

# **Roselle Public Schools**



**Career and Technical Education Curriculum**

## **Medical Terminology**



## **Mission**

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21<sup>st</sup> Century global society.

## **Vision**

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

## **Core Beliefs**

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21<sup>st</sup> Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



<h1>21st Century Skills</h1>		
<b>LEARNING &amp; INNOVATION</b>	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>	<b>LIFE &amp; CAREER SKILLS</b>
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgments and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and /evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Goals and Time</li> <li><input type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>



## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<b>CRP1</b>	Act as a responsible and contributing citizen and employee
<b>CRP2</b>	Apply appropriate academic and technical skills
<b>CRP3</b>	Attend to personal health and financial well-being
<b>CRP4</b>	Communicate clearly and effectively and with reason
<b>CRP5</b>	Consider the environmental, social and economic impacts of decisions
<b>CRP6</b>	Demonstrate creativity and innovation
<b>CRP7</b>	Employ valid and reliable research strategies
<b>CRP8</b>	Utilize critical thinking to make sense of problems and persevere in solving them
<b>CRP9</b>	Model integrity, ethical leadership and effective management
<b>CRP10</b>	Plan education and career paths aligned to personal goals
<b>CRP11</b>	Use technology to enhance productivity
<b>CRP12</b>	Work productively in teams while using cultural global competence



### **Course Description:**

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all of the human body systems. This course replaces the earlier study of Latin and Greek for future healthcare professionals, as it focuses words used in the medical fields. This course serves as an important pre-requisite to Anatomy and Physiology. It is useful in preparing students for every career in allied health.

Included with the Medical Terminology curricula is additional information on various CD ROMs available to supplement the current curricula or to use as a student-centered teaching tool. The CD ROMs offer an interactive modality of teaching which enhances learning.

### **Credits/Modes of Instruction**

This is a 3-credit undergraduate course in lecture format that relies on regular activities, assignments, and completion of weekly topics.

### **Pre/Co requisites**

Successful high school completion of Dynamics of Health Care in Society.

This course may be taught in tandem with Dynamics of Healthcare in society as part of a two year fundamental healthcare science curriculum.

### **Instructor**

The instructor will be a ACHS faculty (or adjunct) member.

### **Objectives**

Upon completion of this course, the student will be able to:

1. Understand the necessity of a medical vocabulary.
2. Recognize that medical terms are derived from simpler components.
3. Build medical words from component parts.
4. Categorize terms as anatomical, diagnostic, surgical, radiological, pharmacological, or therapeutic.
5. Understand basic anatomy and physiology.



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6. Explain the meaning of word parts associated with each unit.
7. Define all important terms.
8. Accurately spell all medical terms.
9. Correctly pronounce all medical terms.
10. Write meaning of generally accepted abbreviations.
11. Explain basic pharmacology associated with all body systems.
12. Identify and discuss basic pathology associated with all body systems.

### Suggested Text

**1. Medical Terminology for Health Professions, 8th Edition, 2017, Cengage Publishing**

Ann Ehrlich; Carol L. Schroeder; Laura Ehrlich; Katrina A. Schroeder

ISBN-10: 1-305-63435-7

ISBN-13: 978-1-305-63435-0

Online only: Complete Ancillary for instructors, and a StudyWare site for students

Testbanks are in Online Testing Formats for Angel®, Blackboard®, and Moodle®

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Ask your sales rep for a desk copy to review, with access to instructor resources

**Maxine Dennis**, Learning Consultant

[maxine.dennis@cengage.com](mailto:maxine.dennis@cengage.com) 609-578-2525

**2. Medical Terminology for Health Professions (with CD-ROM StudyWare), 7th Edition, 2013, Cengage Publishing**

Ann Ehrlich; Carol L. Schroeder; Laura Ehrlich; Katrina A. Schroeder

ISBN-10: 1-305-63435-7

ISBN-13: 978-1-305-63435-0

Downloadable Complete Ancillary for instructors, and a StudyWare site and CD-ROM for students

<http://www.cengage.com/us/> Ask your sales rep for a desk copy to review, with access to instructor resources



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### Other Learning Resources

**Various website links** will be provided in the Learning Resources section for each unit in the Course Schedule. Students are required to access these websites for completion of assigned readings and activities.

**Appendix A : DVDs** using feature length movies and shorter documentaries that may be used as lesson extensions are provided in the Learning Resources section for each unit in the Course Schedule. DVDs and weblinks are listed in Appendix A.

**Appendix B : Projects** are provided in the Learning Resources section for each unit in the Course Schedule. Projects are listed and described in Appendix B.

**Appendix C : New Jersey Core Curriculum Content Standards (CCCS)** are referenced and available at these links:  
Specific Standards used in this curriculum are listed in Appendix C.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf> Career Readiness

<http://www.state.nj.us/education/cccs/2014/career/91.pdf> Career Awareness, Exploration, and Preparation

<http://www.state.nj.us/education/cccs/2014/career/93.pdf> Career and Technical Education

<http://www.corestandards.org/ELA-Literacy/RST/11-12/> English Language Arts Standards/ Science and Technical Subjects 11-12<sup>th</sup> Grade

<http://www.corestandards.org/ELA-Literacy/WHST/11-12/> English Language Arts Standards/ Writing in History, Social Studies, Science & Technology Grades 6-12

<http://www.nextgenscience.org/next-generation-science-standards> High School Life Science Standards

NGSS-HS.LS.1. Discipline Core Ideas (DCI) Structure and Function; Molecules to Organisms.

Appendix M. [Connections to CCSS-Literacy in Science and Technical Subjects](#)

### Teaching/Learning Aids

1. Lecture, PPT, classroom discussion
2. Visual Aids – you-tube videos, documentaries and movies, diagrams, handouts, computer software
  1. Manipulative models of anatomy
  2. Dissection: Sheep's Heart, Cow's Eye, Sheep's Kidney, Fetal Pig.
3. Subscriptions to reputable newspapers and journals for current events in the healthcare field
4. Student led research projects. Listed in Appendix C



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### Evaluation and Grading

#### Grade Determination

The minimum level of satisfactory performance in this course is a 'C' or better. To receive a 'C' or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation.

**Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.**

High school students must attain a C (74) or better on the Medical Terminology standardized exam to earn college credits.

**Medical Terminology** - 50% Rutgers SHRP standardized exam grade + 50% high school grade = Rutgers SHRP grade listed on transcript.

#### Health Science Careers Program Grading System

Weighted Average of All Requirements	Final Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C

#### Unsatisfactory Performance/Progress

Unsatisfactory performance which may include late assignments, failing grades, and/or attendance or progress problems will be discussed individually on an as needed basis.





**Course Units/Schedule**

**Note:** This schedule is a plan only, subject to change by the instructor as deemed necessary to achieve the course goals. Whenever possible, you will be notified in advance of any changes, especially those affecting course requirements or grading.

Unit	Topical Outline	Learning Resources	Activities/Assignments Assessments	NJCCCS 21 <sup>st</sup> Century Life and Careers
Unit 1	<p><b>Introduction to Medical Terminology</b></p> <ul style="list-style-type: none"> <li>Describe the steps in locating a term in a medical dictionary.</li> <li>Define the commonly used prefixes, word roots, combining forms, and suffixes introduced in this chapter.</li> <li>Identify the roles of the four types of word parts in forming medical terms.</li> <li>Recognize the importance of always spelling medical terms correctly.</li> <li>Recognize, define, spell, and pronounce the medical terms in this chapter.</li> <li>Pronounce medical terms correctly using the “sounds-like” system.</li> <li>State why caution is important when using abbreviations.</li> <li>Analyze unfamiliar medical terms using your knowledge of word parts.</li> </ul>	<p>Erhlich Text : Chapter 1  <u>Erhlich Instructor’s Manual</u>            Ch.1 Resources:            Crossword Puzzles, Word Searches and case studies            Chapter Quizzes, Tests  <u>Cengage StudyWare</u> CD-ROM :            Chapter 1 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p>	<p><b>Unit Assignments:</b>            1.Complete <i>handwritten</i> flashcards of chapter terms            2.Complete Learning Exercises at chapter end.</p> <p><b>Unit Classroom Activities:</b>            1. Daily Quiz            2. Video Overviews            3.Discuss terminology words and pronunciation.            4. Give practice in both pronunciation and understanding the words.            5. Provide students with handouts for in-class collaborative work:            Crossword Puzzles, Word Searches and case studies pertinent to the unit and have students analyze and define medical terms.            6. StudyWare Games and Quizzes as time permits            7. Current events in Healthcare: Discussion Circle</p> <p><b>Unit Assessments:</b>            1. Terminology quizzes.</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CTE Standards:</b>  <b>9.3.HL- HI.1</b>            Communicate health information accurately.  <b>9.3.HL- HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b>  <b>RST.11-12.9</b>            Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding</p>



