

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 12 / Allied Health II

Adopted September 17, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Grade Level: Juniors & Seniors

Prerequisite: *Successful completion of Allied Health I*

Required: 74% min. average in Biology, Algebra and Chemistry

Preferred: Completion or concurrent enrollment in the Anatomy and Physiology course at UHS

NOTE: This course meets for two (2) periods per day

Course Description

Allied Health II center on the Introduction to Medical Terminology and is designed to introduce students to a new language of medical terminology, provide exposure to emergency medication, and utilize prior knowledge of healthcare dynamics and apply it to skills and procedures learning. This course is useful in preparing students for allied health careers such as nursing, medical assisting, radiology, health information management, respiratory therapy, physical therapy, occupational therapy, etc. This course is a dual enrollment class with Rutgers School Health Science Program for college credit.

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.

Emergency and Clinical Care is also a focus in this course. Students are taught how to respond to emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the concentration is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Students are prepared to 1) obtain a patient medical history, 2) take and record vital signs relative to medical/dental treatment, and 3) acquire cardiopulmonary resuscitation certification/basic life support for medical professionals.

The course will also focus on an introductory exposure to clinical assessments and skills related to healthcare careers. Students will participate in simulations requiring healthcare documentation and critical thinking. Students will receive instruction regarding basic first aid and emergency response. Upon successful completion of the course, students will be able to comprehend a medical record report, communicate among medical professionals, participate in assessment and interventions for various healthcare specialties, understand basic first aid and emergency response, and have a high-level understanding of medical terminology.

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

1. Understand the necessity of a medical vocabulary. Recognize that medical terms are derived from simpler components. Build medical words from component parts.
2. Understand basic anatomy and physiology. Explain the meaning of word parts associated with each unit. Categorize terms as anatomical, diagnostic, surgical, radiological, pharmacological, or therapeutic.
3. Define all important terms. Accurately spell all medical terms. Correctly pronounce all medical terms. Write meaning of generally accepted abbreviations.
4. Explain basic pharmacology associated with all body systems. Identify and discuss basic pathology associated with all body systems.
5. Perform assessments and implement interventions in healthcare scenarios, document appropriately in a healthcare EHR/EMR and understand its applications.
6. Visualize appropriate first aid and emergency response. Understand the importance of the healthcare provider in acute care. Practice relevant skills related to basic first aid and verbalize appropriate responses to a variety of emergency situations.

Suggested Texts:

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
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

College Credit Offered:

Dual Enrollment: Medical Terminology (3 credits) : the student will receive a Union High School grade and a Rutgers grade. This is a college level course offered by Rutgers that the students can test into; on completion of the end of year tests Rutgers will give the students college credits if they meet the minimum scores required. The Rutgers grade for Medical Terminology is 100% of Rutgers, SHRP standardized exam grade = Rutgers, SHRP grade listed on transcript. The minimum level of satisfactory performance in this course is a 'C' or better. Upon successful completion of the course students will be eligible to take one Health Science Careers standardized exam to determine college credit. High school students must attain a C (73) or better on the Medical Terminology course standardized exam to earn college credits. For the classes, the Rutgers grade listed on transcript will be comprised of 100% of the Rutgers, SHRP standardized exam grades. Weighted Average of All Requirements Final Letter Grade 93-100 A, 90-92.9 A, 87-89.9 B+, 83-86.9 B, 80-82.9 B, 77-79.9 C+, 73-76.9 C.

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 (73) or better on the Medical Terminology standardized exam to earn college credits.

Medical Terminology – 50% Rutgers SHP standardized exam grade + 50% high school grade = Rutgers SHP grade listed on transcript.

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.

Health Science Careers Program Grading System

Weighted Average of All Requirements	Final Letter Grade
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
Less than 63	F

Honor Code and Academic Integrity

(Refer to the Rutgers, SHP Student Handbook at http://shp.rutgers.edu/current_students/handbook.pdf)

The faculty of Rutgers School of Health Professions believes that students must observe and support high standards of honesty and integrity. For this reason, all students in this course are expected to abide by the School's Honor Code and uphold its Code of Academic Integrity. As described in detail in your Student Handbook, violations of the Code of Academic Integrity include cheating, plagiarism, fabrication and/or academic misconduct. All such violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal. If you have not previously affirmed the School's Honor Code (either in writing or electronically), you must submit a signed and dated copy of the Honor Code to the instructor by the end of the first week of the semester. The Honor Code form is provided in the current Rutgers, SHP Student Handbook.

