

Medical Terminology I

Unit Title: Learning Terminology

Stage 1: Desired Results

Standards & Indicators:

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.

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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.

Medical Terminology I

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> - Medical terms are formed by combining two or more word parts. Terms can be defined using knowledge of common medical combining forms. 	<p><u>Essential/Guiding Question:</u></p> <p>What are the four parts of a medical term? What are the rules for pluralizing medical terms? What is the difference between long and short vowels? What is HIPAA?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Origin of medical terms - Pluralization of medical terms - Pronunciation of medical terms - Common combining forms - HIPAA <p>Work Based Learning : Guest Speakers from Medical professionals</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe how medical terms are developed - Demonstrate the process of pluralizing medical terms - Describe how to interpret pronunciation marks - Define common medical combining forms - Demonstrate your knowledge of basic legal and ethical issues for health-related professions - Describe the importance of HIPAA in healthcare

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"> - HIPAA Scenario Creation - Combining form index cards - Combining Form Poster Project - SOAP Note Creation - Combining Form Peer Presentation - Patient Case Studies 	<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, Blooket, Quizizz, Gimkit)
--	---

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 - Susie Patient Simulator 	<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
---	--

Medical Terminology I

				<ul style="list-style-type: none"> • 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 -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	

Medical Terminology I

Unit Title: Prefixes and Suffixes in Medical Terms

Stage 1: Desired Results

Standards & Indicators:

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.

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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:

- Prefixes are word parts that modify the meaning of the word or word root. Suffixes

Essential/Guiding Question:

What are prefixes?

Medical Terminology I

are found at the end of terms. By learning medical prefixes and suffixes, word parts can be put together to form medical terms.	What are suffixes? How are word parts combined to form medical terms?
Content: <ul style="list-style-type: none"> - Common medical prefixes - Common medical suffixes - Creation of medical terms from word parts Work Based Learning : Guest Speakers from Medical professionals	Skills(Objectives): <ul style="list-style-type: none"> - Demonstrate your knowledge of common medical prefixes - Demonstrate your knowledge of common medical suffixes - Describe how word parts are put together to form words

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): <ul style="list-style-type: none"> - Prefix Pictionary - Prefix Index cards - Suffix Index cards - -ologist Activity - -phobia Scenario - Vital Signs Activity 	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)
--	--

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 - Susie patient Simulator 	<u>Resources:</u> Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier. Biodigital.com 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
--	---

Medical Terminology I

	<ul style="list-style-type: none">• 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

Medical Terminology I

Unit Title: Body Structure

Stage 1: Desired Results

Standards & Indicators:

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.

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

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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

Medical Terminology I

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"> - The body is organized from its smallest element, the cell, to the collection of systems. The anatomy of the body has associated terminology for creation of medical terminology associated with body systems. 	<p><u>Essential/Guiding Question:</u></p> <p>How do you organize the human body from cell to organism? What are three plans of section that the body can be divided into? What are the two divisions of the dorsal body cavity? What are the two divisions of the ventral body cavity? What organs are contained in each of the body cavities? What are the organ systems? What are the functions of the body systems? What are common combining forms of the body systems?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Organization of the human body from cell to organism - Planes of section: sagittal, frontal (coronal), and transverse - Dorsal and ventral body cavities - Divisions of the ventral body cavity: thoracic and abdominopelvic cavities - Divisions of the dorsal body cavity: cranial and spinal cavities - The organ systems - Body system combining forms 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the organization of the human body from cell to organism - Describe the planes of section of the human body - Describe the human body cavities - Demonstrate your knowledge of body systems - Recognize combining forms related to body systems

<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
--

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"> - Body Cavities Worksheet - Directional Terms Worksheet - Amoeba Sisters Organ Systems Worksheet - Body Poster Project - Flipgrid Peer Lesson Project - Case Studies 	<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)
---	--

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 	<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>
---	---

Medical Terminology I

<ul style="list-style-type: none"> - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities - Susie Patient simulator 	<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
--	--

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

Medical Terminology I

Unit Title: The Integumentary System

Stage 1: Desired Results

Standards & Indicators:

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.

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

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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.

Medical Terminology I

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> - The Integumentary System consists of skin, hair, and nails. Combining forms are used in building medical terms that relate to the Integumentary System. 	<p><u>Essential/Guiding Question:</u></p> <p>What are the three layers of skin? What are the functions of skin? What are the most common types of skin lesions? What are the signs of skin cancer? What are the common combining forms related to the Integumentary System?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Skin layers: epidermis, dermis, and hypodermis - Skin lesions: recognize and define - Types of skin cancer - Integumentary combining forms - Integumentary abbreviations <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the three layers of skin - Demonstrate your knowledge of skin pathology - Demonstrate your knowledge of combining forms used in building words that relate to the Integumentary System - Identify the meaning of related abbreviations

<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"> - Suturing - Skin Lesions Matching - Integumentary index cards - Case Study: Burns 	<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)
---	---

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
--	---

Medical Terminology I

	<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

Medical Terminology I

Unit Title: Chapter 9 The Musculoskeletal System

Stage 1: Desired Results

Standards & Indicators:

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.

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

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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.