			<p>2. Class Participation: Completion of handouts Labeling diagrams. Discussions Contribution</p> <p>3. Completion of Homework</p> <p>4. Quarterly Projects</p> <p>5. Multiple choice and matching tests.</p>	<p>of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>RST.11-12.10</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11- CCR text complexity band independently and proficiently.</p>
<p>Unit 2</p>	<p><b>The Human Body in Health and Disease</b></p> <ul style="list-style-type: none"> <li>Define anatomy and physiology and use anatomic reference systems to identify the anatomic position, body planes, directions, and cavities.</li> <li>Define the terms associated with cytology and genetics including chromosomes, genes, DNA, and mutation.</li> <li>Recognize, define, spell, and pronounce the terms related to the abdominal cavity and peritoneum.</li> <li>Recognize, define, spell, and pronounce the terms related to the structure, function, pathology, and procedures of cells, tissues, and glands.</li> <li>Identify the body systems in terms of their major structures and functions.</li> </ul>	<p><u>Erlich Text</u> : Chapter 2 <u>Erlich Instructor’s Manual</u> Ch.2 Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests <u>Cengage StudyWare</u> CD-ROM : Chapter 2 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>DVDs listed in Appendix A <u>Influenza 1918</u> 60 min. <u>The Polio Crusade</u> 60 min.</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>SGO Data Suggestion:</b> Use the Chapter 1&amp;2 Test bank to create a Pre-test/Post-test. Administer the Pre-test before the textbooks are distributed; Post-test after Unit 5.</p> <p><b>Lesson Extensions:</b></p>	<p><b>NGSS-HS.LS.1.A</b> DNA, Structure and Function of specialized cells</p> <p><b>NGSS-HS.LS.1.B</b> Growth and development of cells</p> <p><b>CTE Career Cluster:</b> <b>9.3.HL.4</b> Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. <b>9.3.HL.5</b> Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare</p>



			<p>DVD: <u>Influenza 1918</u>          DVD: <u>The Polio Crusade</u></p>	<p>workplace.  <b>9.3.HL.6</b> Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.  <b>9.3.HL – BRD.3</b>          Demonstrate basic knowledge of recombinant DNA, genetic engineering  <b>CCCS ELA Literacy:</b>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u></p>
Unit 3	<p><b>The Skeletal System</b></p> <ul style="list-style-type: none"> <li>Identify and describe the major functions and structures of the skeletal system.</li> <li>Identify the medical specialists who treat disorders of the skeletal system.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the skeletal system.</li> <li>Describe three types of joints.</li> <li>Differentiate between the axial and appendicular skeletons.</li> </ul>	<p><u>Erlich Text</u> : Chapter 3  <u>Erlich Instructor’s Manual Ch.3 Resources:</u>          Crossword Puzzles, Word Searches and case studies          Chapter Quizzes, Tests  <u>Cengage StudyWare CD-ROM</u> :          Chapter 3 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>YouTube Video Links for Unit 3:          The Skeletal System: It's ALIVE! - CrashCourse Biology #30</p>	<p><b>Unit Assignments:</b>          See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>          See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b>          See Unit 1, 1-5</p> <p><b>Video Overviews:</b>          YouTube <u>Crash Course</u> for Unit 3          DVD “<u>The Incredible Human Machine</u>”          Segment on Bones  <a href="https://youtu.be/QhRpxkJ">https://youtu.be/QhRpxkJ</a></p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b>  <b>9.3.HL – HI.1</b>          Communicate health information accurately.  <b>9.3.HL – HI.2</b> Describe the content and diverse uses of health</p>



		<p><a href="https://youtu.be/RW46rQKWa-g">https://youtu.be/RW46rQKWa-g</a>          The Skeletal System:          Bones          - Crash Course A&amp;P #19</p> <p><a href="https://youtu.be/rDGqkMHPDqE">https://youtu.be/rDGqkMHPDqE</a></p> <p>Classroom Manipulatives:          Disarticulated Skeleton          Full Size Skeleton Model          Models of the Joints</p> <p>DVD <u>The Incredible Human Machine</u> (10 min)          DVD <u>The Elephant Man</u> (124 minutes)</p>	<p><a href="https://youtu.be/nsKA?t=56m29s">nsKA?t=56m29s</a></p> <p><b>Project #1:</b>          Presentation on Pathology and Diseases of the Skeletal System (See Appendix B)</p> <p><b>Activity:</b>          Reassemble the disarticulated skeleton in teams.</p> <p><b>Lesson Extensions:</b>          DVD <u>The Elephant Man</u>.  <i>New Bionics Let Us Run, Climb and Dance</i>   Hugh Herr   TED Talks (19 min.)  <a href="https://youtu.be/CDsNZJTWw0w">https://youtu.be/CDsNZJTWw0w</a></p>	<p>information.</p> <p><b>CCCS ELA Literacy:</b>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u></p>
Unit 4	<p><b>The Muscular System</b></p> <ul style="list-style-type: none"> <li>Describe the functions and structures of the muscular system including muscle fibers, fascia, tendons, and the tree types of muscle.</li> <li>Recognize, define, spell, and pronounce the terms related to muscle movements and explain how the muscles are named.</li> </ul>	<p><u>Erhlich Text</u> : Chapter 4  <u>Erhlich Instructor’s Manual</u> Ch.4 Resources: Crossword Puzzles, Word Searches and case studies          Chapter Quizzes, Tests  <u>Cengage StudyWare</u> CD-ROM :          Chapter 4 games and quizzes</p>	<p><b>Unit Assignments:</b>          See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>          See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b>          See Unit 1, 1-5</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP10.</b> Plan education and career paths aligned to</p>



	<ul style="list-style-type: none"> <li>Recognize, define, pronounce, and spell the terms related to the pathology and the diagnostic and treatment procedures of the muscular system.</li> </ul>	<p>Newspaper and Journal Subscriptions</p> <p>YouTube Crash Course Video Links for Unit 4: Muscles, part 1 - Muscle Cells: Crash Course A&amp;P #21 <a href="https://youtu.be/Ktv-CaOt6UQ">https://youtu.be/Ktv-CaOt6UQ</a></p> <p>Muscles, part 2 - Organismal Level: Crash Course A&amp;P #22 <a href="https://youtu.be/l80Xx7pA9hQ">https://youtu.be/l80Xx7pA9hQ</a></p> <p>Classroom Manipulatives: Muscle Man Model Muscle Fiber Model Poster Muscles of the Body</p>	<p><b>Video Overview</b> Youtube <u>Crash Course</u> for Unit 4. DVD “<u>The Incredible Human Machine</u>” Segment on Muscles: <a href="https://youtu.be/QhRpxkJsKA?t=48m6s">https://youtu.be/QhRpxkJsKA?t=48m6s</a></p>	<p>personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b> <b>RST.11-12.9</b> <b>RST.11-12.10</b></p>
Unit 5	<p><b>The Cardiovascular System</b></p> <ul style="list-style-type: none"> <li>Describe the heart in terms of chambers, valves, blood flow, heartbeat, and blood supply.</li> <li>Identify the major components of blood and the major functions of each component.</li> <li>Recognize, define, spell, and pronounce the terms related to the</li> </ul>	<p>Erlich Text : Chapter 5 Erlich Instructor’s <u>Manual</u> Ch.5 Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests <u>Cengage StudyWare</u> CD-ROM :</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP10.</b> Plan</p>



