

Academy of Health Sciences II

Course # 1123

Credits 12.5

2018

I. Course Description:

The second-year course of the **Academy of Health and Medical Sciences** is also divided into four key areas which include various topics; one of which is a continuation body systems. The remaining 3 areas of study are diverse, thought provoking and intriguing to students who are interested in health care promotion and prevention.

The first half of the year starts with Anatomy and Physiology II & Medical Terms II. This is a continuation of the study of the body systems. It includes examining the: cardiovascular, respiratory, lymphatic, immune, digestive, urinary, endocrine, and reproductive systems. Terminology is the main focus as it relates to these intricate and interesting systems.

The next component is named Global Diseases. It is a six-week exploration of health care from an international view. Its focus is a worldly perspective; and is guided by information supplied by government agencies such as the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO). This area of study is project based and will be a student driven team approach.

An important topic of today's health care is wellness and nutrition. Over a six weeks period nutritional and dietary subject matter is discussed, outlined and defined. In addition, practical skills such as measuring height/weight, Body Mass Index (BMI), Intake and Output, and calorie counts are discussed and practiced with a medical office focus.

Lastly, the year is wrapped up with a recently developed innovative course with a contemporary subject, mental health. Introduction to Mental Health encompasses a basic framework of explaining mental health and its characteristics. Some components address the stigma of mental illness as well as categories of common psychiatric disorders. This is a prerequisite to Advanced Mental Health, which is to be continued in junior year of study.

Overall, sophomore year exposes students to some unfamiliar and unique concepts, as well as addressing essential competencies of healthcare needed for future careers and further education.

II. Units:

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Anatomy and Physiology II/ Medical Terminology II - Cardiovascular System		
NJSLS Standard(s) Addressed in this unit			
<p>9.3 HLC01.01-Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</p> <p>9.3 HLC02- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>9.3 HLC04-Use information technology tools specific to the career cluster to access, manage, integrate and create information.</p> <p>9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.</p> <p>9.3. HL-DIA.2- Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3. HL-SUP.2-Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</p> <p>9.3. HL-SUP.4-Maximize available resources for proper care and use of healthcare equipment and materials.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>			
Essential Questions (3-5)			
<p>How do medical terms identify anatomical form and function of major body systems? (cardiovascular/respiratory/lymphatic/immune/digestive/urinary/endocrine/reproductive)?</p> <p>In what manner are disorders and diseases diagnosed?</p> <p>How are medical terms related to healthcare careers?</p> <p>In what ways are medical abbreviations used to facilitate communicate between healthcare workers?</p> <p>How do healthcare workers assess patient's vital signs and patient health status?</p> <p>In what ways do body systems compare and contrast?</p>			

Anchor Text

Medical Terminology for Health Professions 8th ed., Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4

Informational Texts (3-5)

- www.nih.gov
- www.healthypeople.gov
- www.cdc.gov
- www.mayo.gov

Short Texts (1-3)

DHO: Health Science 8th edition, Louise M. Simmers, Delmar Cengage Learning ISBN #978-1-133-69361

Expected Proficiencies of the Unit

Describe the heart in terms of chambers, valves, blood flow, heartbeat and blood supply.

VOCABULARY

Superior vena cava

Inferior vena cava

Right atrium

Tricuspid valve

Right ventricle

Pulmonary (semi-lunar) valve

Pulmonary artery

Pulmonary vein

Left atrium

Mitral valve

Left ventricle

Aortic (semi-lunar) valve

Aorta

Aortic arch

Coronary arteries

Endocardium

Myocardium
Epicardium
Pericardium
Sinoatrial node
Atrioventricular node
Bundle of His
Pukinje fibers
Sinus rhythm
PQRST wave

Differentiate among the three different types of blood vessels and describe the major function of each.

VOCABULARY

Artery
Arteriole
Vein
Venule
Capillaries
Superficial
Deep
Systole
Diastole

Identify major components of blood and the major functions of each component.

VOCABULARY

Plasma
Erythrocytes
Leukocytes
Thrombocytes
Hemoglobin
Blood types
Rh factor.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic and treatment procedures of the cardiovascular system.