Curriculum Units/Pacing Guide 150

Unit # / Title	Number of Days
Unit 1: Introduction to Medical Terminology & The Human Body in Health and Disease	15
Unit 2: The Musculoskeletal System	20
Unit 3: The Integumentary, Lymphatic & Immune Systems	15
Unit 4: The Nervous System & Special Senses	20
Unit 5: Diagnostic Procedures, Nuclear Medicine & Pharmacology	10
Unit 6: The Endocrine & Urinary Systems	15
Unit 7: The Cardiovascular System	20
Unit 8: The Respiratory System	20
Unit 9: The Digestive & Reproductive Systems	20
Unit 10: Emergency and Clinical Care	30

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Introduction to Medical Terminology & The Human Body in Health and Disease</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information. 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. 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. 9.3.HL-BRD.3 Demonstrate basic knowledge of recombinant DNA, genetic engineering</p> <p>CCCS ELA Literacy: RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent</p>	<ul style="list-style-type: none"> • Define the commonly used prefixes, word roots, combining forms, and suffixes introduced in this chapter. • Identify the roles of the four types of word parts in forming medical terms. • Define anatomy and physiology and use anatomic reference systems to identify the anatomic position, body planes, directions, and cavities. • Identify the body systems in terms of their major structures and functions. 	<p>Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

	<p>understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>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.</p> <p>NGSS-HS.LS.1.A DNA, Structure and Function of specialized cells NGSS-HS.LS.1.B Growth and development of cells</p>		
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> • Erhlich Text : Chapter 1 • Erhlich Instructor’s Manual Ch.1 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 1 games and quizzes • Newspaper and Journal Subscriptions • Erhlich Text : Chapter 2 • Erhlich Instructor’s Manual Ch.2 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 2 games and quizzes • Newspaper and Journal Subscriptions • DVDs listed in Appendix A • Influenza 1918 60 min. • The Polio Crusade 60 min. 		
<p>Unit 2 The Musculoskeletal System</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p>	<ul style="list-style-type: none"> • Describe the functions and structures of the muscular system including muscle fibers, fascia, tendons, and the tree types of muscle. 	

	<p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>		
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> • Erlich Text : Chapter 4 • Erlich Instructor’s Manual Ch.4 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 4 games and quizzes • Newspaper and Journal Subscriptions • Muscles, part 1 - Muscle Cells: Crash Course A&P #21 • https://youtu.be/Ktv-CaOt6UQ • Muscles, part 2 - Organismal Level: Crash Course A&P #22 • https://youtu.be/l80Xx7pA9hQ • Muscle Man Model • Muscle Fiber Model • Poster Muscles of the Body • Youtube Crash Course for Unit 4. • DVD “The Incredible Human Machine” Segment on Muscles: https://youtu.be/QhRpxkJnsKA?t=48m6s 		
<p>Unit 3 The Integumentary, Lymphatic & Immune Systems</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately.</p>	<ul style="list-style-type: none"> • Describe the major functions and structures of the lymphatic and immune systems. • Recognize, define, spell, and pronounce the major terms related to the pathology and the diagnostic and treatment procedures of the lymphatic and immune systems. • Identify and describe the functions and structures of the 	

	<p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>	<p>integumentary system.</p> <ul style="list-style-type: none"> Recognize, define, spell, and pronounce the terms used to describe the pathology and the diagnostic and treatment procedures related to the skin. 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> Erlich Text : Chapter 6 Erlich Instructor’s Manual Ch.6 Resources: Chapter 6 games and quizzes Lymphatic System: Crash Course A&P #44 https://youtu.be/l7orwMgTQ5l Your Immune System: Natural Born Killer - Crash Course Biology #32 https://youtu.be/CeVtPDjJBPU Immune System, part 1: Crash Course A&P #45 https://youtu.be/GIJK3dwCWCw Immune System, part 2: Crash Course A&P #46 https://youtu.be/2DFN4IBZ3rl Immune System, part 3: Crash Course A&P #47 https://youtu.be/rd2cf5hValM PBS Series: Rx for Survival http://www.pbs.org/wgbh/rxforsurvival/index.html Erlich Text : Chapter 12 Erlich Instructor’s Manual Ch.12 Resources: Crossword Puzzles, Word Searches and case studies Chapter Quizzes, Tests Cengage StudyWare CD-ROM : Chapter 12 games and quizzes Newspaper and Journal Subscriptions The Integumentary System, Part 1 - Skin Deep: Crash Course A&P #6 https://youtu.be/Orumw-PyNjw The Integumentary System, Part 2 - Skin Deeper: Crash Course A&P #7 https://youtu.be/EN-x-zXXVwQ DVD Hairspray Model of the Skin 		
<p>Unit 4 The Nervous System & Special</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic</p>	<p>•Describe the functions and structures of the nervous system.</p>	

<p>Senses</p>	<p>and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>	<ul style="list-style-type: none"> •Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the nervous system. •Describe the functions and structures of the eyes and their accessory structures. •Describe the functions and structures of the ears. 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> • Erhlich Text : Chapter 10 • Erhlich Instructor’s Manual Ch.10 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 10 games and quizzes • Newspaper and Journal Subscriptions • The Nervous System - CrashCourse Biology #26 • https://youtu.be/x4PPZCLnVKA • The Nervous System: Crash Course A&P # 8 – 15 • https://youtu.be/qPix_X-9t7E • https://youtu.be/OZG8M_IdA1M • https://youtu.be/VitFvNvRIIY • https://youtu.be/q8NtmDrb_qo • https://youtu.be/QY9NTVh-Awo • https://youtu.be/71pCilo8k4M • https://youtu.be/0lDgBICHVsAErhlich Text : Chapter 11 • Erhlich Instructor’s Manual Ch.11 Resources: • Cengage StudyWare CD-ROM : • Chapter 11 games and quizzes • Taste & Smell: Crash Course A&P #16 • https://youtu.be/mFm3yA1nsIE • Hearing & Balance: Crash Course A&P #17 		