	<p>pathology and the diagnostic and treatment procedures of the cardiovascular system.</p> <ul style="list-style-type: none"><li>• Differentiate among the three different types of blood vessels and describe the major function of each.</li><li>• State the difference between pulmonary and systemic circulation.</li></ul>	<p>Chapter 5 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>YouTube Crash Course Video Links for Unit 5: The Heart, part 1 - Under Pressure: Crash Course A&amp;P #25 <a href="https://youtu.be/X9ZZ6tcxArI">https://youtu.be/X9ZZ6tcxArI</a> The Heart, part 2 - Heart Throbs: Crash Course A&amp;P #26 <a href="https://youtu.be/FLBMwcvOaEo">https://youtu.be/FLBMwcvOaEo</a> Blood, Part 1 - True Blood: Crash Course A&amp;P #29 <a href="https://youtu.be/HQWlcsP9SIs">https://youtu.be/HQWlcsP9SIs</a> Blood, Part 2 - There Will Be Blood: Crash Course A&amp;P #30 <a href="https://youtu.be/9-XoM2144tk">https://youtu.be/9-XoM2144tk</a> Blood Vessels, part 1 - Form and Function: Crash Course A&amp;P #27 <a href="https://youtu.be/v43ej5IC">https://youtu.be/v43ej5IC</a></p>	<p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>Video Overview:</b> Youtube <u>Crash Course</u> for Unit 5 Go Red “<u>Just a Little Heart Attack</u>” <a href="https://youtu.be/t7wmPW TnDbE">https://youtu.be/t7wmPW TnDbE</a></p> <p><b>Project #2:</b> Travel Brochure Through the Heart Presentation (See Appendix B)</p> <p><b>Project #3:</b> Sheep’s Heart Dissection (See Appendix B)</p> <p><b>Lesson Extensions:</b> “<u>Something the Lord Has Made</u>”- (110 minutes) or “<u>Partners in the Heart</u>” (60 minutes) – Biographies of Vivien Thomas and Alfred Blalock “<u>Return to Me</u>”- Heart Transplant Story (160 minutes)</p>	<p>education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b> <b>RST.11-12.9</b> <b>RST.11-12.10</b></p>
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		<p><a href="#">eBo</a>          Blood Vessels, part 2:          Crash Course A&amp;P #28</p> <p><a href="https://youtu.be/ZVklPwGALpl">https://youtu.be/ZVklPwGALpl</a></p> <p>Sheep’s Heart &amp;          Dissection Equipment          Instructions and demo          links  <a href="https://youtu.be/960_mAShiXQ">https://youtu.be/960_mAShiXQ</a>  <a href="https://youtu.be/Vr-DAhgq75w">https://youtu.be/Vr-DAhgq75w</a></p> <p>Classroom          Manipulatives:          The Heart          Blood Vessels with          plaque</p>	<p>(See Appendix A)</p>	
<p>Unit 6</p>	<p><b>The Lymphatic and Immune Systems</b></p> <ul style="list-style-type: none"> <li>Describe the major functions and structures of the lymphatic and immune systems.</li> <li>Recognize, define, spell, and pronounce the major terms related to the pathology and the diagnostic and treatment procedures of the lymphatic and immune systems.</li> <li>Recognize, define, spell, and pronounce terms related to oncology.</li> <li>Pronounce medical terms correctly</li> </ul>	<p>Erlich Text : Chapter 6  <u>Erlich Instructor’s Manual</u> Ch.6 Resources:          Crossword Puzzles,          Word Searches and case          studies          Chapter Quizzes, Tests  <u>Cengage StudyWare</u> CD-          ROM :          Chapter 6 games and          quizzes</p> <p>Newspaper and Journal</p>	<p><b>Unit Assignments:</b>          See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>          See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b>          See Unit 1, 1-5</p> <p><b>Video Overviews:</b></p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p>



	<p>using the “sounds-like” system.</p> <ul style="list-style-type: none"> <li>State why caution is important when using abbreviations.</li> </ul>	<p>Subscriptions</p> <p>YouTube Crash Course Video Links for Unit 6:  <b>Lymphatic System: Crash Course A&amp;P #44</b>  <a href="https://youtu.be/l7orwMgTQ5I">https://youtu.be/l7orwMgTQ5I</a>          Your Immune System: Natural Born Killer - Crash Course Biology #32  <a href="https://youtu.be/CeVtPDjJBPU">https://youtu.be/CeVtPDjJBPU</a>          Immune System, part 1: Crash Course A&amp;P #45  <a href="https://youtu.be/GIJK3dwCWCw">https://youtu.be/GIJK3dwCWCw</a>          Immune System, part 2: Crash Course A&amp;P #46  <a href="https://youtu.be/2DFN4IBZ3rl">https://youtu.be/2DFN4IBZ3rl</a>          Immune System, part 3: Crash Course A&amp;P #47  <a href="https://youtu.be/rd2cf5hValM">https://youtu.be/rd2cf5hValM</a></p> <p>DVD Lesson Extensions          PBS Series: <u>Rx for Survival</u>          Online lesson supports  <a href="http://www.pbs.org/wgbh/rxforsurvival/index.html">http://www.pbs.org/wgbh/rxforsurvival/index.html</a></p>	<p>YouTube <u>Crash Course</u> for Unit 6</p> <p><b>Lesson Extensions:</b></p> <p>The Lymphatic System (3 min)  <a href="https://youtu.be/X4Wn0j3eJrA">https://youtu.be/X4Wn0j3eJrA</a></p> <p>DVD <u>Rx for Survival</u> “Disease Warriors” 60 min.  <a href="https://youtu.be/ULKjX16t3M">https://youtu.be/ULKjX16t3M</a></p> <p>Discuss the implications of global health initiatives on the health in this nation</p>	<p><b>CTE Standards:</b>  <b>9.3.HL-HI.1</b> Communicate health information accurately.  <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u></p>
Unit 7	<b>The Respiratory System</b>	<u>Erlich Text</u> : Chapter 7	<b>Unit Assignments:</b>	<b>Career Ready</b>





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	<ul style="list-style-type: none"> <li>Identify and describe the major structures and functions of the respiratory system.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the respiratory system.</li> </ul>	<p><u>Erlich Instructor's Manual Ch.7 Resources:</u>            Crossword Puzzles, Word Searches and case studies            Chapter Quizzes, Tests  <u>Cengage StudyWare CD-ROM :</u>            Chapter 7 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>YouTube Crash Course Video Links for Unit 7:  <b>Respiratory System, part 1: Crash Course A&amp;P #31</b>  <a href="https://youtu.be/bHZsvBdUC2I">https://youtu.be/bHZsvBdUC2I</a>            Respiratory System, part 2: Crash Course A&amp;P #32  <a href="https://youtu.be/Cqt4LjHnMEA">https://youtu.be/Cqt4LjHnMEA</a></p> <p>Classroom Manipulative: Lungs / Alveoli</p>	<p>See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>            See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b>            See Unit 1, 1-5</p> <p><b>Lesson Extensions:</b>            DVD <u>RX for Survival:</u>            "Rise of the Super Bugs"            Multi-Drug Resistant TB Segments (21 min total)  <a href="http://www.pbs.org/wgbh/rxforsurvival/series/video/c_jim_dis_tb1.html">http://www.pbs.org/wgbh/rxforsurvival/series/video/c_jim_dis_tb1.html</a>            YouTube: American Doctors' Charity Saves Lives Around the World (10 min)  <a href="https://youtu.be/BS05uKP AcjI">https://youtu.be/BS05uKP AcjI</a></p> <p>DVD <u>The Incredible Human Machine:</u>            Watch chapter on Vocal Chords  <a href="https://youtu.be/QhRpxkJnsKA?t=20m25s">https://youtu.be/QhRpxkJnsKA?t=20m25s</a></p>	<p><b>Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b>  <b>9.3.HL-HI.1</b>            Communicate health information accurately.  <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b>  <b>RST.11-12.9</b>  <b>RST.11-12.10</b></p>
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			(See Appendix A)	
Unit 8	<p><b>The Digestive System</b></p> <ul style="list-style-type: none"> <li>Describe the processes of digestion, absorption, and metabolism.</li> <li>Identify and describe the major structures and functions of the digestive system.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology, diagnostic, and treatment procedures of the digestive system.</li> </ul>	<p><u>Erlich Text</u> : Chapter 8  <u>Erlich Instructor’s Manual Ch.8 Resources</u>:            Crossword Puzzles,            Word Searches and case studies            Chapter Quizzes, Tests  <u>Cengage StudyWare CD-ROM</u> :            Chapter 8 games and quizzes</p> <p>YouTube Crash Course Video Links for Unit 8:            The Digestive System: CrashCourse Biology #28  <a href="https://youtu.be/s06XzakqELk">https://youtu.be/s06XzakqELk</a>            Digestive System, Part 1: Crash Course A&amp;P #33  <a href="https://youtu.be/yloTRGfcMqM">https://youtu.be/yloTRGfcMqM</a>            Digestive System, part 2: Crash Course A&amp;P #34  <a href="https://youtu.be/pqgcElaXGME">https://youtu.be/pqgcElaXGME</a>            Digestive System, part 3: Crash Course A&amp;P #35  <a href="https://youtu.be/jGme7BRkpuQ">https://youtu.be/jGme7BRkpuQ</a></p> <p>Newspaper and Journal</p>	<p><b>Unit Assignments:</b>            See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>            See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b>            See Unit 1, 1-5</p> <p><b>Project #4:</b>            Presentation : Diseases, Diagnosis and Treatments of the Digestive System (See Appendix B)</p> <p><b>Lesson Extensions:</b>            DVD <u>The Incredible Human Machine</u>:            Watch chapter on Digestion  <a href="https://youtu.be/QhRpxkjnsKA?t=42m1s">https://youtu.be/QhRpxkjnsKA?t=42m1s</a>            (See Appendix A)</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b>  <b>9.3.HL – HI.1</b> Communicate health information accurately.  <b>9.3.HL – HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u></p>



