

Human Diseases and Conditions

Unit Title: Introduction to Human Diseases and Conditions/Nutrition

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
- 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress.
- 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.H5.3 Utilize processes for assessing monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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<p><u>Central Idea/Enduring Understanding:</u> Human disease produces varied signs and symptoms dependent on the body system affected and occurs as a result of the body's inability to maintain homeostasis.</p>	<p><u>Essential/Guiding Question:</u> How does disease manifest in the human body? What is pathophysiology? How are chronic health problems shaping the face of medicine today? What is the role of nutrition in health care?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Mechanisms of disease - Pathophysiology - Chronic health conditions - Nutrition in health care <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the difference between a sign and a symptom - Define pathophysiology - Describe how chronic health conditions shaping medicine today - Describe the role of nutrition in human disease

<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p>
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - What bug do you have game - Tell students they will assume the role of a genetic counselor and write a letter to a patient regarding whether or not they should receive genetic counseling 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Quizizz, Gimkit)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p><u>Resources:</u> Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition Kahoot Google Classroom</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources
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	<ul style="list-style-type: none">• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Pharmacology
Stage 1: Desired Results
Standards & Indicators: New Jersey Student Learning Standard 9.3-Career and Technical Education. 9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner. 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress. 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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9.3.12.H5.3 Utilize processes for assessing monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> - Treatment of disease requires understanding of the types of drug treatments and their mechanisms of action (pharmacology). 		Essential/Guiding Question: <p>What are the different routes of administration of drugs? What information can be found on drug packaging? How are drug dosages calculated?</p>
Content: <ul style="list-style-type: none"> - Drug routes - Drug packaging labels - Calculating drug dosages 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the different types of ways that drugs can be administered to patients - Describe the information that can be found on drug packaging (labels)
Work Based Learning :		

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Guest Speakers from Medical professionals Clinical experience in a healthcare facility Field trip to Pharmacy	- Describe how to calculate the dosage of drugs for patient treatment
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Interdisciplinary Connections:

- Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

Performance Task(s):

- Students will create a poster with their newly discovered “back-to-schoolitis” or “senioritis” pill. They will have to put proper labels on the poster.
- Students will complete a worksheet with basic drug dosage calculations

Other Evidence:

- Unit Test Grade
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review Games (Kahoot, Quizlet, Quizizz, Gimkit)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Examples of learning opportunities include the following:

- Case Studies
- Projects
- Debates
- Team building activities
- Cooperative learning activities
- Interactive games
- Online learning websites
- Internet research
- Student driven activities

Resources:

Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition
Kahoot
Google Classroom

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies 	<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies 	<ul style="list-style-type: none"> -Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Diseases and Conditions of the Circulatory System		
Stage 1: Desired Results		
Standards & Indicators:		
New Jersey Student Learning Standard 9.3-Career and Technical Education.		
9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner. 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress. 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care. 9.3.12.H5.3 Utilize processes for assessing monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.

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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> - Coronary artery disease is the most common cause of heart disease and the leading cause of death in the United States. 	<p><u>Essential/Guiding Question:</u></p> <p>What are the major structures of the circulatory system? What causes coronary artery disease? What is the pathophysiology behind CAD? What are the signs and symptoms of CAD? How is CAD diagnosed? How is CAD treated? What is the role of nutrition in the treatment of CAD?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Anatomy of the Circulatory System - Pathophysiology of coronary artery disease - Case Study- CAD <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the pathophysiology of coronary artery disease - Compare and contrast coronary artery disease with other circulatory system pathologies - Describe the relationship between nutrition and coronary artery disease - Describe the treatments for coronary artery disease
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment 	

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WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

Performance Task(s):

- Students will color a diagram showing blood flow to and from the heart
- Case Study: student driven
- Patient Presentation
- Physical Exam
- Differential Diagnosis- students will investigate various pathologies of the circulatory system
- Diagnosis/Diagnostic Methods
- Treatment/Pharmacology
- Students will be shown a taped coronary artery bypass surgery