TERMINOLOGY

Angi/o

Aort/o
Arteri/o
Ather/o
Brady/o
Cardi/o
-crasia
-emia
Erythr/o
Hem/o
Hemat/o
Leuk/o
Phleb/o
Tachy
Thromb/o
Ven/o

Recognize and explain healthcare careers related to cardiovascular system.

Perform skills related to cardiovascular system and recall normal ranges for these results.

Perform and record a pulse, -radial, apical---rate, rhythm, quality—determine normal ranges

Palpate a pt.'s pulse points- femoral, radial, brachial, carotid, femoral, dorsalis pedis.

Perform and record a blood pressure-manual, auscultated, palpated, electronic. —determine normal ranges

Formative & Summative Assessments

Specialty career research mandatory project:

Assign one specialty system:

(respiratory therapist, ultrasound technician, EKG technician, dialysis tech, surgical technician, doula, midwife, pharmaceutical sales representative).

Create a slide show with images/clip art illustrating daily tasks.

Research and main focus on job skills and daily task. (can be modified for RST).

Include articles from reputable websites to summarize.

Present to classmates.

Optional projects:

- Create flashcards for key terminology and abbreviations. (can grade as a quiz/homework/classwork)
- Interview a disease. Present to class in talk show format.
- Create a commercial with a small group, for a disease/drug used to treat disease.
- Write and research a disease/ diagnostic procedure/treatment and non-profit agency related to it. (RST)
- Poem/Haiku representing symptoms of a disease.
- Create a Logo for disease
- Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.
- Using clay, create the digestive system and label all key organs and functions.

Quizzes:

- 4-6 terminology-vocabulary before proceeding to next topic.
- Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Google drive.
- Ed-Puzzle

Suggested Time Frame:

3 weeks

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Anatomy and Physiology II/ Medical Terminology – Respiratory System		
NJSLS Standard(s) Addressed in this unit			
9.3 HLC01.01-Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.			
9.3 HLC02- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.			

9.3 HLC04-Use information technology tools specific to the career cluster to access, manage, integrate and create information.

9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.

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

9.3. HL-SUP.2-Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

9.3. HL-SUP.4-Maximize available resources for proper care and use of healthcare equipment and materials.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

Essential Questions (3-5)

How do medical terms identify anatomical form and function of major body systems? (cardiovascular/respiratory/lymphatic/immune/digestive/urinary/endocrine/reproductive)?

In what manner are disorders and diseases diagnosed?

How are medical terms related to healthcare careers?

In what ways are medical abbreviations used to facilitate communicate between healthcare workers?

How do healthcare workers assess patient's vital signs and patient health status?

In what ways do body systems compare and contrast?

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Informational Texts (3-5)

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- www.healthypeople.gov
- www.cdc.gov
- www.mayo.gov

Short Texts (1-3)

DHO: Health Science 8th edition, Louise M. Simmers, Delmar Cengage Learning ISBN #978-1-133-69361

Expected Proficiencies of the Unit

Describe the major functions of the respiratory system.

Name and describe the structures of the respiratory system.

VOCABULARY

Nasal cavity

Nasopharynx

Oropharynx

Laryngopharynx

Epiglottis

Larynx

Trachea

Lung

Bronchus

Bronchiole

Alveoli

Diaphragm

Cilia

Mucous membranes

Mucus

Olfactory receptors.

Sinuses

Identify, define, spell and pronounce the primary medical terminology related to pathology and diagnostic and treatment procedures of the respiratory system.

TERMINOLOGY

Bronch/o

Laryng/o

Nas/o

Ox/i

Pharyng/o

Phon/o

Pleur/o
-pnea
Pneum/o
Pulm/o
Sinus/o
Somn/o
Spir/o
Thorac/o
Trache/o
Nas/o

Recognize explain health careers related to the respiratory system.

Perform and record a respiratory rate. Determine normal range.

Auscultate 6 lung fields. Describe breath sounds. Clear, crackles, rhonchi.

