

Medical Terminology II

Unit Title: The Female Reproductive System

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:

- The Female Reproductive System functions in human reproduction and

Essential/Guiding Question:

What organs comprise the Female Reproductive System?
What are the functions of the Female Reproductive System?

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<p>production of hormones. Combining forms, prefixes, and suffixes are used in building medical terms that relate to the Female Reproductive System.</p>	<p>What is the mechanism of action of the major forms of contraception? What are the three stages of birth? What are common abnormalities of pregnancy? What are common abnormalities of menstruation? What are the common combining forms, prefixes, and suffixes related to the Female Reproductive System? What are the common abbreviations related to the Female Reproductive System?</p>
<p>Content:</p> <ul style="list-style-type: none"> - Anatomy of the Female Reproductive System - Functions of the Female Reproductive System - The female cycle - Pregnancy and childbirth - Contraception - Abnormalities of pregnancy and the female reproductive system- placental abruption, placenta previa, preeclampsia, amenorrhea, dysmenorrhea, menorrhagia - Female Reproductive System combining forms - Female Reproductive System abbreviations <p>Work Based Learning : Guest Speakers from Medical professionals Field trip to Deborah Hospital</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Describe the anatomy and function of the Female Reproductive System - Describe the path of an egg through the female reproductive tract - Describe the mechanism of action of contraceptive methods - Demonstrate your knowledge of the phases of childbirth - Describe the pros and cons of vaginal vs. cesarean delivery - Demonstrate your knowledge of abnormalities of pregnancy and the female reproductive tract - Define combining forms, prefixes, and suffixes related to the Female Reproductive System - Define abbreviations related to the Female Reproductive System
<p>Interdisciplinary Connections:</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>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> - Contraceptives Worksheet - Cervical Models Activity - APGAR Scoring - PAP Smear Activity: Susie Simulator - C-Section Case Study - Female Reproductive System index cards 	<p>Other Evidence:</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)
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p>Learning Opportunities/Strategies:</p>	<p>Resources:</p>

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<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>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 • 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: The Male Reproductive System		
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.GeoGl.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: - The Male Reproductive System functions in human reproduction and production of hormones. Combining forms, prefixes, and		Essential/Guiding Question: What organs comprise the Male Reproductive System? What are the functions of the Male Reproductive System?

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<p>suffixes are used in building medical terms that relate to the Male Reproductive System</p>	<p>How does sperm travel through the Male Reproductive System?</p> <p>What are the signs and symptoms of common Male Reproductive System pathologies?</p> <p>What are the common combining forms, prefixes, and suffixes related to the Male Reproductive System?</p>
<p>Content:</p> <ul style="list-style-type: none"> - Anatomy of the Male Reproductive System - Functions of the Male Reproductive System - Pathology of the Male Reproductive System: prostate cancer, cryptorchidism, prostatitis <p>Work Based Learning : Guest Speakers from Medical professionals Field trip to Deborah Hospital</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Describe the anatomy and function of the Male Reproductive System - Demonstrate your knowledge of the pathway of sperm - Demonstrate your knowledge of Male Reproductive System pathologies - Define combining forms, prefixes, and suffixes related to the Male Reproductive System

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>Performance Task(s):</p> <ul style="list-style-type: none"> - Student taught lessons - Male Reproductive System Student Created Case Study - Male Reproductive System index cards 	<p>Other Evidence:</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>Learning Opportunities/Strategies:</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>Resources:</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 • 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

<u>Unit Title: The Blood System</u>
Stage 1: Desired Results
<u>Standards & Indicators:</u> 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.