		Subscriptions  Classroom Manipulative: Digestive System Model		
Unit 9	<p><b>The Urinary System</b></p> <ul style="list-style-type: none"> <li>Describe the major functions of the urinary system.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the urinary system.</li> <li>Name and describe the structures of the urinary system.</li> </ul>	<p>Erhlich Text : Chapter 9 Erhlich Instructor's Manual Ch.9 Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests Cengage StudyWare CD-ROM : Chapter 9 games and quizzes</p> <p>YouTube Crash Course Video Links for Unit 9: The Excretory System: From Your Heart to the Toilet - CrashCourse Biology #29 <a href="https://youtu.be/WtrYotjYvtU">https://youtu.be/WtrYotjYvtU</a></p> <p>Urinary System, part 1: Crash Course A&amp;P #38 <a href="https://youtu.be/l128tW1H5a8">https://youtu.be/l128tW1H5a8</a></p> <p>Urinary System, part 2: Crash Course A&amp;P #39 <a href="https://youtu.be/DlqyyvTl3k">https://youtu.be/DlqyyvTl3k</a></p> <p>Newspaper and Journal</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>Lesson Extensions:</b> How Do Kidney Stones Form? How Can We Prevent Them? (7 minutes) <a href="https://youtu.be/kd1OgaoHkNk">https://youtu.be/kd1OgaoHkNk</a></p> <p>Patient Engagement Video: Dialysis (4 ½ minutes) <a href="https://youtu.be/lQKQ4eoKfTg">https://youtu.be/lQKQ4eoKfTg</a></p> <p>Sheep's Kidney Dissection:</p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b> <u>RST.11-12.9</u> <u>RST.11-12.10</u></p>



		<p>Subscriptions</p> <p>Classroom Manipulative: Model of the Kidneys</p> <p>Optional Dissection: Preserved Sheep's Kidney</p>	<p>As a demonstration or as a lab.</p>	
Unit 10	<p><b>The Nervous System and Mental Health</b></p> <ul style="list-style-type: none"> <li>Describe the functions and structures of the nervous system.</li> <li>Identify the major divisions of the nervous system and describe the structures of each by location and function.</li> <li>Identify the medical specialists who treat disorders of the nervous system.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the nervous system.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of mental health disorders.</li> </ul>	<p><u>Erlich Text</u> : Chapter 10 <u>Erlich Instructor's Manual Ch.10</u></p> <p>Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests <u>Cengage StudyWare CD-ROM</u> : Chapter 10 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>Youtube Crash Course Links for Unit 10: The Nervous System - CrashCourse Biology #26 <a href="https://youtu.be/x4PPZCLnVKA">https://youtu.be/x4PPZCLnVKA</a> The Nervous System: Crash Course A&amp;P # 8 – 15</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>Video Overviews for Unit 10:</b> Crash Course : Choose from the segments in courses: Biology Anatomy &amp; Physiology Psychology</p> <p><b>Project #5:</b> The Illustrated Brain</p> <p><b>Lesson Extensions:</b></p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b> <b><u>RST.11-12.9</u></b></p>



		<p><a href="https://youtu.be/qPix_X-9t7E">https://youtu.be/qPix_X-9t7E</a>  <a href="https://youtu.be/OZG8MldA1M">https://youtu.be/OZG8MldA1M</a>  <a href="https://youtu.be/VitFvNvRIIY">https://youtu.be/VitFvNvRIIY</a>  <a href="https://youtu.be/q8NtmDrb_go">https://youtu.be/q8NtmDrb_go</a>  <a href="https://youtu.be/QY9NTVh-Awo">https://youtu.be/QY9NTVh-Awo</a>  <a href="https://youtu.be/71pCilo8k4M">https://youtu.be/71pCilo8k4M</a>  <a href="https://youtu.be/0IDgBICHVsA">https://youtu.be/0IDgBICHVsA</a>  <a href="https://youtu.be/qqU-VjqjczE">https://youtu.be/qqU-VjqjczE</a>  Intro to Psychology -  Crash Course  Psychology #1-8  <a href="https://youtu.be/vo4pMVb0R6M?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6">https://youtu.be/vo4pMVb0R6M?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6</a></p> <p>DVD <u>A Beautiful Mind</u>  (135 min)  Quiz: Handout Provided</p> <p>DVD <u>Like Stars on Earth</u>  (2 hrs 45min)</p> <p>Classroom Manipulative:</p>	<p>DVD <u>The Incredible Human Machine</u>  Segment on the Brain  <a href="https://youtu.be/QhRpxkJsKA?t=1h15m13s">https://youtu.be/QhRpxkJsKA?t=1h15m13s</a>  DVD <u>A Beautiful Mind</u>  (135 min)</p> <p>DVD <u>Like Stars on Earth</u>  (165min)  (See Appendix A)</p>	<p><b><u>RST.11-12.10</u></b></p>
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		Model Brain Nerve cell model		
Unit 11	<p><b>Special Senses: The Eyes and Ears</b></p> <ul style="list-style-type: none"> <li>Describe the functions and structures of the eyes and their accessory structures.</li> <li>Describe the functions and structures of the ears.</li> <li>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the eyes and vision.</li> <li>Recognized, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the ears and hearing.</li> </ul>	<p>Erhlich Text : Chapter 11 Erhlich Instructor's Manual Ch.11 Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests Cengage StudyWare CD-ROM : Chapter 11 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>Video Links for Unit 11: Taste &amp; Smell: Crash Course A&amp;P #16 <a href="https://youtu.be/mFm3yA1nsIE">https://youtu.be/mFm3yA1nsIE</a> Hearing &amp; Balance: Crash Course A&amp;P #17 <a href="https://youtu.be/le2j7GpC4JU">https://youtu.be/le2j7GpC4JU</a> Vision: Crash Course A&amp;P #18 <a href="https://youtu.be/o0DYP-u1rNM">https://youtu.be/o0DYP-u1rNM</a></p> <p>Classroom Manipulative:</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>Video Overview:</b> Youtube <u>Crash Course</u> for Unit 11 DVD <u>The Incredible Human Machine:</u> Watch chapters on Sight, Sound and Smell <a href="https://youtu.be/QhRpxkJnsKA?t=9m42s">https://youtu.be/QhRpxkJnsKA?t=9m42s</a></p> <p><b>Activity:</b> Complete activities on the website "Dangerous Decibels" <a href="http://dangerousdecibels.org/exhibit/virtual-exhibit/">http://dangerousdecibels.org/exhibit/virtual-exhibit/</a> Then have the students</p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b> <b>RST.11-12.9</b> <b>RST.11-12.10</b></p>



		<p>Eye Ear</p>	<p>use a Decibel Meter to measure the level they listen to their music through their earbuds/earphones</p> <p><b>Lesson Extension:</b> “Hearing... but not as you know it” Cochlear Implants (9 min) <a href="https://youtu.be/icPsm9RnO2E">https://youtu.be/icPsm9RnO2E</a></p>	
<p>Unit 12</p>	<p><b>Skin: The Integumentary System</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions and structures of the integumentary system.</li> <li>Identify the medical specialists associated with the integumentary system.</li> <li>Recognize, define, spell, and pronounce the terms used to describe the pathology and the diagnostic and treatment procedures related to the skin.</li> <li>Recognize, define, spell, and pronounce terms used to describe the pathology and the diagnostic and treatment procedures related to hair, nails, and sebaceous glands.</li> </ul>	<p><u>Erlich Text</u> : Chapter 12 <u>Erlich Instructor’s Manual Ch.12</u> Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests <u>Cengage StudyWare CD-ROM</u> : Chapter 12 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>Video Links for Unit 12: The Integumentary System, Part 1 - Skin Deep: Crash Course</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>Video Overview:</b> Youtube <u>Crash Course</u> for Unit 12 DVD <u>The Incredible Human Machine</u>: Watch chapters on Skin <a href="https://youtu.be/QhRpxkJ">https://youtu.be/QhRpxkJ</a></p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health</p>