Formative & Summative Assessments

Specialty career research mandatory project:

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Optional projects:

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Create a commercial with a small group, for a disease/drug used to treat disease.

Write and research a disease/ diagnostic procedure/treatment and non-profit agency related to it. (RST)

Poem/Haiku representing symptoms of a disease.

Create a Logo for disease

Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.

Using clay, create the digestive system and label all key organs and functions.

Quizzes:

4-6 terminology-vocabulary before proceeding to next topic.

Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Google drive.
- Ed-Puzzle

Suggested Time Frame:

2 weeks

Content Area:

Medical Arts II

Grade(s)

10

Unit Plan Title:

Anatomy and Physiology II/ Medical Terminology II - Lymphatic System/Immune System

NJSLS Standard(s) Addressed in this unit

9.3 HLC01.01-Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

9.3 HLC02- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

9.3 HLC04-Use information technology tools specific to the career cluster to access, manage, integrate and create information.

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CRP11. Use technology to enhance productivity.

Essential Questions (3-5)

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cardiovascular/respiratory/lymphatic/immune/digestive/urinary/endocrine/reproductive?

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Expected Proficiencies of the Unit

Describe the major functions and structures of the lymphatic and immune systems.

Lacteals
Lymph
Interstitial fluid
Right lymphatic duct
Lymph node
Lymphatic vessels
Lymphocyte
Antigen
Antibody
allergen
B cells
Tonsils
Adenoids
Thymus
Vermiform appendix
Spleen
Hemolytic
Bone marrow

Recognize, define, spell and pronounce the primary medical terms related to the structures, functions, pathology, and diagnostic and treatment procedures of the lymphatic and immune systems.

TERMINOLOGY

Anti-
Carcin/o
Immun/o
Lymph/o
Lymphaden/o
Ne/o
-oma
Onc/o
Phag/o
Sarc/o
Splen/o

-tic

Tox/o

Identify, define, spell and pronounce the primary terms related to oncology.

VOCABULARY

Tumor

Neoplasm

Benign

Myoma

Malignant

Cancer

Metastasis

Staging

Chemotherapy

Radiation therapy

Formative & Summative Assessments

Specialty career research mandatory project:

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Write and research a disease/ diagnostic procedure/treatment and non-profit agency related to it. (RST)

Poem/Haiku representing symptoms of a disease.

Create a Logo for disease

Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.
Using clay, create the digestive system and label all key organs and functions.

Quizzes:

4-6 terminology-vocabulary before proceeding to next topic.

Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Google drive.
- Ed-Puzzle

Suggested Time Frame: 2 weeks

Content Area:	Medical Arts II	Grade(s)	10
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Unit Plan Title:	Anatomy and Physiology II/ Medical Terminology II - Digestive System
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NJSLS Standard(s) Addressed in this unit

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CRP2. Apply appropriate academic and technical skills.
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Short Texts (1-3)

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Expected Proficiencies of the Unit

Identify and describe the major structures and functions of the digestive system.

VOCABULARY

Oral cavity

Lips
Teeth
Tongue
Salivary glands
Pharynx
Esophagus
Stomach
Rugae
Small intestine
Duodenum
Jejunum
Ileum
Large intestine (ascending, transverse, descending, sigmoid colon)
Cecum
Vermiform appendix
Rectum
Anus
Liver
Gallbladder
Pancreas

Describe the process of digestion, absorption and metabolism.

VOCABULARY

Digestion
Anabolism
Metabolism
Catabolism
Absorption
Villi
Bolus
Mastication
Peristalsis
Feces
Defecation

Flatulence

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the digestive system.

TERMINOLOGY

An/o

Chol/e

Cholecyst/o

Col/o

-emesis

Enter/o

Esophag/o

Gastr/o

Hepat/o

-lithiasis

Pancreat/o

-pepsia

-phagia

Proct/o

Rect/o

Sigmoid/o

Stomat/o

Formative & Summative Assessments

Specialty career research mandatory project:

Assign one specialty system:

(Respiratory therapist, ultrasound technician, EKG technician, dialysis tech, surgical technician, doula, midwife, pharmaceutical sales representative).

