### Big Ideas/Key Concepts:

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<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<td><strong>Medical Injuries</strong>&lt;br&gt;21) Identify and perform skills to manage life threatening illnesses based on assessment findings of a pediatric, adult, and geriatric patient with medical emergencies, utilizing rubrics from textbooks, National HOSA guidelines, or clinical standards of practice in the following areas:&lt;br&gt;a. Altered mental status&lt;br&gt;b. Seizures&lt;br&gt;c. Stroke&lt;br&gt;d. Gastrointestinal bleeding&lt;br&gt;e. Anaphylaxis&lt;br&gt;f. Infectious diseases&lt;br&gt;g. Diabetes&lt;br&gt;h. Psychological emergencies&lt;br&gt;i. Chest pain&lt;br&gt;j. Poisoning&lt;br&gt;k. Respiratory distress/Asthma&lt;br&gt;l. Vaginal bleeding&lt;br&gt;m. Nosebleeds&lt;br&gt;(TN Reading 3, 4; EMR-M, EMR-A, EMR-AW, EMR-AP, EMR-Phar, EMR-S, EMR-SP)</td>
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<td><strong>Hazmat Materials</strong>&lt;br&gt;6) Review guidelines from the <em>Emergency Preparedness</em> course related to National Incident Management System (NIMS) compliance (at minimum, IS-700, IS-800, ICS-100), and provide support for the</td>
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inclusion of such concepts in the EMS system. Develop a plan for handling multiple casualty incidents, including hazardous waste, Simple Triage and Rapid Treatment (START) Principles, resource management, and care of EMS personnel on-site. (TN Reading 1, 2, 3, 4, 9; TN Writing 4, 7, 8, 9; EMR-EM, EMR-PH)

Mass Casualty
5) Outline the risks and responsibilities facing the emergency response team during ambulance operations. Address at minimum the following: apparatus and equipment readiness; pre-arrival considerations, especially for high-risk situations; scene safety of personnel and patient(s); traffic; 360 degree assessments; and how to leave a scene. (TN Reading 2, 3, 9; TN Writing 9; EMR-EM)

11) Interpret scene management and safety standards and/or protocols by writing a scenario for each of the following situations: (a) traffic or highway incidents, (b) violent encounters, (c) crowds, (d) nature of illness or mechanisms of injury, (e) number of patients and/or victims, and (f) personnel injury prevention. Identify the appropriate responses from EMS professionals and any additional resources that would be involved. (TN Reading 1, 2, 3, 9; TN Writing 2, 9; EMR-P, EMR-EM)

Portfolio
26) Compile and continually update a portfolio of artifacts completed in this course. If pursuing EMR certification or dual enrollment/dual credit hours, document hours spent on activities such as job shadowing or classroom contact with an articulated institution. Upon completion of the course, prepare the portfolio in a professional style to present to appropriate EMS audiences. (TN Reading 1, 2, 3, 4, 8, 9; TN Writing 2, 4, 5, 8, 9; EMR-P1, EMR-P)

The following artifacts will reside in the student's portfolio:
- Career Exploration portfolio
- Skills performance rubrics
- Documentation of job shadowing hours
- Classroom contact hours, if applicable
- Examples of written, oral, or digital presentations
- Short research project documents