		<p>A&amp;P #6  <a href="https://youtu.be/Orumw-PyNjw">https://youtu.be/Orumw-PyNjw</a>            The Integumentary System, Part 2 - Skin Deeper: Crash Course A&amp;P #7  <a href="https://youtu.be/EN-x-zXXVwQ">https://youtu.be/EN-x-zXXVwQ</a></p> <p>DVD <u>Hairspray</u></p> <p>Classroom Manipulative: Model of the Skin</p>	<p><a href="#">nsKA</a></p> <p><b>Project #6:</b>            Presentation on the Diseases, Diagnosis and Treatment of the Integumentary System (See Appendix B)</p> <p><b>Lesson Extension:</b>            DVD “Hairspray” (See Appendix A)</p>	<p>information.</p> <p><b>CCCS ELA Literacy:</b>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u></p>
Unit 13	<p><b>The Endocrine System</b></p> <ul style="list-style-type: none"> <li>Describe the role of the endocrine glands in maintaining homeostasis.</li> <li>Comprehension</li> <li>Recognize, define, spell, and pronounce terms relating to the pathology and the diagnostic and treatment procedures of the endocrine glands.</li> <li>Name and describe the functions of the primary hormones secreted by each of the endocrine glands.</li> </ul>	<p><u>Erlich Text</u> : Chapter 13  <u>Erlich Instructor’s Manual Ch.13</u>            Resources:            Crossword Puzzles, Word Searches and case studies            Chapter Quizzes, Tests  <u>Cengage StudyWare CD-ROM</u> :            Chapter 13 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>YouTube <u>Crash Course</u> Video Links for Unit 13:</p>	<p><b>Unit Assignments:</b>            See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>            See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b>            See Unit 1, 1-5</p> <p><b>Video Overview:</b>            Youtube <u>Crash Course</u> for Unit 13</p> <p><b>Project #7:</b>            Diabetes Webquest and</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b>  <b>9.3.HL-HI.1</b>            Communicate health information accurately.  <b>9.3.HL-HI.2</b> Describe the content and</p>





		<p>Great Glands - Your Endocrine System: CrashCourse Biology #33 <a href="https://youtu.be/WVrIHH14q3o">https://youtu.be/WVrIHH14q3o</a> Endocrine System, part 1 - Glands &amp; Hormones: Crash Course A&amp;P #23 <a href="https://youtu.be/eWHH9je2zG4">https://youtu.be/eWHH9je2zG4</a> Endocrine System, part 2 - Hormone Cascades: Crash Course A&amp;P #24 <a href="https://youtu.be/SCV_m91mN-Q">https://youtu.be/SCV_m91mN-Q</a></p> <p>Classroom Manipulatives: Brain (Pituitary) Kidneys with Adrenals Digestive System (Panceas)</p>	<p>Team Presentation- Major Research Project (See Appendix B)</p>	<p>diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b> <u>RST.11-12.9</u> <u>RST.11-12.10</u></p>
<p>Unit 14</p>	<p><b>The Reproductive System</b></p> <ul style="list-style-type: none"> <li>Identify and describe the major functions and structures of the male reproductive system.</li> <li>Recognize, define, spell, and pronounce the terms related to the pathology and the diagnostic and treatment procedures of the male reproductive system., including sexually transmitted diseases</li> </ul>	<p><u>Erhlich Text</u> : Chapter 14 <u>Erhlich Instructor’s Manual</u> Ch.14 Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests <u>Cengage StudyWare</u> CD-ROM :</p>	<p><b>Unit Assignments:</b> See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b> See Unit 1, 1-7.</p> <p><b>Unit Assessments:</b> See Unit 1, 1-5</p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP10.</b> Plan education and career</p>



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	<ul style="list-style-type: none"> <li>Identify and describe the major functions and structures of the female reproductive system.</li> <li>Recognize, define, spell, and pronounce the terms related to the pathology and the diagnostic and treatment procedures of the female reproductive system. including:             <ul style="list-style-type: none"> <li>Pregnancy and Childbirth</li> <li>Assisted Reproduction</li> <li>Medical Specialties Related to Childbearing and Children</li> <li>Pathology of Pregnancy and Childbirth</li> <li>Treatment Procedures Related to Pregnancy and Childbirth</li> <li>Sexually Transmitted Diseases</li> </ul> </li> </ul>	<p>Chapter 14 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>Recommended DVD “<u>Life’s Greatest Miracle</u>” PBS: NOVA</p>	<p><b>Video Overview:</b></p> <p>DVD <u>The Incredible Human Machine</u>: Watch chapter on Reproduction  <a href="https://youtu.be/QhRpxkjnsKA?t=1h6m33s">https://youtu.be/QhRpxkjnsKA?t=1h6m33s</a></p> <p><b>Activity:</b>          Assisted Reproduction- A Webquest and Team Presentation.          (See Appendix B)</p> <p><b>Project #8:</b>          Preparing for Parenthood          (See Appendix B)</p> <p><b>Lesson Extensions:</b></p> <p>DVD “<u>Life’s Greatest Miracle</u>” PBS: NOVA</p>	<p>paths aligned to personal goals.</p> <p><b>CTE Standards:</b>  <b>9.3.HL-HI.1</b>          Communicate health information accurately.  <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information.</p> <p><b>CCCS ELA Literacy:</b>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u></p>
Unit 15	<p><b>Diagnostic Procedures and Pharmacology</b></p> <ul style="list-style-type: none"> <li>Describe the vital signs recorded for most patients.</li> <li>Recognize, define, spell, and pronounce the terms associated</li> </ul>	<p><u>Erlich Text</u> : Chapter 15  <u>Erlich Instructor’s Manual Ch.15</u>          Resources:          Crossword Puzzles, Word Searches and case</p>	<p><b>Unit Assignments:</b>          See Unit 1, 1-2</p> <p><b>Unit Classroom Activities:</b>          See Unit 1, 1-7.</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate</p>



	<p>with basic examination procedures.</p> <ul style="list-style-type: none"> <li>Identify and describe the basic examination positions.</li> <li>Recognize, define, spell, and pronounce terms associated with frequently performed blood and urinalysis laboratory tests.</li> <li>Recognize, define, spell, and pronounce terms associated with radiography and other imaging techniques.</li> <li>Recognize, define, spell, and pronounce the pharmacology terms introduced in this chapter.</li> <li>Differentiate between projection and position and describe basic radiographic projections.</li> </ul>	<p>studies Chapter Quizzes, Tests <u>Cengage StudyWare</u> CD-ROM : Chapter 15 games and quizzes</p> <p>Newspaper and Journal Subscriptions</p> <p>Preserved Fetal Pig Specimen and Dissection equipment. Instructions online: <a href="https://youtu.be/juW8CM0QDH4">https://youtu.be/juW8CM0QDH4</a> <a href="https://youtu.be/awXzbnRmnu8">https://youtu.be/awXzbnRmnu8</a> <a href="https://youtu.be/5hVasOMtRto">https://youtu.be/5hVasOMtRto</a> <a href="https://youtu.be/nU064XS-zVs">https://youtu.be/nU064XS-zVs</a></p>	<p><b>Unit Assessments:</b> See Unit 1, 1-5</p> <p><b>End of Course Activity:</b> Fetal Pig Dissection</p>	<p>clearly and effectively and with reason. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CTE Standards:</b> <b>9.3.HL-HI.1</b> Communicate health information accurately. <b>9.3.HL-HI.2</b> Describe the content and diverse uses of health information. <b>9.3.HL-DIA.4</b> Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns. <b>9.3.HL-DIA.5</b> Select, demonstrate and interpret diagnostic procedures.</p> <p><b>CCCS ELA Literacy:</b> <u><b>RST.11-12.9</b></u> <u><b>RST.11-12.10</b></u></p>
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## Appendix A