Create a slide show with images/clip art illustrating daily tasks.

Research and main focus on job skills and daily task. (can be modified for RST).

Include articles from reputable websites to summarize.

Present to classmates.

Optional projects:

- Create flashcards for key terminology and abbreviations. (can grade as a quiz/homework/classwork)
- Interview a disease. Present to class in talk show format.
- Create a commercial with a small group, for a disease/drug used to treat disease.
- Write and research a disease/ diagnostic procedure/treatment and non-profit agency related to it. (RST)
- Poem/Haiku representing symptoms of a disease.
- Create a Logo for disease
- Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.
- Using clay, create the digestive system and label all key organs and functions.

Quizzes:

- 4-6 terminology-vocabulary before proceeding to next topic.
- Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Google drive.
- Ed-Puzzle

Suggested Time Frame:

3 Weeks

Content Area:

Medical Arts II

Grade(s)

10

Unit Plan Title:

Anatomy and Physiology II/ Medical Terminology II - Urinary System

NJSLS Standard(s) Addressed in this unit

9.3 HLC01.01-Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

9.3 HLC02- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

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CRP6. Demonstrate creativity and innovation.

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CRP11. Use technology to enhance productivity.

Essential Questions (3-5)

How do medical terms identify anatomical form and function of major body systems?
Cardiovascular/respiratory/lymphatic/immune/digestive/urinary/endocrine/reproductive?
In what manner are disorders and diseases diagnosed?
How are medical terms related to healthcare careers?
In what ways are medical abbreviations used to facilitate communicate between healthcare workers?
How do healthcare workers assess patient's vital signs and patient health status?
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Expected Proficiencies of the Unit

Identify and describe the major structures and functions of the urinary system.

Homeostasis

Urea

Creatinine

Urine

Genitourinary tract

Renal

Retroperitoneal

Cortex

Medulla

Nephrons

Glomerulus

Renal tubule

Renal pelvis

Ureters

Bladder

Urethra

Meatus

Prostate

Void

micturate

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the urinary system.

TERMINOLOGY

nephr/o
ren/o
pyel/o
ur/o
urin/o
uretr/o
cyst/o
urethr/o
prostat/o
-cele
Dia-
-ectasis
Glomerul/o
Lith/o
-lysis
-pexy
-tripsy
-uria
Ablation
Enuresis
Epispadias
Hemodialysis
Oliguria
Nocutria
polyuria

Research and explain medical specialists who treat disorders of the urinary system.

VOCABULARY

Nephrologist
Urologist
Surgeon
Renal transplantation

Specialty career research mandatory project:

Assign one specialty system: respiratory therapist, ultrasound technician, EKG technician, dialysis tech, surgical technician, doula, midwife, pharmaceutical sales representative.

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Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.

Using clay, create the digestive system and label all key organs and functions.

Quizzes:

4-6 terminology-vocabulary before proceeding to next topic.

Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Google drive.
- Ed-Puzzle

Suggested Time Frame:

2 weeks

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Anatomy and Physiology II/ Medical Terminology II - Endocrine System		
NJSLS Standard(s) Addressed in this unit			
<p>9.3 HLC01.01-Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</p> <p>9.3 HLC02- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>9.3 HLC04-Use information technology tools specific to the career cluster to access, manage, integrate and create information.</p> <p>9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.</p> <p>9.3. HL-DIA.2- Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3. HL-SUP.2-Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</p> <p>9.3. HL-SUP.4-Maximize available resources for proper care and use of healthcare equipment and materials.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>			
Essential Questions (3-5)			
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Short Texts (1-3)

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Expected Proficiencies of the Unit

Identify and describe the major structures and functions of the endocrine system.

Hormone
Pituitary
Pineal
Thyroid
Parathyroid
Thymus
Pancreas
adrenal
Gonads
Growth hormone
Melatonin
Glucose
Glucagon
Insulin
Puberty

Describe the role of the endocrine glands in maintaining homeostasis.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the endocrine system.