	<ul style="list-style-type: none"> • https://youtu.be/le2j7GpC4JU • Vision: Crash Course A&P #18 • https://youtu.be/o0DYP-u1rNM 		
<p>Unit 5 Diagnostic Procedures, Nuclear Medicine & Pharmacology</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>	<ul style="list-style-type: none"> •Recognize, define, spell, and pronounce the terms associated with basic examination procedures. •Recognize, define, spell, and pronounce terms associated with frequently performed blood and urinalysis laboratory tests. •Recognize, define, spell, and pronounce terms associated with radiography and other imaging techniques. •Recognize, define, spell, and pronounce the pharmacology terms introduced in this chapter. 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> • Erlich Text : Chapter 15 • Erlich Instructor’s Manual Ch.15 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 15 games and quizzes • Newspaper and Journal Subscriptions 		
<p>Unit 6 The Endocrine & Urinary Systems</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately.</p>	<ul style="list-style-type: none"> • Describe the major functions of the urinary system. • Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the urinary system. 	

	<p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>		
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> • Erlich Text : Chapter 9 • Erlich 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 • YouTube Crash Course Video Links for Unit 9: • The Excretory System: From Your Heart to the Toilet - CrashCourse Biology #29 • https://youtu.be/WtrYotjYvtU • Urinary System, part 1: Crash Course A&P #38 • https://youtu.be/l128tW1H5a8 • Urinary System, part 2: Crash Course A&P #39 • https://youtu.be/DlqyyvT13k • Newspaper and Journal Subscriptions • Model of the Kidneys 		
<p>Unit 7 The Cardiovascular System</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy:</p>	<ul style="list-style-type: none"> •Describe the heart in terms of chambers, valves, blood flow, heartbeat, and blood supply. •Identify the major components of blood and the major functions of each component. •Recognize, define, spell, and pronounce the terms related to the pathology and the diagnostic and treatment procedures of the cardiovascular system. 	

	RST.11-12.9 RST.11-12.10		
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> • Erhlich Text : Chapter 5 • Erhlich Text : Chapter 5 • Erhlich Instructor’s Manual Ch.5 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 5 games and quizzes • Newspaper and Journal Subscriptions • YouTube Crash Course Video Links for Unit 5: • The Heart, part 1 - Under Pressure: Crash Course A&P #25 • https://youtu.be/X9ZZ6tcxArl • The Heart, part 2 - Heart Throbs: Crash Course A&P #26 • https://youtu.be/FLBMwcvOaEo • Blood, Part 1 - True Blood: Crash Course A&P #29 • https://youtu.be/HQWlcSp9SIs • Blood, Part 2 - There Will Be Blood: Crash Course A&P #30 • https://youtu.be/9-XoM2144tk • Blood Vessels, part 1 - Form and Function: Crash Course A&P #27 • https://youtu.be/v43ej5lCeBo • Blood Vessels, part 2: Crash Course A&P #28 • https://youtu.be/ZVklPwGALpl 		
<p>Unit 8 The Respiratory System</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy:</p>	<ul style="list-style-type: none"> • Identify and describe the major structures and functions of the respiratory system. • Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the respiratory system. 	

	RST.11-12.9 RST.11-12.10		
Suggested Resources <i>Provide links to specific resources/activities</i>	<ul style="list-style-type: none"> • Erhlich Text : Chapter 7 • Erhlich Instructor's Manual Ch.7 Resources: • Crossword Puzzles, Word Searches and case studies • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : • Chapter 7 games and quizzes • Newspaper and Journal Subscriptions • YouTube Crash Course Video Links for Unit 7: • Respiratory System, part 1: Crash Course A&P #31 • https://youtu.be/bHZsvBdUC2I • Respiratory System, part 2: Crash Course A&P #32 • https://youtu.be/Cqt4LjHnMEA • Classroom Manipulative: Lungs / Alveoli 		
Unit 9 The Digestive & Reproductive Systems	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>	<ul style="list-style-type: none"> • Identify and describe the major functions and structures of the male reproductive system. • 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 • Identify and describe the major functions and structures of the female reproductive system. • Identify and describe the major structures and functions of the digestive system. • Recognize, define, spell, and pronounce terms related to the pathology, diagnostic, and treatment procedures of the digestive system. 	
Suggested Resources <i>Provide links to specific resources/activities</i>	<ul style="list-style-type: none"> • Erhlich Text : Chapter 8 • Erhlich Instructor's Manual Ch.8 Resources: • Crossword Puzzles, Word Searches and case studies 		