Other Evidence:

- Unit Test Grade
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review Games (Kahoot, Quizlet, Quizizz, Gimkit)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Examples of learning opportunities include the following:

- Case Studies
- Projects
- Debates
- Team building activities
- Cooperative learning activities
- Interactive games
- Online learning websites
- Internet research
- Student driven activities

Resources:

Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition
Kahoot
Google Classroom

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments -Choice of assignment related to the 	<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments 	<ul style="list-style-type: none"> -Build background knowledge prior to lessons -Highlight key words 	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:

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<p>topic-independent research</p> <p>-Use of student-researched case studies</p>	<p>-Choice of assignment related to the topic-independent research</p> <p>-Use of student-researched case studies</p>	<p>-Incorporate the use of technology</p> <p>-Provide notes</p> <p>-Provide study guides</p> <p>-Pre-teaching of vocabulary for understanding of concepts</p> <p>-Word Search or crossword puzzles for vocabulary reinforcement</p> <p>-Using alternatives to written assessments (oral reports, class discussion, and/or projects)</p> <p>-Be consistent with expectations</p>	<p>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Diseases and Conditions of the Endocrine System		
Stage 1: Desired Results		
Standards & Indicators:		
New Jersey Student Learning Standard 9.3-Career and Technical Education.		
<p>9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress.</p> <p>9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <p>9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.</p> <p>9.3.12.H5.3 Utilize processes for assessing, monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly

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		for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<u>Central Idea/Enduring Understanding:</u> Diabetes is a chronic health condition that involves disruption of blood sugar homeostasis.		<u>Essential/Guiding Question:</u> What are the two hormones involved in blood sugar regulation in the human body? What are the three types of diabetes? What is the pathophysiology behind diabetes? What is the role of nutrition in diabetes? What treatments are available for diabetes?
<u>Content:</u> <ul style="list-style-type: none"> - Organs/Hormones of the endocrine system - Blood Sugar Homeostasis - Types of Diabetes - Pathophysiology of Diabetes - Nutrition and Diabetes - Case Study <u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Compare and contrast the three types of diabetes - Describe blood sugar homeostasis - Describe the role of nutrition in diabetes - Describe the pathophysiology of diabetes
<u>Interdisciplinary Connections:</u> <ul style="list-style-type: none"> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

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Stage 2: Assessment Evidence

Performance Task(s):

- Students will create a "proper" food portion/food selection for someone with diabetes using a plate and clay
- Case Study- student driven
- Patient Presentation
- Physical Exam
- Differential Diagnosis- students will investigate various pathologies of the endocrine system
- Diagnosis/Diagnostic Methods
- Treatment/Pharmacology

Other Evidence:

- Unit Test Grade
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review Games (Kahoot, Quizlet, Quizizz, Gimkit)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Examples of learning opportunities include the following:

- Case Studies
- Projects
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- Interactive games
- Online learning websites
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Resources:

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Kahoot

Google Classroom

LGBT and Disabilities Resources:

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DEI Resources:

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- [GLSEN Educator Resources](#)
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Differentiation

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-Use of student-researched case studies	-Use of student-researched case studies	-Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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<u>Unit Title:</u> Diseases and Conditions of the Respiratory System		
Stage 1: Desired Results		
<u>Standards & Indicators:</u>		
New Jersey Student Learning Standard 9.3-Career and Technical Education.		
9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner. 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress. 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care. 9.3.12.H5.3 Utilize processes for assessing, monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<u>Central Idea/Enduring Understanding:</u> Some diseases, like Influenza, are the result of infectious disease	<u>Essential/Guiding Question:</u> How are infectious diseases spread? How does the flu vaccine work? What are the signs and symptoms of the flu? How can you tell the difference between the common cold and influenza? What treatments are available for viruses?
<u>Content:</u> <ul style="list-style-type: none"> - Viral infection- influenza - Disease transmission - Influenza vaccination - Case Study <u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Describe the risks of viral infection - Describe ways that infectious disease can be prevented, controlled, or cured. - Describe the pathophysiology of influenza - Describe the pros and cons of the flu vaccination