TERMINOLOGY

Adren/o

Gonad/o

Testic/o

Ovari/o

Pancreat/o

Pineal/o

Pituit/o

Thym/o

Thyr/o

Acr/o

Crin/o

-dipsia

glyc/o

-ism

Poly-

Somat/o

Acromegaly

Electrolytes

Endocrinologist

Goiter

Diabetes mellitus

Cushing's syndrome

Hashimoto's thyroiditis

Formative & Summative Assessments

Specialty career research mandatory project:

Assign one specialty system: (respiratory therapist, ultrasound technician, EKG technician, dialysis tech, surgical technician, doula, midwife, pharmaceutical sales representative).

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Interview a disease. Present to class in talk show format.

Create a commercial with a small group, for a disease/drug used to treat disease.

Write and research a disease/ diagnostic procedure/treatment and non-profit agency related to it. (RST)

Poem/Haiku representing symptoms of a disease.

Create a Logo for disease

Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.

Using clay, create the digestive system and label all key organs and functions.

Quizzes:

4-6 terminology-vocabulary before proceeding to next topic.

Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Google drive.
- Ed-Puzzle

Suggested Time Frame:

2 weeks

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Anatomy and Physiology II/ Medical Terminology II - Reproductive System		
NJSLS Standard(s) Addressed in this unit			
<p>9.3 HLC01.01-Health care workers will know the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</p> <p>9.3 HLC02- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>9.3 HLC04-Use information technology tools specific to the career cluster to access, manage, integrate and create information.</p> <p>9.3. HL.1- Determine academic subject matter, in addition to high school requirements, necessary for pursuing a health science career.</p> <p>9.3. HL-DIA.2- Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3. HL-SUP.2-Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</p> <p>9.3. HL-SUP.4-Maximize available resources for proper care and use of healthcare equipment and materials.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>			
Essential Questions (3-5)			
<p>How do medical terms identify anatomical form and function of major body systems? Cardiovascular/respiratory/lymphatic/immune/digestive/urinary/endocrine/reproductive? In what manner are disorders and diseases diagnosed? How are medical terms related to healthcare careers? In what ways are medical abbreviations used to facilitate communicate between healthcare workers? How do healthcare workers assess patient's vital signs and patient health status? In what ways do body systems compare and contrast?</p>			
Anchor Text			

Medical Terminology for Health Professions 8th ed. ,Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4

Informational Texts (3-5)

- www.nih.gov
- www.healthypeople.gov
- www.cdc.gov
- www.mayo.gov

Short Texts (1-3)

DHO: Health Science 8th edition, Louise M. Simmers, Delmar Cengage Learning ISBN #978-1-133-69361

Expected Proficiencies of the Unit

Genitalia
Perineum
Scrotum
Testicles
Seminiferous tubules
Epididymis
Sperm
Penis
Prepuce
Vas deferens
Prostate
Mons pubis
Labia majora
Vulva
Clitoris
Bartholin's glands
Breasts
Mammary glands
Nipple
Ovaries
Follicle

Ova
Fallopian tubes
Uterus
Vagina
cervix
endometrium

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the reproductive system

TERMINOLOGY

Urologist
Ovulation
Vasectomy
gestation
coitus
embryo
placental
amniotic sac
gestation
amenorrhea
dysmenorrhea
abortion
hysterectomy
pen/I
phall/I
orch/o
orchid/o
oophor/o
ovari/o
salping/o
hyster/o
metr/o
cervic/o
colp/o

-gravida
Gynec/o
Hyster/o
Mast/o
Men/o
-para
-pexy

Formative & Summative Assessments

Specialty career research mandatory project:

Assign one specialty system:

respiratory therapist, ultrasound technician, EKG technician, dialysis tech, surgical technician, doula, midwife, pharmaceutical sales representative.

Create a slide show with images/clip art illustrating daily tasks.

Research and main focus on job skills and daily task. (Can be modified for RST).

Include articles from reputable websites to summarize.

Present to classmates.

Optional projects:

Create flashcards for key terminology and abbreviations. (can grade as s quiz/homework/classwork)

Interview a disease. Present to class in talk show format.

Create a commercial with a small group, for a disease/drug used to treat disease.