### Videos and DVDs for Lesson Extensions and Differentiation

1. Anatomy. (2006). Concept Media Inc., & Classroom Productions. Irvine, CA. (17 minute chapters) Harrigan, J., Rodriguez, G. R., Regan, T. This set of videos "creatively uses art, animation, graphics, and didactics to describe the various systems of the body ... an excellent adjunct for instructors who are looking for visual accompaniments for their lectures as well as for students, who will enjoy the original, fast-paced, informative presentation"-container
2. Rx for Survival: A Global Health Challenge. (2006). PBS/WGBH Mini-series narrated by Brad Pitt. 60 minutes each. 3 DVD's include six videos. Online teacher content and downloadable student activities. Available for purchase through PBS or Amazon. <http://www.pbs.org/wgbh/rxforsurvival/series/teachers/index.html>
3. American Experience - Influenza 1918. (1998). PBS. 60 minutes. The great influenza pandemic of 1918 - the worst epidemic ever seen in the United States. <http://www.pbs.org/wgbh/americanexperience/films/influenza/>
4. American Experience - The Polio Crusade. (2009). PBS. 60 minutes. This film interweaves the personal accounts of polio survivors with the story of an ardent crusader who tirelessly fought on their behalf while scientists raced to eradicate this dreaded disease. <http://www.pbs.org/wgbh/americanexperience/films/polio/>
5. Contagion. (2011). Warner Bros. PG-13. 106 minutes. Matt Damon, Kate Winslet. Healthcare professionals, government officials and everyday people find themselves in the midst of a worldwide epidemic as the CDC works to find a cure.
6. The Elephant Man. (1980). Brookfilms. PG. 124 minutes. Anthony Hopkins, John Hurt. Biography of Joseph Merrick, who suffered from skeletal deformities in Victorian England. Explores the historical bias and prejudice against the disabled.
7. American Experience - Partners Of The Heart. (2003). PBS. 60 minutes. Documentary. Biographies of Vivien Thomas and Alfred Blalock. Ground breaking heart surgery, and the life story of an African American role model. <http://www.pbs.org/wgbh/amex/partners/>
8. Something the Lord Made. (2004). HBO. PG (Canada). 110 minutes. Alan Rickman, Mos Def. Feature length film about Vivien Thomas and Alfred Blalock - pioneers in life saving surgery for Tetralogy of Fallot defect of the heart.
9. Return to Me. (2000). Metro-Goldwyn-Mayer. PG. 115 minutes. Written & Directed by Bonnie Hunt. Stars David Duchovny, Minnie Driver, Carroll O'Connor. Uplifting movie about a heart transplant and the gift of life.
10. John Q. (2002). New Line Cinema. PG-13. 116 minutes. Denzel Washington, Robert Duvall. John's insurance won't cover his son's heart transplant. Movie explores the ethics and economics involving expensive treatments.
11. The Incredible Human Machine. (2007). National Geographic. 120 mins. Chapters may be shown separately, 10 minutes each.
12. A Beautiful Mind. (2001). Universal Pictures/DreamWorks. PG-13. 135 minutes. Russell Crow, Jennifer Connelly. Feature length dramatic version of the life of mathematical genius John Forbes Nash, Jr.
13. America Experience-A Brilliant Madness. (2002). PBS/WGBH. 60 minutes. Documentary /Biography of John Forbes Nash, Jr. <http://www.pbs.org/wgbh/amex/nash/index.html>



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14. Like Stars on Earth (Taare Zameen Par). (2007). Walt Disney Home Entertainment. PG. 2 hrs 45 min. Aamir Kahn. Uplifting feature length film about learning disabilities (dyslexia) Bollywood style.
15. Hairspray. (2007). New Line Cinema. PG. 117 minutes. John Travolta, Zac Efron. An entertaining musical that explores issues related to the Integumentary System: Hair, Adipose Tissue, and Melatonin. Set in 1962 Baltimore, an overweight teenager sets out to break barriers of racism and prejudice.
16. Life's Greatest Miracle. (2011). PBS/NOVA. TV-14. 60 minutes. Narrated by John Lithgow. Documentary that respectfully chronicles the events from conception to birth.
17. Bébés. (2010). Focus Features. PG. 79 minutes. Thomas Balmès, Director. Documentary following the first year of life and developmental milestones of four globally diverse children with their families. A great follow up to the unit on Parenting.
18. Crash Course. (2016). YouTube Channel. Subscribe for free to the Crash Course in Biology, and the Crash Course in Anatomy and Physiology and Crash Course in Psychology. 10 minute lesson specific segments.  
[https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed\\_MxxWBNaPno5h3Zs8](https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8) Anatomy and Physiology  
<https://www.youtube.com/playlist?list=PL3EED4C1D684D3ADF> Biology  
<https://youtu.be/vo4pMVb0R6M?list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6> Psychology (Lessons #1 – 18 only)



**Appendix B  
Contents:**

- Project #1** Presentation on the Diseases, Conditions and treatments of the Skeletal System
- Project #2** Travel Through the Heart: Presentation and Brochure
- Project #3** Sheep's Heart Dissection
- Project #4** Presentation on the Diseases, Conditions and treatments of the Digestive System
- Project #5** The Illustrated Brain
- Project #6** Presentation on the Diseases, Conditions and treatments of the Integumentary System
- Project #7** Diabetes Webquest and Presentation
- Project #8** Preparing for Parenthood



<p><b>Project #1</b> Presentation on Pathology and Diseases of the Skeletal System</p> <p style="text-align: center;"><b>List of topics:</b></p> <p>Torn ligaments, Dislocation and Subluxation Arthritis: Rheumatoid                   Osteoarthritis                   Gouty Arthritis Hip replacement Knee replacement Dentures Scoliosis Spina Bifida Paget’s Disease Rickets &amp; Osteomalacia Osteoporosis Talipes (club foot), In-Toeing (Pigeon Toes) Ewing’s Sarcoma &amp; other Bone Cancers Orthopedic Treatments of the foot:                   Flat feet                   Hammer toes                   Heel Spurs                   Hallux valgus Treatment of Bone Fractures Bone Marrow Transplants Prosthetic Limbs Treatment of the Spinal Column:                   Percutaneous Discectomy                   Percutaneous Vertebroplasty                   Spinal Fusion Medical/Surgical treatments of the skull</p>	<p>Resources provided: Internet Connection Netbooks Handout with assignment Rubric</p> <p>Students choose a topic for individual project work</p> <p>Project PPT is DUE on the Evening before presentation via Google Classroom submission presentation.</p>	<p>Choose a topic from the list, or come up with your own idea and have your topic approved for research. Prepare a PPT presentation about your topic: <b>Organization</b> of your PPT *10 slide minimum *Follow the “6 X 6 rule” *Relevant illustrations and photos *Works cited page *Minimum of 3 Sources *Photo credits in text <b>Content</b> *Description of the skeletal condition or disease *Relevant history *Diagnostic procedures *Treatments and therapies *Prognosis *Mention if there are any support groups or research foundations <b>Presentation</b> to the class *Limit 5 minutes *Speak loudly and clearly *Make eye contact *Demonstrate your</p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> <b>CRP4.</b> <b>CRP6.</b> <b>CRP7.</b> <b>CRP8.</b> <b>CRP11.</b></p> <p><b>ELA Literacy Standards</b> <u>RST.11-12.4</u> <u>RST.11-12.5</u> <u>RST.11-12.6</u> <u>RST.11-12.7</u> <u>RST.11-12.8</u> <u>RST.11-12.9</u> <u>RST.11-12.10</u> <u>WHST.11-12.2</u> <u>WHST.11-12.2.A</u> <u>WHST.11-12.2.B</u> <u>WHST.11-12.2.D</u> <u>WHST.11-12.2.E</u> <u>WHST.11-12.4</u> <u>WHST.11-12.5</u> <u>WHST.11-12.6</u> <u>WHST.11-12.7</u> <u>WHST.11-12.8</u> <u>WHST.11-12.9</u></p>
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	Surgery to increase bone length		knowledge of the topic *Be prepared to answer questions about your topic	
	<p><b>Project # 2</b> <b>Travel Brochure through the Heart</b></p> <p>Objectives: Describe the anatomy of the heart Describe the path of blood through the heart. Use Creativity to transfer knowledge via the use of metaphor</p>	<p>Resources: <u>Erlich Text</u> : Chapter 5</p> <p>Computer and Internet access for Vacation websites, Google eart, Google Maps, Resorts Etc.</p> <p>The use of imagination is necessary for creating a plausible vacation tour that includes the parts of the heart.</p> <p>Rubric</p>	<p>Create a Travel Tour Package Presentation and a convincing Travel Brochure for a trip through the Heart.</p> <p><u>The presentation</u> can be a skit, a PPT, or include a Movie clip <u>The brochure</u> could be a travel poster, a tri-fold brochure, or a full size multi page brochure.</p> <p>Each individual or team will present their tour package and brochure to the class.</p> <p>Presentations will last no more than 5 minutes. Similar to a TV info-mercial</p>	<p><b>Career Ready Practices:</b> <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP11.</b> Use technology to enhance productivity.</p>
	<p><b>Project # 3</b> <b>Sheep's Heart Dissection</b></p> <p><u>Purpose of this lab:</u> To review the structural characteristics of the human heart and to examine the major features of a mammalian heart.</p>	<p><u>Materials:</u> Preserved sheep heart Model of human heart Dissecting pan &amp; tools Safety Goggles Vinyl gloves Handouts –</p>	<p>Conduct the dissection of a sheep's Heart according to directions.</p> <p>Observe classmates' work to compare structure and anatomy of the various</p>	<p><b>NJ CCCS for Science 2009</b></p> <p><b>5.1.12.D.1</b> <b>5.1.12.D.2</b> <b>5.1.12.D.3</b> <b>5.1.12.A.1</b></p>