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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: <ul style="list-style-type: none"> - The Blood System is made up of the vessels that carry blood and lymph through the body. Combining forms, prefixes, and suffixes are used in building medical terms related to the Blood System 		Essential/Guiding Question: <ul style="list-style-type: none"> What are the components of the Blood System? What are the functions of the Blood System? What are the types of leukocytes? What information can be learned on a Complete Blood Count (CBC)? What tests should be ordered to determine types of anemia? What are the four blood types? How is venipuncture performed? What are the common combining forms, prefixes, and suffixes related to the Blood System? What are the common abbreviations related to the Blood System?
Content: <ul style="list-style-type: none"> - Blood system components - Functions of erythrocytes 		Skills(Objectives): <ul style="list-style-type: none"> - Describe the parts of the blood system and the functions of each component

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<ul style="list-style-type: none"> - Functions of thrombocytes - Types and functions of leukocytes - Normal values of blood cells in a Complete Blood Count (CBC) - Abnormalities of the CBC: Types of Anemia - Blood Types - Venipuncture technique - Combining forms, suffixes, and prefixes of the Blood System - Blood System Abbreviations <p>Work Based Learning : Guest Speakers from Medical professionals Field trip to Deborah Hospital</p>	<ul style="list-style-type: none"> - Describe the types of leukocytes found in blood - Describe the four blood types - Demonstrate your ability to perform a basic venipuncture - Demonstrate your ability to determine types of anemia based on bloodwork analysis - Define combining forms, prefixes, and suffixes related to the Blood System - Define abbreviations related to the Blood System
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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):

- Blood System Flowchart
- Blood Typing Lab
- Blood Work Analysis
- Phlebotomy Lab
- Anemia Case Studies
- Blood System index cards

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
- Susie Patient simulator

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:

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- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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		<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

Unit Title: The Immune 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.

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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: <ul style="list-style-type: none"> The Immune System defends the body against infection. Combining forms, prefixes, and suffixes are used in building medical terms that relate to the Immune System. 		Essential/Guiding Question: <p>What are the components of the Immune System? What are the functions of the Immune System? What are the physical barriers of the nonspecific immune system? What are the cardinal signs of inflammation? What cells make up the specific immune system? How do vaccines work? What are the common combining forms, prefixes, and suffixes related to the Immune System?</p>
Content: <ul style="list-style-type: none"> Cells of the Immune System Functions of the immune System Nonspecific physical barriers Inflammation: cardinal signs, mast cells, phagocytes Specific Immunity: B and T lymphocytes Immune System prefixes, suffixes, and combining forms 		Skills(Objectives): <ul style="list-style-type: none"> Describe the functions of the immune system Compare and contrast the specific and nonspecific immune system Describe the physical barriers of the immune system Describe the inflammatory process Demonstrate your knowledge of T and B lymphocytes Demonstrate your knowledge of combining forms used in building words that relate to the Immune System

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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):

- Physical Barriers FlipGrid
- Immune System flowchart
- Vaccine Debate
- Immune System index cards

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)

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
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Resources:

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

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- [Diversity Calendar](#)

Differentiation

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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	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology	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

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

<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> - Medical abbreviations are used on patient charts, in patient orders, and on prescriptions. Knowledge of abbreviations is essential for healthcare-related fields . 		<u>Essential/Guiding Question:</u> What are the common abbreviations used on prescriptions? What are the common abbreviations used on medical orders? What are the common abbreviations used in healthcare?
<u>Content:</u> <ul style="list-style-type: none"> - Pharmacology abbreviations - Common medical abbreviations 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Identify common abbreviations used on prescriptions in medicine - Identify common abbreviations used on medical orders - Identify common abbreviations used in healthcare
<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"> - Writing a Prescription Activity - Patient chart activity - Medical abbreviations index cards 	<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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Medical Terminology II

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• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Build background knowledge prior to lessons-Highlight key words-Incorporate the use of technology-Provide notes-Provide study guides-Pre-teaching of vocabulary for understanding of concepts-Word Search or crossword puzzles for vocabulary reinforcement-Using alternatives to written assessments (oral reports, class discussion, and/or projects)-Be consistent with expectations	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none">Extended timeProvide visual aidsRepeated directionsDifferentiate based on proficiencyProvide word banksAllow for translators, dictionaries

Medical Terminology II

Unit Title: The Digestive 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.