	<ul style="list-style-type: none"> • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : Chapter 8 games and quizzes • YouTube Crash Course Video Links for Unit 8: • The Digestive System: CrashCourse Biology #28 • https://youtu.be/s06XzaKqELk • Digestive System, Part 1: Crash Course A&P #33 • https://youtu.be/yloTRGfcMqM • Digestive System, part 2: Crash Course A&P #34 • https://youtu.be/pqgcElaXGME • Digestive System, part 3: Crash Course A&P #35 • https://youtu.be/jGme7BRkpuQ • Classroom Manipulative: Digestive System Model • Erlich Text : Chapter 14 • Erlich Instructor’s Manual Ch.14 Resources: • Chapter Quizzes, Tests • Cengage StudyWare CD-ROM : Chapter 14 games and quizzes • DVD “Life’s Greatest Miracle” PBS: NOVA 	
<p>Unit 10 Emergency & Clinical Care</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>	<ul style="list-style-type: none"> • Explain why first aid is important and identify who needs first aid. • Define the characteristics of an emergency. • Describe the standard precautions first aiders should take to prevent coming into direct contact with infectious agents. • Describe how to perform CPR for an adult, child, or infant. • Describe how to care for a choking adult, child, or infant. • Describe how AEDs function. • Describe how to generally care for shock. • Describe basic care procedures for open wounds. • Identify and care for scalp wounds, skull fractures, and brain injuries.

		<ul style="list-style-type: none"> • Identify and care for closed and open chest and abdominal injuries. • Identify and care for open and closed fractures and other joint injuries. • Recognize the signs of ingested poisoning and administer care for victims. • Identify and care for the injuries that may result from exposure to cold. • Assess and treat a variety of wilderness injuries and situations. • Assess rescuing victims from water, ice, electrical emergencies, hazardous material incidents, motor vehicle crashes, fires, and confined spaces. 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>General Learning Resources Recommended Textbook(s): Advanced First Aid, CPR, and AED, Seventh Edition Includes Navigate 2 Advantage Access</p>		

Curricular Units

Unit 1: Introduction to Medical Terminology & The Human Body in Health and Disease			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><u>Introduction to Medical Terminology</u></p> <ul style="list-style-type: none"> • <i>Define the commonly used prefixes, word roots, combining forms, and suffixes introduced in this chapter.</i> • <i>Identify the roles of the four types of word parts in forming medical terms.</i> 	<p><u>Introduction to Medical Terminology</u></p> <ul style="list-style-type: none"> • Describe the steps in locating a term in a medical dictionary. • Recognize the importance of always spelling medical terms correctly. • Recognize, define, spell, and pronounce the medical terms in this chapter. • Pronounce medical terms correctly using the “sounds-like” system. • State why caution is important when using abbreviations. • Analyze unfamiliar medical terms using your knowledge of word parts. 	<p><u>Introduction to Medical Terminology</u></p> <ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. • Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees 	<p><u>Introduction to Medical Terminology</u></p> <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • Complete Lab assigned • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
<p>The Human Body in Health & Disease:</p> <ul style="list-style-type: none"> • <i>Define anatomy and physiology and use anatomic reference systems to identify the anatomic</i> 	<p>The Human Body in Health & Disease:</p> <ul style="list-style-type: none"> • Recognize, define, spell, and pronounce the terms related to the abdominal cavity and 	<p>The Human Body in Health & Disease:</p> <ul style="list-style-type: none"> • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge 	<p>The Human Body in Health & Disease:</p> <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at

<p><i>position, body planes, directions, and cavities.</i></p> <ul style="list-style-type: none"> • <i>Identify the body systems in terms of their major structures and functions.</i> 	<p>peritoneum.</p> <ul style="list-style-type: none"> • Recognize, define, spell, and pronounce the terms related to the structure, function, pathology, and procedures of cells, tissues, and glands. • Define the terms associated with cytology and genetics including chromosomes, genes, DNA, and mutation. 	<p>about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <ul style="list-style-type: none"> • Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees 	<p>chapter end.</p> <ul style="list-style-type: none"> • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion • CircleSGO Data Suggestion: Use the Chapter 1&2 Test bank to create a Pre-test/Post-test. Administer the Pre-test before the textbooks are distributed; Post-test after Unit 5.
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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <u>handwritten</u> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities

<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives

<ul style="list-style-type: none"> • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<ul style="list-style-type: none"> • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	
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Unit 1 Connections	
<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>N/A</p>	<p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p> <p>9.3.HL-HI.1 Communicate health information accurately.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as</p>	<p>CCCS ELA Literacy:</p> <p>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.</p>

<p>part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.</p> <p>9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</p> <p>9.3.HL-BRD.3 Demonstrate basic knowledge of recombinant DNA, genetic engineering</p>	<p>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.</p> <p>Next Generation Science Standards:</p> <p>NGSS-HS.LS.1.A DNA, Structure and Function of specialized cells</p> <p>NGSS-HS.LS.1.B Growth and development of cells</p>
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Unit 2: The Musculoskeletal System			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Describe the functions and structures of the muscular system including muscle fibers, fascia, tendons, and the three types of muscle. 	<ul style="list-style-type: none"> • Recognize, define, spell, and pronounce the terms related to muscle movements and explain how the muscles are named. • Recognize, define, pronounce, and spell the terms related to the pathology and the diagnostic and treatment procedures of the muscular system. 	<ul style="list-style-type: none"> • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. • Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, 	<ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes

		credentials, certificates, licenses, and/or degrees	as time permits <ul style="list-style-type: none"> • Current events in Healthcare: Discussion Circle
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Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <i>handwritten</i> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension.

