

Medical Assistant I

Unit Title: Chapter 5 Introduction to Anatomy and Physiology

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis

9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.

9.3 HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.

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> An understanding of the functioning of each of the body systems is dependent on learning the relationships between the function and structure of the organs of the human body.</p>	<p><u>Essential/Guiding Question:</u> How is the human body organized from cells to organisms? How does the body maintain homeostasis What terminology is used to describe the body in anatomical position? What are the components of the dorsal and ventral body cavities? What are the functions of the eleven body systems? What are the four types of tissues found in the human body?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Anatomy and physiology terminology - Levels of structural organization - Role of homeostasis in the human body - Anatomical positions, directional terms, and body cavities - The eleven body systems - Body tissue structure and function 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the levels of organization within the human body from the simplest to most complex. - Describe the importance of homeostasis in maintaining balance in the human body - Describe the terminology associated with anatomical positions and directions. - Demonstrate your knowledge of the dorsal and ventral body cavities. - Describe the eleven body systems and their functions. - Demonstrate your knowledge of the four types of tissues in the human body. - Describe the basic components of a patient case study.
<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>	

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Identification of the major body systems: Amoeba Sisters Worksheet - Anatomical Terminology use - Body Planes and cavities identification - Case Study: The Acute Abdomen - Poster: The four types of tissues found in the body 	<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

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:

Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009 . Saunders Elsevier.

Biodigital.com

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
-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	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

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		assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Allow for translators, dictionaries
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Unit Title: Chapter 7 The Skeletal System		
Stage 1: Desired Results		
Standards & Indicators: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms 9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.		
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

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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> <ul style="list-style-type: none"> - The skeletal system gives the body its shape, allows movement, makes blood cells, provides protection for organs and stores minerals. 		<u>Essential/Guiding Question:</u> <p>What are the important functions of bones? What are the four shapes that bones can be classified by? What bones make up the axial skeleton? What bones make up the appendicular skeleton?</p>
<u>Content:</u> <ul style="list-style-type: none"> - Functions of the skeletal system: support, protection, movement, storage, blood cell formation - Anatomy of a long bone: epiphysis, diaphysis, cartilage, bone marrow, periosteum - Classification of bones: long, short, flat, and irregular - Anatomy of the axial and appendicular skeleton - Types of joints in the human body - Pathologies of the skeletal system 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Describe the functions of the skeletal system. - Demonstrate your knowledge of the four bone shapes. - Demonstrate your knowledge of bone anatomy. - Describe the types of joints found in the human body. - Demonstrate your knowledge of the bones of the axial and appendicular skeletons. - Describe pathologies of the skeletal system.
<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 <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p>		

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> - Students will identify the bones of the axial and appendicular skeleton on models using Bone Bingo - Case Study: Fractures - Case Study: Adaptations for Childbirth 	<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

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:

Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier.

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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](#)
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- [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
-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	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

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		assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Allow for translators, dictionaries
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Unit Title: Chapter 6 The Integumentary System		
Stage 1: Desired Results		
Standards & Indicators: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms 9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.		
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

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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"> - The integumentary system is the largest organ of the body that forms a physical barrier between the external environment and the internal environment that it serves to protect and maintain. 		Essential/Guiding Question: <p>What are the functions of the integumentary system?</p> <p>What are the three layers of skin?</p> <p>What is the structure and function of the accessory organs of the integumentary system?</p>
Content: <ul style="list-style-type: none"> - Functions of the integumentary system - Important structures and layers of the skin - Structures and functions of the accessory structures of the integumentary system: hair, nails, glands 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the functions of the integumentary system. - Demonstrate your knowledge of the structural features of the epidermis, dermis, and hypodermis - Describe the accessory structures of the integumentary system. - Describe the interaction between the integumentary system and other body systems. - Describe pathologies of the integumentary system
Interdisciplinary Connections: <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>		

Stage 2: Assessment Evidence

Performance Task(s): <ul style="list-style-type: none"> - Skin Disorder Project - Fingerprint Analysis - Case Study: Burns 	Other Evidence: <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

Learning Opportunities/Strategies: <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none"> - Case Studies - Projects - Debates - Team building activities 	Resources: <p>Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier.</p> <p>Biodigital.com</p> <p>LGBT and Disabilities Resources:</p>
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<ul style="list-style-type: none"> - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities 	<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 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> <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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Unit Title: Chapter 8 The Muscular System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.