Write and research a disease/ diagnostic procedure/treatment and non-profit agency related to it. (RST)

Poem/Haiku representing symptoms of a disease.

Create a Logo for disease

Create a patient education brochure on treatment of a disease for “mock” teaching to a patient/ family.

Using clay, create the digestive system and label all key organs and functions.

Quizzes:

4-6 terminology-vocabulary before proceeding to next topic.

Multi-chapter exam (no less than 2)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<ul style="list-style-type: none"> • Canvas • Google classroom • Google drive. • Ed-Puzzle 	
Suggested Time Frame:	2 weeks

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Global Health- Introduction		
NJSLS Standard(s) Addressed in this unit			
<p>9.3. HU.6 Explain how human development principles enhance the well-being of individuals and families.</p> <p>9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3. HU .1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human service.</p>			
Essential Questions (3-5)			
<p>How can small actions eventually change the world?</p> <p>How does what we know about the world affect how we view ourselves?</p> <p>How can we ensure our world is preserved for future generations?</p> <p>How is sustaining “<i>Global Health</i>” essential to our lives?</p>			
Anchor Text			
<u>Medical Terminology for Health Professions</u> 8 th ed., Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4			
Informational Texts (3-5)			
Websites-chosen articles			

Vocabulary

Burden of disease
Cholera
Causation
Disability
disease
epidemic
epidemiologist
germ
germ theory
Infectious
Infect
Incidence
Kaposi's sarcoma
Health care
Immunization
global health
malnutrition
morbidity rate
pestilence
population
pandemic
outbreak
opportunistic infections
pertussis
prevalence
plague
retrovirus
socioeconomic
quarantine
vaccine
vulnerable population

Expected Proficiencies of the Unit

Research and define “global community” and express its importance.

Understand the importance of global organizations that are in place for the protection of people regarding global health.
(WHO, CDC)

Define and explain health in theory and personal.

Define, pronounce and spell all key terms associated with this topic.

Formative & Summative Assessments

2-3 quizzes.

Project:

Create a Non-profit organization that pertains to a Global issue crisis that has affected the world.

Organization must include: name of organization, description of its function, cost to start up organization, stalk holders that invested money and time, target population of the organization, purpose of organization.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Online library database
- Online library catalog
- Power points
- Google drive
- Ed- puzzle

Suggested Time Frame:

1 week

Content Area:

Medical Arts II

Grade(s)

10

Unit Plan Title: Global Health- World population and Disease

NJSLS Standard(s) Addressed in this unit

9.3. HU.6 Explain how human development principles enhance the well-being of individuals and families.
9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
9.3. HU .1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human service.

Essential Questions (3-5)

How can small actions eventually change the world?
How does what we know about the world affect how we view ourselves?
How can we ensure our world is preserved for future generations?
How is sustaining “*Global Health*” essential to our lives?

Anchor Text

Medical Terminology for Health Professions 8th ed., Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4

Informational Texts (3-5)

Websites-chosen articles

Vocabulary

AIDS
Burden of disease
Center for Disease Control (CDC)
Cholera
Developed countries
Developing countries
dehydration
famine
Gay- related immune deficiency (GRID)

Human- development index (HDI)
HIV
Kaposi's sarcoma
Lowest national income (LDC)
Immunization
global health
malnutrition
morbidity rate
pestilence
population
pandemic
outbreak
opportunistic infections
prevalence
plague
retrovirus
socioeconomic
UNICEF
quarantine
vaccine
vulnerable population
World Health Organization (WHO)

Expected Proficiencies of the Unit

Compare and contrast how diverse populations are affected by disease.
Discuss how demographics and epidemiological are factors in global health.
Understand how vulnerable populations are more likely to suffer from diseases and health issues.
Define, pronounce and spell all key terms associated with this topic

Formative & Summative Assessments

2-3 quizzes.

Project:

Create a Non-profit organization that pertains to a Global issue crisis that has affected the world.