<ul style="list-style-type: none"> • model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<p>of “offline” and “online” work.</p> <ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<ul style="list-style-type: none"> • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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Unit 2 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>

Refer to the NJ Technology Standards	
N/A	Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards
CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10

Unit 3: The Integumentary, Lymphatic & Immune Systems			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
The Integumentary System: <ul style="list-style-type: none"> Identify and describe the functions and structures of the integumentary system. Recognize, define, spell, and pronounce the terms used to describe the pathology and the diagnostic and treatment procedures related to the skin. 	The Integumentary System: <ul style="list-style-type: none"> Recognize, define, spell, and pronounce terms used to describe the pathology and the diagnostic and treatment procedures related to hair, nails, and sebaceous glands. Identify the medical specialists associated with the integumentary system. 	The Integumentary System: <ul style="list-style-type: none"> Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and 	The Integumentary System: <ul style="list-style-type: none"> Complete handwritten flashcards of chapter terms Complete Learning Exercises at chapter end. Daily Quiz Video Overviews Discuss terminology words and pronunciation. Complete Lab assigned Give practice in both pronunciation and understanding the words. Provide students with handouts for in-class collaborative work: Crossword Puzzles, Word

		established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	Searches and case studies pertinent to the unit and have students analyze and define medical terms. <ul style="list-style-type: none"> • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
The Lymphatic and Immune Systems: <ul style="list-style-type: none"> • Describe the major functions and structures of the lymphatic and immune systems. • Recognize, define, spell, and pronounce the major terms related to the pathology and the diagnostic and treatment procedures of the lymphatic and immune systems. 	The Lymphatic and Immune Systems: <ul style="list-style-type: none"> • Recognize, define, spell, and pronounce terms related to oncology. • Pronounce medical terms correctly using the “sounds-like” system. • State why caution is important when using abbreviations. 	The Lymphatic and Immune Systems: <ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. 	The Lymphatic and Immune Systems: <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle

Unit 3 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <u>handwritten</u> flashcards of chapter terms 	<ul style="list-style-type: none"> • Terminology quizzes.

<ul style="list-style-type: none"> • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.
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Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives

<ul style="list-style-type: none"> • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<p>increase) based on skill sets and time allocations, modified time allocations and other constraints.</p> <ul style="list-style-type: none"> • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	
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Unit 3 Connections	
<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>N/A</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p>
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p>	<p>CCCS ELA Literacy:</p>

9.3.HL-HI.1 Communicate health information accurately.
 9.3.HL-HI.2 Describe the content and diverse uses of health information.

RST.11-12.9
 RST.11-12.10

Unit 4: The Nervous System & Special Senses

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>The Nervous System:</p> <ul style="list-style-type: none"> • Describe the functions and structures of the nervous system. • Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the nervous system. 	<p>The Nervous System:</p> <ul style="list-style-type: none"> • Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of mental health disorders. • Identify the medical specialists who treat disorders of the nervous system. • Identify the major divisions of the nervous system and describe the structures of each by location and function. 	<p>The Nervous System:</p> <ul style="list-style-type: none"> • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. • Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. 	<p>The Nervous System:</p> <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz • Complete Lab assigned • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
<p>Special Senses:</p> <ul style="list-style-type: none"> • Describe the functions and structures of the eyes and their accessory structures. • Describe the functions and 	<p>Special Senses:</p> <ul style="list-style-type: none"> • Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the eyes and 	<p>Special Senses:</p> <ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, 	<p>Special Senses:</p> <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end.

<p><i>structures of the ears.</i></p>	<p>vision.</p> <ul style="list-style-type: none"> •Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the ears and hearing. 	<p>and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> • Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. 	<ul style="list-style-type: none"> • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
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Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <i>handwritten</i> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and

<ul style="list-style-type: none"> • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions 	<p>interpersonal skills and observations.</p> <ul style="list-style-type: none"> • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<p>groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints.</p> <ul style="list-style-type: none"> • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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<ul style="list-style-type: none"> • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 		
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Unit 4 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
N/A	<p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p> <p>9.3.HL-HI.1 Communicate health information accurately.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p>	<p>CCCS ELA Literacy:</p> <p>RST.11-12.9</p> <p>RST.11-12.10</p>

Unit 5: Diagnostic Procedures, Nuclear Medicine & Pharmacology			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> •Recognize, define, spell, and pronounce the terms associated with basic examination procedures. •Recognize, define, spell, and 	<ul style="list-style-type: none"> •Differentiate between projection and position and describe basic radiographic projections. •Identify and describe the basic 	<ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills 	<ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz

<p><i>pronounce terms associated with frequently performed blood and urinalysis laboratory tests.</i></p> <p><i>•Recognize, define, spell, and pronounce terms associated with radiography and other imaging techniques.</i></p> <p><i>•Recognize, define, spell, and pronounce the pharmacology terms introduced in this chapter.</i></p>	<p>examination positions.</p> <p>•Describe the vital signs recorded for most patients.</p>	<p>needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. 	<ul style="list-style-type: none"> • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
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Unit 5 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <i>handwritten</i> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding

<ul style="list-style-type: none"> • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate 	<ul style="list-style-type: none"> • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<p>the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints.</p> <ul style="list-style-type: none"> • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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<ul style="list-style-type: none"> • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 		
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Unit 5 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
N/A	<p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p> <p>9.3.HL-HI.1 Communicate health information accurately.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p>	<p>CCCS ELA Literacy:</p> <p>RST.11-12.9</p> <p>RST.11-12.10</p>

Unit 6: The Endocrine & Urinary Systems			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><i>The Endocrine System:</i></p> <ul style="list-style-type: none"> • <i>Recognize, define, spell, and pronounce terms relating to the pathology and the diagnostic and treatment procedures of the</i> 	<p>The Endocrine System:</p> <ul style="list-style-type: none"> • Name and describe the functions of the primary hormones secreted by each of the endocrine glands. 	<p>The Endocrine System:</p> <ul style="list-style-type: none"> • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process 	<p>The Endocrine System:</p> <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end.

<p><i>endocrine glands.</i></p>	<ul style="list-style-type: none"> Describe the role of the endocrine glands in maintaining homeostasis. 	<p>of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <ul style="list-style-type: none"> Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. 	<ul style="list-style-type: none"> Daily Quiz Video Overviews Discuss terminology words and pronunciation. Give practice in both pronunciation and understanding the words. Complete Lab assigned 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. StudyWare Games and Quizzes as time permits Current events in Healthcare: Discussion Circle
<p>The Urinary System:</p> <ul style="list-style-type: none"> <i>Describe the major functions of the urinary system.</i> <i>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the urinary system.</i> 	<p>The Urinary System:</p> <ul style="list-style-type: none"> Name and describe the structures of the urinary system. 	<p>The Urinary System:</p> <ul style="list-style-type: none"> Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead 	<p>The Urinary System:</p> <ul style="list-style-type: none"> Complete handwritten flashcards of chapter terms Complete Learning Exercises at chapter end. Daily Quiz Video Overviews Complete Lab assigned Discuss terminology words and pronunciation. Give practice in both pronunciation and understanding the words. Provide students with handouts for in-class collaborative work: Crossword Puzzles, Word Searches and case studies pertinent to the unit and have

		to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	students analyze and define medical terms. <ul style="list-style-type: none"> • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
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Unit 6 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <i>handwritten</i> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • process with specific projects. • Typing requirements are specifically scaffolded 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice,

<ul style="list-style-type: none"> • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<p>by age/grade level, ensuring appropriate balance of online/offline work.</p> <ul style="list-style-type: none"> • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<p>and Lexile Levels of students.</p> <ul style="list-style-type: none"> • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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Unit 6 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
N/A	Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards
CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.	CCCS ELA Literacy: RST.11-12.9 RST.11-12.10

Unit 7: The Cardiovascular System			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Describe the heart in terms of chambers, valves, blood flow, heartbeat, and blood supply. • Identify the major components of blood and the major functions of each component. • Recognize, define, spell, and pronounce the terms related to the pathology and the diagnostic and treatment procedures of the cardiovascular system. 	<ul style="list-style-type: none"> • Differentiate among the three different types of blood vessels and describe the major function of each. • State the difference between pulmonary and systemic circulation. • Differentiate among the three different types of blood vessels and describe the major function of each. • State the difference between pulmonary and systemic circulation. 	<ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to 	<ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • Complete Lab assigned • Provide students with handouts for in-class collaborative work: Crossword Puzzles, Word

		navigate the globally competitive work environment of the information age.	<p>Searches and case studies pertinent to the unit and have students analyze and define medical terms.</p> <ul style="list-style-type: none"> • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
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Unit 7 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <u>handwritten</u> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 7 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success.

<ul style="list-style-type: none"> • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<ul style="list-style-type: none"> • process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<ul style="list-style-type: none"> • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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Unit 7 Connections	
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
N/A	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP10. Plan education and career paths aligned to personal goals.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>CTE Standards: 9.3.HL-HI.1 Communicate health information accurately. 9.3.HL-HI.2 Describe the content and diverse uses of health information.</p>	<p>CCCS ELA Literacy: RST.11-12.9 RST.11-12.10</p>

Unit 8: The Respiratory System			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>• <i>Identify and describe the major structures and functions of the respiratory system.</i> • <i>Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the respiratory system.</i></p>	<ul style="list-style-type: none"> Describe diseases of the respiratory system Name major roots, prefixes and suffixes related to the respiratory system. State the difference between pulmonary and systemic circulation. 	<ul style="list-style-type: none"> Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will 	<ul style="list-style-type: none"> Complete handwritten flashcards of chapter terms Complete Learning Exercises at chapter end. Daily Quiz Video Overviews Discuss terminology words and pronunciation. Give practice in both pronunciation and understanding the words. Complete Lab assigned Provide students with handouts for in-class collaborative work:

		acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	Crossword Puzzles, Word Searches and case studies pertinent to the unit and have students analyze and define medical terms. <ul style="list-style-type: none"> • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
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Unit 8 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <u>handwritten</u> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 8 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of