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></p> <ul style="list-style-type: none"> - The Muscular System functions to aid in movement of the body, help movement of substances within the body, and to provide structure and support for organs and tissues. 	<p><u>Essential/Guiding Question:</u></p> <p>What are the structure and functions of the three types of muscles?</p> <p>How are muscles used to create movement of the human body?</p> <p>What terminology is used to describe muscle movements?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Three types of muscles: skeletal, smooth, and cardiac - Functions of the muscular system - Muscle movement - Pathology of the muscular system - Case Study: Pelvic Floor Muscles 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the three types of muscles and their functions. - Demonstrate your knowledge of terminology of muscle movement. - Describe pathologies of the muscular system.
<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>	

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Muscle Movements vocabulary - Muscle Pathology 	<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)
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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>Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier.</p> <p>Biodigital.com</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			
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Unit Title: Chapter 9 The Nervous System/ Senses		
Stage 1: Desired Results		
Standards & Indicators: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms		
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.
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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Central Idea/Enduring Understanding: - The Nervous System allows information to be received, interpreted, and sent throughout the human body.		Essential/Guiding Question: How is the nervous system organized? What are the components of the Central and Peripheral Nervous Systems? How do our senses help us navigate the world?

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<p><u>Content:</u></p> <ul style="list-style-type: none"> - Organization of the nervous system: the Central Nervous System and Peripheral Nervous System - Nervous tissue structure and function - Anatomy of a neuron - Central Nervous System anatomy: brain and spinal cord - Peripheral Nervous System anatomy: cranial and spinal nerves - Special senses - Pathology of the nervous system - The senses 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe how the nervous system is organized into the Central and Peripheral Nervous Systems. - Demonstrate your knowledge of neuron anatomy. - Demonstrate your knowledge of nervous system pathologies. - Describe how the five senses provide information to the brain.
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<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"> - Nervous System Poster Project: Parts of the Brain, the neuron, and the neuroglia - Students will complete a Reflex Lab - Students will complete a Senses Lab 	<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></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> Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier.</p> <p>Biodigital.com</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
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		<ul style="list-style-type: none">• 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: Chapter 12 The Cardiovascular System
Stage 1: Desired Results
Standards & Indicators: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

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<p>HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms</p> <p>9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</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 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"> - The Cardiovascular System delivers important substances such as oxygen, nutrients, and hormones to cells and organs in the body. 		Essential/Guiding Question: <p>What is the function of the cardiovascular system?</p> <p>What is the function of the heart atria?</p> <p>What is the function of the heart ventricles?</p> <p>What are the four valves found in the heart?</p> <p>How does blood flow from the right atrium through the heart?</p>
Content: <ul style="list-style-type: none"> - Function of the Cardiovascular System - The Chambers and Valves of the heart - Blood flow through the heart 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the function of the cardiovascular system. - Demonstrate your knowledge of the four chambers of the heart.

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<ul style="list-style-type: none"> - Cardiac Pathologies: myocardial infarction, congestive heart failure, pericarditis, blood abnormalities 	<ul style="list-style-type: none"> - Demonstrate your knowledge of the location and name of four valves found in the heart. - Demonstrate your knowledge of the path of blood flow through the heart. - Describe the physiology of cardiac pathologies.
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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):

- Heart Color Page: Chambers and Valves
- Blood Flow: Complete a picture or diagram showing the complete blood flow through the heart
- Cardiovascular Disease Worksheet

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: Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier.

Biodigital.com

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Medical Assistant I

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 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> <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: Chapter 13 The Respiratory System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.

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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"> - The Respiratory System allows for oxygen to be brought into the body and carbon dioxide to be removed from the body. 		Essential/Guiding Question: <ul style="list-style-type: none"> What is the function of the respiratory system? What are the main components of the respiratory system? What is the function of the larynx? What is the function of the pharynx? Where does gas exchange occur?
Content: <ul style="list-style-type: none"> - Function of the Respiratory System - Anatomy and Physiology of the Respiratory System - Respiratory Pathology 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the function of the respiratory system. - Describe how air flows from the nose to the alveoli. - Describe the pathophysiology of common respiratory diseases such as asthma and COPD.