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<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> - The Digestive System breaks nutrients into parts small enough for your body to absorb and use for energy, growth, and cell repair.. Combining forms, prefixes, and suffixes are used in building medical terms that relate to the Immune System. 	<p><u>Essential/Guiding Question:</u></p> <p>What are the organs of the Digestive System? What are the functions of the Digestive System? What are the types of Hepatitis? What diseases affect the Digestive System? What are the common combining forms, prefixes, and suffixes related to the Digestive System?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Organs of the Digestive System - Functions of the Digestive System - Hepatitis - Pathology of the Digestive System: cholecystitis, gastroesophageal reflux disease - Combining forms, prefixes, and suffixes related to the Digestive System <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals Field trip to Deborah Hospital</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the functions of the organs of the Digestive System - Describe the types of Hepatitis - Demonstrate your knowledge of common digestive pathologies - Define combining forms, prefixes, and suffixes related to the Digestive System

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"> - Digestive System Poster - Digestive System Case Study: GERD - Digestive Bingo - Digestive 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)
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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 	<p><u>Resources:</u> Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier.</p> <p>Biodigital.com</p>
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<ul style="list-style-type: none"> - 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
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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
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: The Endocrine 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

Career Readiness, Life Literacies and Key Skills

Medical Terminology II

<p>9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3 HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <p>9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.</p>		
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.
<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> The Endocrine System releases hormones that control most processes in the human body, from growth to reproduction. Combining forms, prefixes, and suffixes are used in building medical terms that relate to the Endocrine System. 		<p>Essential/Guiding Question:</p> <p>What is the function of the Endocrine System?</p> <p>What organs make up the Endocrine System?</p> <p>What is a hormone?</p> <p>How do imbalances of endocrine hormones cause disease?</p> <p>What effects do endocrine organs have on the human body?</p> <p>What are the common combining forms, prefixes, and suffixes related to the Endocrine System?</p>

Medical Terminology II

<u>Content:</u> <ul style="list-style-type: none"> - Function of the Endocrine System - Organs and glands of the Endocrine System - Endocrine hormones - Endocrine disorders- Diabetes, Hypothyroidism, Hyperthyroidism - Endocrine combining forms, prefixes, and suffixes 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Describe the mechanism of action of a hormone - Demonstrate your knowledge of endocrine organs and glands - Demonstrate your knowledge of endocrine hormones - Describe pathologies of the Endocrine System - Define common combining forms, prefixes, and suffixes related to the Endocrine System
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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

<u>Performance Task(s):</u> <ul style="list-style-type: none"> - Endocrine Exploration Worksheet - Organ Transplantation Activity - Feedback Loops Activity - Endocrine Yearbook Activity - Endocrine Escape Room - Endocrine System combining forms, prefixes, and suffixes index cards 	<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

<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 • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Medical Terminology II

<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

<u>Unit Title: Diagnostic Imaging</u>
Stage 1: Desired Results
<u>Standards & Indicators:</u> 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.
<u>Career Readiness, Life Literacies and Key Skills</u>

Medical Terminology II

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, 7.1.1H.IPERS.6, 7.1.1L.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"> - Diagnostic Imaging is the process of imaging the interior of a body for clinical analysis and medical intervention. Combining forms, prefixes, and suffixes are used in building medical terms related to Diagnostic Imaging. 		Essential/Guiding Question: <p>What are the types of diagnostic imaging? How do x-rays, ultrasound, MRI, and CT scans create images? What are the uses of x-rays, ultrasound, MRI, and CT scans? What are combining forms, prefixes, and suffixes relevant to diagnostic imaging?</p>
Content: <ul style="list-style-type: none"> - Types of diagnostic imaging - Uses of diagnostic imaging - Directional Terminology - Ultrasound technique - Combining forms, prefixes, and suffixes relevant to diagnostic imaging Work Based Learning : Guest Speakers from Medical professionals Field trip to Deborah Hospital		Skills(Objectives): <ul style="list-style-type: none"> - Describe the types of Diagnostic Imaging - Describe the common uses of Diagnostic Imaging - Demonstrate your knowledge of combining forms, prefixes, and suffixes used in building words that relate to Diagnostic Imaging - Describe the procedure for an abdominal ultrasound - Identify the meaning of related abbreviations
Interdisciplinary Connections: <ul style="list-style-type: none"> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment 		

Medical Terminology II

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):

- Imaging Google Slides Presentation
- X-Ray Activity
- CT Case Study: Susie Patient Simulator
- Abdominal Ultrasound Activity
- Diagnostics Activity: Patient Scenarios
- Diagnostic Imaging index cards

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

LGBT and Disabilities Resources:

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

DEI Resources:

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

Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> -Use of critical thinking activities -Alternative assignments -Choice of assignment related to the 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 	<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 	<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>

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	-Use of student-researched case studies	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	ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Psychiatry		
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.

