment (used</li> </ul>   | <b>Career Ready Practices</b><br>CRP1,2,4,8,9,11<br><br><b>Cluster Standards</b><br>LW1,2,3  | <b>Literacy</b><br>RST.11-12.1,5,7<br><br><b>ELA</b><br>W.11-12.2,4,6,7,10   |

| Time Frame<br>certification<br>Unit of Study | Key Questions   | Key Learning Targets<br>(Students will know and be able to)   | Assessment<br>Evidence of Learning   | Related Standards                                   | CCLS<br>Literacy, ELA<br>Math, Science                                  |
|--|---|---|--|---|---|
|  | toxicological, abdominal gynecologic, genitourinary and renal conditions?<br>● When is an EMT-Basic responsible for delivering a baby?  | scope of practice<br>● Demonstrate proper protocols for childbirth, to include cutting umbilical cord   | to grade a peers video)<br>● Practical assessment for O2 equipment and placement   | <b>Pathway Standards</b><br>LW-EFM 1,2,3,5,9,10,13  | <b>ELA</b><br>SL.11-12.1,3,4,5<br>L.11-12.1,2,3,4,5,6                   |
| <b>Week 33</b><br><br><b>Trauma Response</b> | ● What is the goal of initial trauma assessment?<br>● What questions should an EMT ask in trauma assessment?<br>● How does a patient's age affect the EMT's approach to trauma?<br>● What systematic steps are taken in trauma assessment?<br>● When would a trauma patient | ● Analyze medical situations and determine response/ treatment<br>● Demonstrate stabilization of a femur fracture using a traction splint<br>● Demonstrate the method of splinting a broken bone<br>● Demonstrate how to safely control bleeding with direct pressure, lifting, using pressure point and tourniquet<br>● Demonstrate correct method of back stabilization using a backboard and straps<br>● Apply the use of a KED to provide C-Spine alignment | ● Skills practice and assessments<br>● Lab Simulations   | <b>Career Ready Practices</b><br>CRP1,2,4,8,9,11,12 | <b>Literacy</b><br>RST.11-12.1,2,4                                      |
|  |   |   |  | <b>Cluster Standards</b><br>LW1,3                   | <b>ELA</b><br>W.11-12.2,4,6<br>SL.11-12.1,2,3,4<br>L.11-12.1,5,6        |
|  |   |   |  | <b>Pathway Standards</b><br>LW-EFM1,2,3             | <b>Science</b><br>HS-LS1-1  |
|  |   |   |  | <b>Industry Standards</b>                           |   |
| <b>Weeks 30-36</b><br><b>Job shadow</b>      | ● How can job shadows enhance classroom learning?<br>● Who will supervise you at your shadow experience?<br>● What is your role during a job shadow?<br>● What challenges might you experience during a   | ● Determine areas of interest through shadow experiences<br>● Discuss new learning in the field<br>● Identify areas /topics needing review or reinforcement to improve understanding<br>● Observe the chain of command and order of   | ● Participate in shift rotations at AMR ambulance service<br>● Complete reflective job shadow journal entries<br>● Share shadow experiences with class | <b>Career Ready Practices</b><br>CRP1,4             | <b>Literacy</b><br>RST.11-12.1,4,8                                      |
|  |   |   |  | <b>Cluster Standards</b><br>LW 6                    | <b>ELA</b><br>W.11-12.2,4,5,6,10<br>SL.11-12.1,2,3,6<br>L.11-12,1,2,5,6 |
|  |   |   |  | <b>Pathway Standards</b><br>LW-EFM 1,4,8            | <b>Science</b><br>HS-LS1-1,3  |