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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):

- Respiratory Webquest
- Case Study: Respiratory Problems in an Auto Body Shop Worker
- Case Study: Breath Sounds

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

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[Biodigital.com](https://www.biodigital.com/)

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Medical Assistant I

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: 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

Unit Title: Chapter 14 Digestive System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.

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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"> - The Digestive System breaks down nutrients for your body to absorb and use for energy, growth, and cell repair. 		Essential/Guiding Question: <p>What is the function of the digestive system? What organs make up the digestive system? What are the functions of the organs of the digestive system? What is the difference between mechanical and chemical digestion? What is the function of the small intestine? What is the function of the large intestine? What is the function of the liver and gallbladder?</p>
Content: <ul style="list-style-type: none"> - Function of the Digestive System - Organs of the Digestive System - Digestive Pathologies 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the function of the digestive system. - Demonstrate your knowledge of the organs that comprise the digestive system. - Describe abnormalities of the digestive system such as cholecystitis.

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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):

- GastroWorld Project: Create an amusement park based on the organs of the digestive system.
- Case Study: 21 year old with right lower quadrant pain

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
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- Student driven activities

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Unit Title: Vital Signs/Clinical Skills

Stage 1: Desired Results

Standards & Indicators:

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 patient's/client's health status in order to monitor and document patient progress.

9.3.12.H2.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.12.H2.5 Select, demonstrate and interpret diagnostic procedures.

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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
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Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Students learn essential communication skills, how to assess patient vital signs, are introduced to diagnostic modalities such as EKG and ultrasound, and learn a variety of other hands-on clinical skills. 		Essential/Guiding Question: <ul style="list-style-type: none"> What is a normal pulse rate in a patient? What is a normal temperature? What is a normal blood pressure? What is a normal respiratory rate? What is a normal oxygen saturation in blood? What are the major classes of medications? What are the four types of parenteral routes of administration? What is inspection, palpation, percussion, and auscultation? What are standard precautions?
Content: <ul style="list-style-type: none"> Vital Signs: Pulse, blood pressure, temperature, respirations, and pulse oximetry Types of medications 		Skills(Objectives): <ul style="list-style-type: none"> Describe how to properly take a patient's vital signs. Describe the different classes of medications.

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<ul style="list-style-type: none"> - Parenteral Routes of administration: IV, IM, ID, SC - Pharmacology Terminology - Parts of a physical exam - Medical instruments: otoscope, ophthalmoscope - Diagnostic equipment: X-Ray, Ultrasound and EKG - Standard precautions 	<ul style="list-style-type: none"> - Describe the differences between IV, IM, ID, and SC injections. - Demonstrate your knowledge of pharmacologic terminology - Demonstrate your knowledge of the parts of a physical exam. - Demonstrate your knowledge of the use of an otoscope and ophthalmoscope. - Demonstrate how to give a proper IM injection. - Demonstrate your knowledge of standard precautions.
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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 complete the following skills on a peer:
 - Blood pressure
 - Pulse
 - Temperature
 - Respiration
 - Pulse oximetry
- Students will perform an IM injection on the mannequin.
- Case Study: Patients with various pathologies
- Pharmacology Worksheet

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:

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<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			
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Pacing Guide

Course Name	Resource	Standards
Unit 1 Introduction to Anatomy and Physiology Skeletal System	Chapter 5 Chapter 7	HS-LS1-1 HS-LS1-2 HS-LS1-3 9.3.HL.DIA.1 9.3.HL.DIA.2
23 Days		
Unit 2 Integumentary System Muscular System	Chapter 6 Chapter 8	HS-LS-1 HS-LS-2 9.3.HL-DIA.1
22 days		
Unit 3 Nervous System/Senses Cardiovascular System Respiratory System	Chapter 9 Chapters 12 Chapter 13	HS-LS-1 HS-LS-2 9.3.HL-DIA.1
22 Days		
Unit 4 Digestive System Vital Signs	Chapter 14	9.3.12.H2.1 9.3.12.H2.2 9.3.12.H2.4 9.3.12.H2.5
23 Days		