<u>Interdisciplinary Connections:</u> <ul style="list-style-type: none"> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.
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Stage 2: Assessment Evidence

<u>Performance Task(s):</u> → Students will complete an activity in which they act out the spread of disease in a	<u>Other Evidence:</u> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects
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<p>classroom. The data will be collected and graphed.</p> <ul style="list-style-type: none"> → Case Study- student driven → Patient Presentation → Physical Exam → Differential Diagnosis- students will investigate → various respiratory pathologies → Diagnosis/Diagnostic Methods → Treatment/Pharmacology 	<ul style="list-style-type: none"> - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Quizizz, Gimkit)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p><u>Resources:</u></p> <p>Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition</p> <p>Kahoot</p> <p>Google Classroom</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies 	<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies 	<ul style="list-style-type: none"> -Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p>

Human Diseases and Conditions

		vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Diseases and Conditions of Digestive System

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
- 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress.
- 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.H5.3 Utilize processes for assessing, monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<u>Central Idea/Enduring Understanding:</u> Digestive diseases and disorders are often the result of dietary and lifestyle choices, inflammation, and/or infection.		<u>Essential/Guiding Question:</u> What are the organs of the digestive system? What are the signs and symptoms of digestive pathology? What is the role of nutrition in the prevention and treatment of digestive disease? What treatments are available for digestive diseases and disorders?
<u>Content:</u> <ul style="list-style-type: none"> - The organs of the digestive system - Nutrition and the digestive system - Case Study- student driven - <u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Describe the pathophysiology of various digestive diseases and disorders - Compare and contrast different digestive pathologies - Identify the role of nutrition in the prevention and treatment of digestive disease - Describe treatments available for digestive diseases and disorders
<u>Interdisciplinary Connections:</u> <ul style="list-style-type: none"> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> → Case Study- student driven → Patient Presentation → Physical Exam → Differential Diagnosis- students will investigate various digestive pathologies → Diagnosis/Diagnostic Methods → Treatment/Pharmacology → Create an “ulcer menu”- students will create a lunch menu for one week for someone who has stomach ulcers 	<u>Other Evidence:</u> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Quizizz, Gimkit)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none">- Case Studies- Projects- Debates- Team building activities- Cooperative learning activities- Interactive games- Online learning websites- Internet research- Student driven activities	<p><u>Resources:</u></p> <p>Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition</p> <p>Kahoot</p> <p>Google Classroom</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Build background knowledge prior to lessons-Highlight key words-Incorporate the use of technology-Provide notes-Provide study guides-Pre-teaching of vocabulary for understanding of concepts-Word Search or crossword puzzles for vocabulary reinforcement-Using alternatives to written assessments (oral reports, class discussion, and/or projects)-Be consistent with expectations	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Human Diseases and Conditions

Unit Title: Diseases and Conditions of the Integumentary System

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
- 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress.
- 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.H5.3 Utilize processes for assessing, monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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<p><u>Central Idea/Enduring Understanding:</u> Diseases and disorders of the integumentary system have varying causes including genetics, autoimmune disease, and allergies.</p>	<p><u>Essential/Guiding Question:</u> What is the structure of the integumentary system? What are the different types of skin diseases and disorders? What treatments are available for skin pathology?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - The structure of the integumentary system - Pathophysiology of integumentary system disease - Integumentary System Diseases and Disorders <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals Clinical experience in a healthcare facility</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the pathophysiology of various integumentary diseases and disorders - Compare and contrast different integumentary system pathologies - Describe treatments available for integumentary diseases and disorders -

Interdisciplinary Connections:

- Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> → Power Point- exposure to integumentary system disease pictures → Integumentary system procedures: skin grafting, biopsy, and others 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet, Quizizz, Gimkit)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<p><u>Resources:</u> Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition Kahoot Google Classroom</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources
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	<ul style="list-style-type: none">• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