<ul style="list-style-type: none"> • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<p>guidance during the inquiry</p> <ul style="list-style-type: none"> • process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<p>success.</p> <ul style="list-style-type: none"> • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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Unit 8 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
N/A	<p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p> <p>9.3.HL-HI.1 Communicate health information accurately.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p>	<p>CCCS ELA Literacy:</p> <p>RST.11-12.9</p> <p>RST.11-12.10</p>

Unit 9: The Digestive & Reproductive Systems			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>The Digestive System:</p> <ul style="list-style-type: none"> Identify and describe the major structures and functions of the digestive system. Recognize, define, spell, and pronounce terms related to the pathology, diagnostic, and treatment procedures of the digestive system. 	<p>The Digestive System:</p> <ul style="list-style-type: none"> Describe the processes of digestion, absorption, and metabolism. 	<p>The Digestive System:</p> <ul style="list-style-type: none"> Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Standard 9.4 Career and Technical Education: All students who complete a career and 	<p>The Digestive System:</p> <ul style="list-style-type: none"> Complete handwritten flashcards of chapter terms Complete Learning Exercises at chapter end. Daily Quiz Video Overviews Discuss terminology words and pronunciation. Give practice in both pronunciation and understanding the words. Provide students with handouts

		<p>technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>	<p>for in-class collaborative work: Crossword Puzzles, Word Searches and case studies pertinent to the unit and have students analyze and define medical terms.</p> <ul style="list-style-type: none"> • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle
<p>The Reproductive System:</p> <ul style="list-style-type: none"> • <i>Identify and describe the major functions and structures of the male reproductive system.</i> • <i>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</i> • <i>Identify and describe the major functions and structures of the female reproductive system.</i> 	<p>The Reproductive System:</p> <ul style="list-style-type: none"> • Recognize, define, spell, and pronounce the terms related to the pathology and the diagnostic and treatment procedures of the female reproductive system. 	<p>The Reproductive System:</p> <ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. • Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. 	<p>The Reproductive System:</p> <ul style="list-style-type: none"> • Complete handwritten flashcards of chapter terms • Complete Learning Exercises at chapter end. • Daily Quiz • Video Overviews • Discuss terminology words and pronunciation. • Give practice in both pronunciation and understanding the words. • 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. • StudyWare Games and Quizzes as time permits • Current events in Healthcare: Discussion Circle

Unit 9 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <u>handwritten</u> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Terminology quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Quarterly Projects • Multiple choice and matching tests.

Unit 9 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • Process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of "offline" and "online" work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which

<p>directions, as needed</p> <ul style="list-style-type: none"> • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 	<p>verbal communication tasks.</p> <ul style="list-style-type: none"> • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student's incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<p>prompt students to think about their own thinking process, (successes and challenges).</p> <ul style="list-style-type: none"> • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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Unit 9 Connections	
<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>N/A</p>	<p>Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.</p>

	CRP10. Plan education and career paths aligned to personal goals.
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p> <p>9.3.HL-HI.1 Communicate health information accurately.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p>	<p>CCCS ELA Literacy:</p> <p>RST.11-12.9</p> <p>RST.11-12.10</p>

Unit 10: Emergency & Clinical Care			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • <i>Explain why first aid is important and identify who needs first aid.</i> • <i>Define the characteristics of an emergency.</i> • <i>Describe the standard precautions first aiders should take to prevent coming into direct contact with infectious agents.</i> • <i>Describe how to perform CPR for an adult, child, or infant.</i> • <i>Describe how to care for a choking adult, child, or infant.</i> • <i>Describe how AEDs function.</i> • <i>Describe how to generally care for shock.</i> • <i>Describe basic care procedures for open wounds.</i> • <i>Identify and care for scalp wounds, skull fractures, and brain injuries.</i> • <i>Identify and care for closed and open chest and abdominal injuries.</i> • <i>Identify and care for open and</i> 	<ul style="list-style-type: none"> • Define the different types of consent. • Explain the legal and ethical issues concerning first aid. • Perform the sequence of victim assessment for responsive and unresponsive victims. • Describe the difference between perfusion and hypoperfusion. • Describe how to care for external bleeding. • Identify and list the splinting guidelines. • Identify and care for someone who is suffering from chronic obstructive pulmonary disease (COPD), hyperventilating, asthma, angina, a heart attack, diabetes, syncope, nausea/vomiting, and seizures. • Respond appropriately to technological emergencies and attacks. • Explain the difference between 	<ul style="list-style-type: none"> • Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. • Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. 	<ul style="list-style-type: none"> •Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate in classroom discussions and group activities. •Unit Quizzes: Students will be required to take a short quiz at the completion of each unit. Content will be based on lectures, readings, and classroom discussions/activities. •Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits. •Course Projects – There will be four major projects due throughout the course. Each project will have specific directions for completion and students are expected to work individually on these projects. •Final Examination – Successful completion of a cumulative final exam