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

<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Psychiatry is the medical specialty that focuses on the prevention, diagnosis, and treatment of mental disorders. Combining forms, prefixes, and suffixes are used in building medical terms related to Psychiatry. 		<u>Essential/Guiding Question:</u> <p>What are the axes of the Diagnostic and Statistical Manual (DSM)?</p> <p>How are patients evaluated for psychiatric disorders?</p> <p>What are the signs and symptoms of schizophrenia?</p> <p>What are the signs and symptoms of bipolar disorder?</p> <p>What are the signs and symptoms of depression?</p> <p>What are the signs and symptoms of anxiety?</p> <p>What are common combining forms, prefixes, and suffixes relevant to Psychiatry</p>
<u>Content:</u> <ul style="list-style-type: none"> Classification of mental disorders Types of mental disorders: schizophrenia, bipolar disorder, depression, anxiety Combining forms, prefixes, and suffixes relevant to Psychiatry 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> Describe the axes of the Diagnostic and Statistical Manual (DSM) Demonstrate your knowledge of mental disorders Describe combining forms, prefixes, and suffixes relevant to Psychiatry
<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"> Psychiatric Case Studies Pathology in the Hundred Acre Wood Project Psychiatry terminology index cards 	<u>Other Evidence:</u> <ul style="list-style-type: none"> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities Classroom discussions Student created assessments Rubrics Review Games (Kahoot, Quizlet, Quizizz, Gimkit)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Examples of learning opportunities include the following:</p> <ul style="list-style-type: none">- Case Studies- Projects- Debates- Team building activities- Cooperative learning activities- Interactive games- Online learning websites- Internet research- Student driven activities	<p><u>Resources:</u> 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• Diversity Calendar		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Build background knowledge prior to lessons-Highlight key words-Incorporate the use of technology-Provide notes-Provide study guides-Pre-teaching of vocabulary for understanding of concepts-Word Search or crossword puzzles for	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p>

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

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

<u>Central Idea/Enduring Understanding:</u> <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. 	<u>Essential/Guiding Question:</u> What are the eleven body systems? What are common combining forms of the body systems?
<u>Content:</u> <ul style="list-style-type: none"> - The body systems - Functions of the body systems - Common combining forms related to the body systems 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Identify the eleven body systems - Demonstrate your knowledge of the function of the body systems - Define common combining forms of the body systems
<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"> - Manikin combining form labeling - Create a body structure board game 	<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

<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 	<u>Resources:</u> Textbook: Bonewit-West, Hunt & Applegate. Today's Medical Assistant. First Edition. 2009. Saunders Elsevier. Biodigital.com LGBT and Disabilities Resources:
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<ul style="list-style-type: none">- 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		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Use of critical thinking activities-Alternative assignments-Choice of assignment related to the topic-independent research-Use of student-researched case studies	<ul style="list-style-type: none">-Build background knowledge prior to lessons-Highlight key words-Incorporate the use of technology-Provide notes-Provide study guides-Pre-teaching of vocabulary for understanding of concepts-Word Search or crossword puzzles for vocabulary reinforcement-Using alternatives to written assessments (oral reports, class discussion, and/or projects)-Be consistent with expectations	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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Pacing Guide

Course Name	Resource	Standards
Unit 1 The Female Reproductive System The Male Reproductive System	Chapter 10 Chapter 11	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		
The Blood System The Immune System Medical Abbreviations	Chapter 12 Chapter 13 Chapter 1-3	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		
The Digestive System The Endocrine System Diagnostic Imaging	Chapter 14 Chapter 15 Chapter 19	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		
Psychiatry Body Structures	Chapter 20 Chapter 3	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		