Medical Terminology I

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> - The Musculoskeletal System forms the framework that holds the body together, enables it to move, and protects and supports all the internal organs. Combining forms can be used in building words that relate to the Musculoskeletal System. 	<p><u>Essential/Guiding Question:</u></p> <p>What is the function of the Musculoskeletal System? What are the three types of muscles? What are the major types of muscle movements? What bones make up the human body? What combining forms can be used to build words that relate to the Musculoskeletal System?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Anatomy of the Musculoskeletal System - Functions of the Musculoskeletal System - Muscle movement terminology - Bone identification - Musculoskeletal System combining forms <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the anatomy of the Musculoskeletal System - Describe the functions of the Musculoskeletal System - Demonstrate your knowledge of combining forms that relate to the Musculoskeletal System - Identify the bones of the human body - Define the major pathological conditions of the Musculoskeletal 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"> - Movement Scavenger Hunt - Bone bingo - Muscle Case Study - Musculoskeletal System index cards 	<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)
--	--

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 - Susie Patient Simulator 	<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
---	--

Medical Terminology I

		<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

Medical Terminology I

Unit Title: The Cardiovascular System

Stage 1: Desired Results

Standards & Indicators:

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.

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

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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.

Medical Terminology I

<p><u>Central Idea/Enduring Understanding:</u></p> <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. Combining forms can be used in building words that relate to the Cardiovascular System 	<p><u>Essential/Guiding Question:</u></p> <p>What is the function of the Cardiovascular System? What is the function of the heart atria and ventricles? How does blood flow through the heart? What combining forms can be used to build words that relate to the Cardiovascular System? What EKG changes can be seen with a Myocardial Infarction?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Function of the Cardiovascular System - The Chambers and Valves of the heart - Blood flow through the heart - Cardiovascular combining forms - Cardiac Pathologies: Myocardial Infarction - Types of heart murmurs - EKG changes with a myocardial infarction 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the function of the Cardiovascular System. - Demonstrate your knowledge of the four chambers of the heart. - Demonstrate your knowledge of the path of blood flow through the heart. - Define combining forms related to the Cardiovascular System. - Describe the physiology of cardiac pathologies.

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"> - Cardiac ultrasound - Murmurs Activity - EKG Scenarios: Myocardial Infarction - Cardiovascular System index cards 	<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)
---	--

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 - Susie Patient Simulator 	<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
---	--

Medical Terminology I

	<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

Medical Terminology I

Unit Title: The Respiratory System

Stage 1: Desired Results

Standards & Indicators:

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.

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

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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.

Medical Terminology I

<p><u>Central Idea/Enduring Understanding:</u></p> <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. Combining forms can be used in building words that relate to the respiratory system. 	<p><u>Essential/Guiding Question:</u></p> <p>What is the function of the Respiratory System? What are the main components of the Respiratory System? What combining forms can be used to build words that relate to the Respiratory System? What are the types of abnormal breath sounds?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Function of the Respiratory System - Anatomy and Physiology of the Respiratory System - Respiratory Pathology: pneumonia, bronchitis, asthma, COPD - Normal and abnormal breath sounds on auscultation - Respiratory combining forms 	<p><u>Skills(Objectives):</u></p> <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 types of abnormal breath sounds - Define combining forms related to the Respiratory 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"> - Respiratory mini case studies - Case Study: Breath Sounds: rhonchi, rales, wheezing, and stridor - Respiratory combining forms index cards 	<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)
--	--

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 - Susie Patient Simulator 	<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
---	--

Medical Terminology I

	<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

Medical Terminology I

Unit Title: The Nervous System

Stage 1: Desired Results

Standards & Indicators:

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.

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

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

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.

Medical Terminology I

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> - The Nervous System is the major controlling, regulatory, and communicating system in the body. Combining forms can be used in building words that relate to the Nervous System. 	<p><u>Essential/Guiding Question:</u></p> <p>What is the function of the Nervous System? What are the organs of the Nervous System? What combining forms can be used to build words that relate to the Nervous System?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Function of the Nervous System - Organs of the Nervous System - Nervous System Pathologies: stroke <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe functions of the nervous system. - Demonstrate your knowledge of pathology of the nervous system. - Demonstrate your knowledge of combining forms used in building words that relate to the nervous system - Identify the meaning of related abbreviations
<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"> - Nervous System combining forms index cards - Nervous System Pathology case studies 	<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)
---	--

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 • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
--	---

Medical Terminology I

		<ul style="list-style-type: none">• 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

Medical Terminology I

Pacing Guide

Course Name	Resource	Standards
Unit 1 Learning Terminology Prefixes and Suffixes	Chapter 1 Chapter 2	HS-LS1-2. 9.3.HL-DIA.1 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-THR.1 9.3.HL-THR.2
23 Days		
Body Structure Integumentary System	Chapter 3 Chapter 4	HS-LS1-2. 9.3.HL-DIA.1 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-THR.1 9.3.HL-THR.2
22 days		
Musculoskeletal System Cardiovascular System	Chapter 5 Chapter 6	HS-LS1-2. 9.3.HL-DIA.1 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-THR.1 9.3.HL-THR.2
22 Days		
Respiratory System Nervous System	Chapter 7 Chapter 8	HS-LS1-2. 9.3.HL-DIA.1 9.3.HL-DIA.2 9.3.HL-DIA.4 9.3.HL-THR.1 9.3.HL-THR.2
23 Days		