<p><i>closed fractures and other joint injuries.</i></p> <ul style="list-style-type: none"> • <i>Recognize the signs of ingested poisoning and administer care for victims.</i> • <i>Identify and care for the injuries that may result from exposure to cold.</i> • <i>Assess and treat a variety of wilderness injuries and situations.</i> • <i>Assess rescuing victims from water, ice, electrical emergencies, hazardous material incidents, motor vehicle crashes, fires, and confined spaces.</i> 	<p>heat exhaustion and heatstroke and be able to treat victims affected by heat illness.</p> <ul style="list-style-type: none"> • Recognize and care for victims of animal, snake, spider, and insect bites, insect stings and marine animal injuries. • Describe how to bandage a wound using various methods. • Describe the three different types of burns and how to evaluate the victim's injury. 		<p>at the end of the course is required.</p>
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Unit 10 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Complete <i>handwritten</i> flashcards of chapter terms • Complete Learning Exercises at chapter end. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework 	<ul style="list-style-type: none"> • Quizzes. • Class Participation: • Completion of handouts • Labeling diagrams. • Discussions Contribution • Completion of Homework • Multiple choice and matching tests.

Unit 10 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Allow extra time for task completion • Organizational Accommodations • Use a consistent daily routine • Break down tasks into manageable units • Instructional Accommodations 	<ul style="list-style-type: none"> • Specific collaborative groupings of students per interpersonal skills and observations. • Providing vocabulary and concept resources, diagrams and videos, among other resources to assist with understanding concepts and terms. 	<ul style="list-style-type: none"> • Provide choice of activity, presentation, and groups among appropriate projects. Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints.

<ul style="list-style-type: none"> • Frequently check for understanding • Emphasize use of visual aids • Simplify task directions • Provide hands-on learning activities • Provide modeling • Assign peer buddies • Modify pace of instruction to allow additional processing time • Provide small group instruction • Demonstrate directions and provide a model or example of completed task • Emphasize multi-sensory presentation of data • Allow for repetition and/or clarification of directions, as needed • Directions repeated, clarified or reworded • Provide multi-sensory instruction • Allow wait time for processing before calling on student for response • Provide visual models of completed tasks • Seat student near front of room • Preferential seating • Monitor on-task performance • Establish and maintain eye contact when giving • oral directions • Provide short breaks when refocusing is needed • Refocusing and redirection • Prompting, cueing and redirecting student participation • Reinforcing of personal, social, behavioral and • Provide opportunities for peer interactions • Encourage student to self-advocate • Present alternatives to negative behavior • Monitor for overload, excess stimuli • Maintain communication with home 	<ul style="list-style-type: none"> • Teacher Assistance with hands-on activities/projects and research. Teacher modeling and/or providing (more or less) guidance during the inquiry • Process with specific projects. • Typing requirements are specifically scaffolded by age/grade level, ensuring appropriate balance of online/offline work. • Assist with typing tasks, and allow for many activities to be completed through a combination of “offline” and “online” work. • Provide choice of activity, presentation, and groups among appropriate projects. • Sentence starters for student write-ups, reports, research and development and other written and verbal communication tasks. • Student copies of any notes as needed, partial outlines to complete during note taking tasks. • If notes are needed, trading student’s incomplete notes for a copy of complete notes. • Scaffolding the amount of work (decrease or increase) based on skill sets and time allocations, modified time allocations and other constraints. • Multiple check-in opportunities for students, particularly during hands-on activities, projects, and other independent work. • Adapt the amount of personal assistance for specific learners. • Adapt the extent to which learners are actively (hands-on or research) involved in tasks, and construction of models. 	<ul style="list-style-type: none"> • Modify the skill-level, problem type, and/or constraints to the projects allowing the learner to approach the work with a high degree of success. • Extend research by offering new and novel resources and texts, based on interest, choice, and Lexile Levels of students. • Apply/offer extensions to projects based on additional constraints or scenarios to projects. • Offer additional opportunities for collaboration, presentation, or extension. • Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing data. • Extend Metacognition - Asking questions which prompt students to think about their own thinking process, (successes and challenges). • Increase connections - Asking students questions that ensure the ability to apply new learning to their lives
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<ul style="list-style-type: none"> • Provide positive reinforcement • Provide consistent praise to elevate self esteem • Model and role play problem solving 		
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Unit 10 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
N/A	<p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Student Learning Standards</p>
<p>CTE Standards:</p> <p>9.3.HL-HI.1 Communicate health information accurately.</p> <p>9.3.HL-HI.2 Describe the content and diverse uses of health information.</p> <p>9.3.HL.1</p> <p>9.3.HL.3</p> <p>9.3.HL.5</p> <p>9.3.LW-EFM.1,</p> <p>9.3.LW-EFM.2</p> <p>9.3.LW-EFM.4</p> <p>9.3.LW-EFM.5</p> <p>9.3.LW-EFM.7</p> <p>9.3.LW-EFM.9</p> <p>9.3.LW-EFM.10</p>	<p>CCCS ELA Literacy:</p> <p>RST.11-12.9</p> <p>RST.11-12.10</p>