		<p>Instructions Lab Report</p> <p>Instructions and demo links  <a href="https://youtu.be/960_mAShiXQ">https://youtu.be/960_mAShiXQ</a>  <a href="https://youtu.be/Vr-DAhgq75w">https://youtu.be/Vr-DAhgq75w</a></p>	<p>heart specimens.</p> <p>Complete Lab Report</p>	
	<p><b>Project #4</b> Presentation on Pathology and Diseases of the Digestive System</p> <p>List of topics:            *Dangers of High Fructose Corn Syrup            *Vitamins Supplements: Should the FDA regulate them?            *Alternative Medicine: Treating disease with *Diet and Supplements            *Diverticulitis: What is it and how can it be prevented / treated            *GERD: Should it be treated without drugs?            Advertising in the Pharmaceutical Industry: Is it ethical?            *How is life lengthened through good dental care?            *Colostomies: How does it affect quality of life?            *Living Transplants: Liver Sections            Anorexia Nervosa            *Irritable Bowel Syndrome IBS            *Celiac Sprue: The Often Misdiagnosed</p>	<p>Resources provided:            Internet Connection            Netbooks            Handout with assignment Rubric</p> <p>Students choose a topic for individual project work</p> <p>Project PPT is DUE on the Evening before presentation via Google Classroom submission presentation.</p>	<p>Choose a topic from the list, or come up with your own idea and have your topic approved for research.            Prepare a PPT presentation about your topic:  <b>Organization</b> of your PPT            *10 slide minimum            *Follow the “6 X 6 rule”            *Relevant illustrations and photos            *Works cited page            *Minimum of 3 Sources            *Photo credits in text  <b>Content</b>            *Description of the skeletal condition or disease            *Relevant history            *Diagnostic procedures            *Treatments and therapies            *Prognosis</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b>  <b>CRP4.</b>  <b>CRP6.</b>  <b>CRP7.</b>  <b>CRP8.</b>  <b>CRP11.</b></p> <p><b>ELA Literacy Standards</b>  <u>RST.11-12.4</u>  <u>RST.11-12.5</u>  <u>RST.11-12.6</u>  <u>RST.11-12.7</u>  <u>RST.11-12.8</u>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u>  <u>WHST.11-12.2</u>  <u>WHST.11-12.2.A</u>  <u>WHST.11-12.2.B</u>  <u>WHST.11-12.2.D</u></p>



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	<p>Disease</p> <ul style="list-style-type: none"> <li>*Cholera: Epidemic!</li> <li>*E.Coli: Don't eat the fruit!!!</li> <li>*Vagus Nerve : Butterflies in my Stomach</li> <li>*Pyloric Stenosis-What, Where, Who, When, How</li> <li>*Obesity: More to it than Meets the Eye.</li> <li>*Pica: Unusual Appetite</li> <li>*Orthorexia Nervosa</li> <li>*Bulimia Nervosa</li> </ul>		<ul style="list-style-type: none"> <li>*Mention if there are any support groups or research foundations</li> <li><b>Presentation</b> to the class</li> <li>*Limit 5 minutes</li> <li>*Speak loudly and clearly</li> <li>*Make eye contact</li> <li>*Demonstrate your knowledge of the topic</li> <li>*Be prepared to answer questions about your topic</li> </ul>	<p><u>WHST.11-12.2.E</u>  <u>WHST.11-12.4</u>  <u>WHST.11-12.5</u>  <u>WHST.11-12.6</u>  <u>WHST.11-12.7</u>  <u>WHST.11-12.8</u>  <u>WHST.11-12.9</u></p>
	<p><b>Project #5</b>  The Illustrated Brain</p> <p>Purpose: This assignment is designed to help you learn (and retain) the major parts of the brain!!</p> <p>Project idea and design acknowledgement:  Kim Nichols  Coldwater High School  275 N. Fremont St., Coldwater, MI 49036</p>	<p>Art Supplies:  Colored Pencils  Markers  Crayons  8 ½ X 14 paper</p> <p>Internet Access</p> <p>Print out of assignment and rubric</p>	<p><b>Assignment:</b> Draw 2 diagrams of the nervous system (1= exterior brain, 2= interior brain) with numbered labels and make a corresponding key using ALL of the labels listed.</p> <p>Illustrations must be hand drawn- not traced or a print out of an outline.</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b>  <b>CRP4.</b>  <b>CRP6.</b>  <b>CRP7.</b></p> <p><b>ELA Standards:</b>  <u>RST.11-12.7</u>  <u>RST.11-12.9</u>  <u>WHST.11-12.2.A</u></p>
	<p><b>Project #6</b>  Presentation on Pathology and Diseases of the Integumentary System</p> <p><b>List of topics:</b>  *Tanning/ Sunburn  *Facial Hair</p>	<p>Resources provided:  Internet Connection  Netbooks  Handout with assignment  Rubric</p> <p>Students choose a topic for individual project work</p>	<p>Choose a topic from the list, or come up with your own idea and have your topic approved for research.  Prepare a PPT presentation about your topic:</p>	<p><b>Career Ready Practices:</b>  <b>CRP2.</b>  <b>CRP4.</b>  <b>CRP6.</b>  <b>CRP7.</b>  <b>CRP8..</b></p>



<ul style="list-style-type: none"> <li>*Albinism</li> <li>*Hair Styling &amp; Wigs</li> <li>*Port Wine Stains</li> <li>*Impetigo</li> <li>*Ehlerdanlos Syndrome</li> <li>*Leprosy (Hansen's disease)</li> <li>*Burns</li> <li>*Plastic Surgery</li> <li>*Eczema/psoriasis/urticaria</li> <li>*Cancer Screening</li> <li>*Tattoos</li> <li>*Cosmetics/skin care</li> <li>*Importance of Hair and SELF IMAGE</li> <li>*Baldness/ hair implants /</li> <li>*Hair Loss / Rogaine</li> <li>*Acne</li> <li>*Body piercing</li> <li>*Face Transplants</li> <li>*Aging and skin changes/Wrinkles/Botox</li> <li>*Smoking's effects on the skin</li> <li>*Nail salons/ Nail care/ why people spend \$\$ on manicures</li> </ul>	<p>Project PPT is DUE on the Evening before presentation via Google Classroom submission presentation.</p> <p>A POSTER is also an added optional component for Classroom Display.</p>	<p><b>Organization</b> of your PPT</p> <ul style="list-style-type: none"> <li>*10 slide minimum</li> <li>*Follow the "6 X 6 rule"</li> <li>*Relevant illustrations and photos</li> <li>*Works cited page</li> <li>*Minimum of 3 Sources</li> <li>*Photo credits in text</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>*Description of the skeletal condition or disease</li> <li>*Relevant history</li> <li>*Diagnostic procedures</li> <li>*Treatments and therapies</li> <li>*Prognosis</li> <li>*Mention if there are any support groups or research foundations</li> </ul> <p><b>Presentation</b> to the class</p> <ul style="list-style-type: none"> <li>*Limit 5 minutes</li> <li>*Speak loudly and clearly</li> <li>*Make eye contact</li> <li>*Demonstrate your knowledge of the topic</li> <li>*Be prepared to answer questions about your topic</li> </ul>	<p><b>CRP11.</b></p> <p><b>ELA Literacy Standards:</b></p> <p><a href="#">RST.11-12.4</a></p> <p><a href="#">RST.11-12.5</a></p> <p><a href="#">RST.11-12.6</a></p> <p><a href="#">RST.11-12.7</a></p> <p><a href="#">RST.11-12.8</a></p> <p><a href="#">RST.11-12.9</a></p> <p><a href="#">RST.11-12.10</a></p> <p><a href="#">WHST.11-12.2</a></p> <p><a href="#">WHST.11-12.2.A</a></p> <p><a href="#">WHST.11-12.2.B</a></p> <p><a href="#">WHST.11-12.2.D</a></p> <p><a href="#">WHST.11-12.2.E</a></p> <p><a href="#">WHST.11-12.4</a></p> <p><a href="#">WHST.11-12.5</a></p> <p><a href="#">WHST.11-12.6</a></p> <p><a href="#">WHST.11-12.7</a></p> <p><a href="#">WHST.11-12.8</a></p> <p><a href="#">WHST.11-12.9</a></p>
<p><b>Project #7 Unit 13</b> Diabetes Webquest and Team Presentation-</p>	<p>1.Choice of Six Different Case Histories Source: <i>National Center for Case Study Teaching</i></p>	<p>Day 1.Students are assigned or choose teams of three members; team chooses one of the case</p>	<p><b>Career Ready Practices:</b></p> <p><b>CRP2.</b></p> <p><b>CRP4.</b></p>