| Time Frame<br>certification<br>Unit of Study    | Key Questions  | Key Learning Targets<br>(Students will know and be able to)  | Assessment<br>Evidence of Learning   | Related Standards                                  | CCLS<br>Literacy, ELA<br>Math, Science                               |
|---|--|--|--|--|--|
|   | job shadow?  | operations in the field<br><ul style="list-style-type: none"> <li>Demonstrate maturity and responsibility when interacting with medical professionals</li> </ul>   |  | <b>Industry Standards</b>                          |  |
| <b>Weeks 34-36</b><br><b>Triage</b>             | <ul style="list-style-type: none"> <li>When would you need to establish a Triage Center?</li> <li>How does a Triage Center Work?</li> <li>Where in our community have Triage Centers been used?</li> </ul>   | <ul style="list-style-type: none"> <li>Analyze when and why a Triage Center would be established.</li> <li>Define how a Triage Center works</li> <li>Construct a Triage Center, assigning roles and responsibilities of class members</li> </ul>   | <ul style="list-style-type: none"> <li>Written summary of the triage process, citing historical examples of their use</li> <li>Construct a Triage Center and role play emergency scenarios- Performance Rubric</li> <li>Field trip and participation in a Full Scale emergency exercise</li> </ul> | <b>Career Ready Practices</b><br>CRP1,2,4,8,9,12   | <b>Literacy</b><br>RST.11-12.1,2,4,8,10<br>WHST.11-12.2,7,8,9        |
|   |  |  |  | <b>Cluster Standards</b><br>LW1                    | <b>ELA</b><br>W.11-12.2,4,5,6<br>SL.11-12.1,3,6<br>L.11-12,1,2,4,5,6 |
|   |  |  |  | <b>Pathway Standards</b><br>LW-EFM1,4,9,11,12      | <b>Science</b>   |
|   |  |  |  | <b>Industry Standards</b>                          |  |
| <b>Weeks 37-39</b><br><b>Community Outreach</b> | <ul style="list-style-type: none"> <li>What is National Emergency Medical Services Week?</li> <li>How do we make our School Community aware of National Emergency Service Week?</li> <li>How do we educate others in the vital role of EMTs in the community?</li> </ul> | <ul style="list-style-type: none"> <li>Design and execute an EMS walk in the school exposing the range of medical issues faced by EMTs on the job</li> <li>Discuss and demonstrate the skills needed to be an EMT in a community setting</li> <li>Produce information pamphlets on the role of the EMT in the community, including required skill sets and certifications</li> </ul> | <ul style="list-style-type: none"> <li>Participation in the school hallway walk-through –rubric score</li> <li>Creation of informational pamphlets for EMT's role in community- Rubric</li> <li>Field trip to Ronald McDonald house to assist with staff and family/patient needs</li> </ul>       | <b>Career Ready Practices</b><br>CRP1,2,4,6,8,9,12 | <b>Literacy</b><br>RST.11-12.1,2,4,9<br>WHST.11-12.2,7,8,9           |
|   |  |  |  | <b>Cluster Standards</b><br>LW2,4                  | <b>ELA</b><br>W.11-12.2,4,5,6<br>SL.11-12.1,4,5,6<br>L.11-12.1-6     |
|   |  |  |  | <b>Pathway Standards</b><br>LW-EFM1,4,13           | <b>Science</b>   |
|   |  |  |  | <b>Industry Standards</b>                          |  |
| <b>Week 40</b>                                  | <ul style="list-style-type: none"> <li>Final Exam</li> </ul>   | <ul style="list-style-type: none"> <li>Course Review and Final Exam</li> <li>First Responder</li> </ul>  | <ul style="list-style-type: none"> <li>First Responder Certification Testing</li> </ul>  | <b>Career Ready Practices</b><br>CRP1,2,4,8        | <b>Literacy</b><br>RST.11-12.1,2,4,9<br>WHST.11-12.2,                |

| Time Frame<br>certification<br>Unit of Study | Key Questions | Key Learning Targets<br>(Students will know and be able to) | Assessment<br>Evidence of Learning | Related Standards                 | CCLS<br>Literacy, ELA<br>Math, Science |
|--|---------------|---|------------------------------------|-----------------------------------|--|
|  |               |   |                                    |                                   | 7,8,9                                  |
|  |               |   |                                    | Cluster Standards<br>LW3          | ELA                                    |
|  |               |   |                                    | Pathway Standards<br>LW-EFM 1,4,5 | Science                                |
|  |               |   |                                    | Industry Standards                |  |