<u>Unit Title:</u> Student Case Study Creation
Stage 1: Desired Results
<u>Standards & Indicators:</u> New Jersey Student Learning Standard 9.3-Career and Technical Education. 9.3.12.H2.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner. 9.3.12.H2.2 Assess and report patients/clients health status in order to monitor and document patient progress. 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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9.3.12.H5.3 Utilize processes for assessing, monitoring and reporting patients/clients health status to the treatment team within protocol and scope of practice.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: Cancer is a complex, multifactorial disease with unique pathophysiology dependent on the type and location.		Essential/Guiding Question: What is cancer? What are the signs and symptoms of cancer? How is cancer detected? How is cancer treated?
Content: <ul style="list-style-type: none"> - The mechanism of cancer - Signs and symptoms of cancer - Staging of cancer - Cancer diagnosis and treatment 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the pathophysiology of cancer - Describe the signs and symptoms of cancer - Compare and contrast different types of cancers - Describe treatments available for cancer
Work Based Learning : Guest Speakers from Medical professionals		

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Clinical experience in a healthcare facility			
<u>Interdisciplinary Connections:</u> <ul style="list-style-type: none">- Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment			
WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.			
Stage 2: Assessment Evidence			
<u>Performance Task(s):</u> → Students will create their own case study based on a specific rubric. They will be choosing one type of cancer. They will follow the same format that we have used throughout the semester. Students will present their case study to the class.	<u>Other Evidence:</u> <ul style="list-style-type: none">- Unit Test Grade- Quizzes- Writing projects- Research projects- Google Classroom assignments- Group activities- Classroom discussions- Student created assessments- Rubrics- Review Games (Kahoot, Quizlet, Quizizz, Gimkit)		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Examples of learning opportunities include the following: <ul style="list-style-type: none">- Case Studies- Projects- Debates- Team building activities- Cooperative learning activities- Interactive games- Online learning websites- Internet research- Student driven activities	<u>Resources:</u> Frazier, Margaret. Essentials of Human Diseases and Conditions, 6e 6th Edition Kahoot Google Classroom LGBT and Disabilities Resources: <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books DEI Resources: <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments	-Use of critical thinking activities -Alternative assignments	-Build background knowledge prior to lessons -Highlight key words	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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<ul style="list-style-type: none"> -Choice of assignment related to the topic-independent research -Use of student-researched case studies 	<ul style="list-style-type: none"> -Choice of assignment related to the topic-independent research -Use of student-researched case studies 	<ul style="list-style-type: none"> -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations 	<p>include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Human Diseases and Conditions

Pacing Guide

Human Diseases & Conditions	TextBook: Essentials of Human Diseases and Conditions	CTE Standards
UNIT 1 & 2 :(21 Days) Introduction to Human Diseases & Conditions/Nutrition Pharmacology	CHAPTERS 1: (10 Days) 2: (11 Days)	9.3.12.H2.1 9.3.12.H2.2 9.3.12.H5.1 9.3.12.H5.2 9.3.12.H5.3
MID MP		
UNIT 3 & 4: (21 Days) Diseases and Conditions of the Circulatory System Diseases and Conditions of the Endocrine System	CHAPTERS 3: (11 Days) 4: (10 Days)	9.3.12.H2.1 9.3.12.H2.2 9.3.12.H5.1 9.3.12.H5.2 9.3.12.H5.3
END OF MP		
UNIT 5 & 6: (21 Days) Diseases and Conditions of the Respiratory System Diseases and Conditions of Digestive System	CHAPTERS 5: (10 Days) 6: (11 Days)	9.3.12.H2.1 9.3.12.H2.2 9.3.12.H5.1 9.3.12.H5.2 9.3.12.H5.3
MID MP		
UNIT 7 & 8: (21 Days) Diseases and Conditions of the Integumentary System Student Case Study Creation	CHAPTERS 7: (11 Days) 8: (10 Days)	9.3.12.H2.1 9.3.12.H2.2 9.3.12.H5.1 9.3.12.H5.2 9.3.12.H5.3
END OF MP		