	<p>Major Research Project</p>	<p><i>in Science</i> (NCCSTS) Buffalo University  <a href="http://sciencecases.lib.buffalo.edu/cs/">http://sciencecases.lib.buffalo.edu/cs/</a>          2. Diabetes Webquest Evaluation Tool  <i>Developed by Jacqueline Burchum &amp; Cynthia K. Russell</i>          3. Assignment for teams of three members, each member assumes an expert role:          Clinical Expert, Patient Education Expert, Cultural Diversity Expert          Source:  <a href="https://www.researchgate.net/publication/55354888_WebQuests_Creating_engaging_student-centered_constructivist_learning_activities">https://www.researchgate.net/publication/55354888_WebQuests_Creating_engaging_student-centered_constructivist_learning_activities</a></p>	<p>study topics about Diabetes; each team member assumes an expert role within the team.          Day 2. A day in the Library Media Center to learn about the types of databases available for research, and how to conduct a search for scholarly articles. Students start searching for information for their expert role. Sends APA style citations and full text articles to self and professor.          Days 3-5. Team develops a PowerPoint Presentation addressed to medical community AND a Patient Education Brochure addressed to the target population in case study.          Day 6. Presentation Day at an imitation Medical Convention. Students complete their Collaboration Rubric and submit PPT, Brochures, and APA style Citation Page.</p>	<p><b>CRP6.</b>  <b>CRP7.</b>  <b>CRP8.</b>  <b>CRP11.</b>  <b>CRP12.</b></p> <p><b>ELA Literacy Standards</b>  <u>RST.11-12.4</u>  <u>RST.11-12.5</u>  <u>RST.11-12.6</u>  <u>RST.11-12.7</u>  <u>RST.11-12.8</u>  <u>RST.11-12.9</u>  <u>RST.11-12.10</u>  <u>WHST.11-12.2</u>  <u>WHST.11-12.2.A</u>  <u>WHST.11-12.2.B</u>  <u>WHST.11-12.2.D</u>  <u>WHST.11-12.2.E</u>  <u>WHST.11-12.4</u>  <u>WHST.11-12.5</u>  <u>WHST.11-12.6</u>  <u>WHST.11-12.7</u>  <u>WHST.11-12.8</u>  <u>WHST.11-12.9</u></p>
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	<p><b>Project #8 Unit 14</b>          Preparing For Parenthood</p>	<p><u>RealBaby II Curriculum Resources</u>  <a href="http://realityworks.com/products/realcare-baby/realcare-curriculum">http://realityworks.com/products/realcare-baby/realcare-curriculum</a>          Handouts</p> <p>DVD “Bebes”          Discussion Guide:  <a href="http://heartlandfilm.org/wp-content/uploads/DG-babies-discussion-guide.pdf">http://heartlandfilm.org/wp-content/uploads/DG-babies-discussion-guide.pdf</a>          Worksheet:  <a href="https://sites.google.com/a/d128.org/fcs-lake-county-articulation-2013/activities/infant-child-development/babies-documentary-video-questions">https://sites.google.com/a/d128.org/fcs-lake-county-articulation-2013/activities/infant-child-development/babies-documentary-video-questions</a></p>	<p>Day 1. Students begin with listing Personal Dreams and Goals; Parents’ Values and Expectations/ Personal Values vs Society/Media Values; Where Will I Be in 5 Yrs, 10 yrs, 25 yrs?</p> <p>Day 2. Students are given the task of supporting themselves with a high school diploma and a \$15.00 hr wage (health insurance provided by employer!). Internet search of real estate sites for rentals, car insurance and car payments/ or public trans. costs, cell phone, utility costs, Food and Clothing. Fill in Budget Sheet</p> <p>At end of class... Surprise News! Baby’s on the way.</p> <p>Day 3. Students must revise their expenses to include costs for a child. By now they have teamed up and are combining their resources. Costs</p>	<p><b>CTE Standards</b>          Personal Financial Literacy          9.1.12.A.3          9.1.12.A.5          9.1.12.A.7          9.1.12.A.9          9.1.12.B.1          9.1.12.B.4          9.1.12.B.5          9.1.12.B.6          9.1.12.B.7          9.1.12.D.2          9.1.12.D.3          9.1.12.E.4          9.1.12.G.2          9.1.12.G.3          9.1.12.G.5  <b>Career Awareness, Exploration, And Preparation</b>          9.2.12.C.9  <b>Career Ready Practices:</b>  <b>CRP2.</b>  <b>CRP7.</b>  <b>CRP8.</b>  <b>CRP11.</b></p> <p><b>For the Movie <u>Bebes</u></b>          9.1.12.F.1</p>
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			<p>include baby food and formula; diapers, equipment, clothing, child care. Fill in Budget Sheet Day 4. View the movie "<u>Bebes</u>" Complete worksheet about movie.</p>	
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**Appendix C**

**New Jersey Core Curriculum Content Standards (CCCS) used in IDST 1000 Medical Terminology,**

**21<sup>st</sup> Century Life and Careers / Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**21<sup>st</sup> Century Life and Careers / Financial Literacy (9.1)**

**Personal Financial Literacy**

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.



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- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
- 9.1.12.D.2 Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.3 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.F.1 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
- 9.1.12.G.2 Differentiate between property and liability insurance protection.
- 9.1.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.
- 9.1.12.G.5 Differentiate the costs and benefits of renter's and homeowner's insurance.

### **21<sup>st</sup> Century Life and Careers / Career Awareness, Exploration, and Preparation (9.2)**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

### **21<sup>st</sup> Century Life and Careers / Career and Technical Education Standards (9.3) / Health Science Career Cluster**

#### **CAREER CLUSTER: HEALTH SCIENCE (HL)**

- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.
- 9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.





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9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

### **PATHWAY: BIOTECHNOLOGY RESEARCH & DEVELOPMENT (HL - BRD)**

9.3.HL-BRD.3 Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology,

bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development.

9.3.HL-BRD.5 Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product

development process.

9.3.HL-BRD.6 Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.

### **PATHWAY: DIAGNOSTIC SERVICES (HL - DIA)**

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-DIA.5 Select, demonstrate and interpret diagnostic procedures.

### **PATHWAY: HEALTH INFORMATICS (HL - HI)**

9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.

9.3.HL-HI.2 Describe the content and diverse uses of health information.

9.3.HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

### **PATHWAY: THERAPEUTIC SERVICES (HL - THR)**

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.

9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.



9.3.HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

**English Language Arts Standards/ Literacy in Science and Technical Subjects/ Grades 11-12.**

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**Craft and Structure:**

CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.



## English Language Arts Standards / Writing for History/Social Studies, Science and Technology/ Grade 11-12

### Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



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### **Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **NJ CCCS for Science 2009**

**5.1.12.D.1** Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

**5.1.12.D.2** Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.

**5.1.12.D.3** Demonstrate how to use scientific tools and instruments and knowledge of how to handle animals with respect for their safety and welfare.

**5.1.12.A.1** Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.

### **Next Generation Science Standards 2016**

NGSS-HS.LS.1. Discipline Core Ideas (DCI) Structure and Function; Molecules to Organisms.