Organization must include: name of organization, description of its function, cost to start up organization, stalk holders that invested money and time, target population of the organization, purpose of organization.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Online library database
- Online library catalog
- Power points
- Google drive
- Ed- puzzle

Suggested Time Frame:

2 weeks

Content Area:

Medical Arts II

Grade(s)

10

Unit Plan Title:

Global Health- Health and Socioeconomic Development

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. HU.6 Explain how human development principles enhance the well being of individuals and families.

9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3. HU .1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human service.

Essential Questions (3-5)

How can small actions eventually change the world?
How does what we know about the world affect how we view ourselves?
How can we ensure our world is preserved for future generations?
How is sustaining “*Global Health*” essential to our lives?

Anchor Text

Medical Terminology for Health Professions 8th ed., Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4

Short & Informational Texts (3-5)

Websites-chosen articles

Vocabulary

Cholera
Developed countries
Developing countries
dehydration
famine
germ
Human- development index (HDI)
HIV
Infectious
Infect
Incidence
Kaposi’s sarcoma
Health care
Lowest national income (LDC)
Immunization
global health
malnutrition
pestilence
population
pandemic

outbreak
opportunistic infections
pertussis
prevalence
plague
retrovirus
socioeconomic
UNICEF
vulnerable population
World Health Organization (WHO)

Expected Proficiencies of the Unit

Discuss the impact that socioeconomic development has on someone health.
In today's current trends, how can we improve socioeconomic development?
List the top leaders in today's governmental agencies that are working in the field of Global health today.
Compare and Contrast the relationship between health and development.
Define, pronounce and spell all key terms associated with this topic.

Formative & Summative Assessments

2-3 quizzes.

Project:

Create a Non-profit organization that pertains to a Global issue crisis that has affected the world.

Organization must include: name of organization, description of its function, cost to start up organization, stalk holders that invested money and time, target population of the organization, purpose of organization.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Online library database
- Online library catalog

- Power points
- Google drive
- Ed- puzzle

Suggested Time Frame: 1 week

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Global Health - Introduction to Health Determinants and Risk Factors		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. HU.6 Explain how human development principles enhance the well-being of individuals and families.</p> <p>9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3. HU .1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human service.</p>			
Essential Questions (3-5)			
<p>How can small actions eventually change the world?</p> <p>How does what we know about the world affect how we view ourselves?</p> <p>How can we ensure our world is preserved for future generations?</p> <p>How is sustaining “<i>Global Health</i>” essential to our lives?</p>			
Anchor Text			
<u>Medical Terminology for Health Professions</u> 8 th ed., Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4			
Short & Informational Texts (3-5)			
Websites-chosen articles			

Vocabulary

Cholera
Causation
disease
dehydration
epidemic
epidemiologist
famine
Infectious
Infect
Incidence
Kaposi's sarcoma
Health care
Lowest national income (LDC)
Immunization
malnutrition
morbidity rate
pestilence
population
pandemic
outbreak
opportunistic infections
prevalence
plague
retrovirus
socioeconomic
quarantine
vaccine
vulnerable population

Expected Proficiencies of the Unit

Name are some of the determinants that influence the health of individuals and communities.
Use and know the terms correlation and causation.
State how the role of culture plays a part in determining one’s health.

Formative & Summative Assessments

2-3 quizzes.
Project:
Create a Non-profit organization that pertains to a Global issue crisis that has affected the world.
Organization must include: name of organization, description of its function, cost to start up organization, stalk holders that invested money and time, target population of the organization, purpose of organization.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Online library database
- Online library catalog
- Power points
- Google drive
- Ed- puzzle

Suggested Time Frame: 2 weeks

Content Area: Academy of Health Sciences **Grade(s)** 10

Unit Plan Title: Wellness and Nutrition

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. HU.6 Explain how human development principles enhance the well-being of individuals and families.

9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3. HU .1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human service.

HLCO6.01.06. Describe healthy behavior.

Essential Questions (3-5)

How do the fundamentals of health and nutrition promote optimum health?

How can I demonstrate knowledge of a variety of foods?

How can we ensure and promote a healthy nutrition plan for ourselves and our patients?

Where and how does the process of digestion, absorption and metabolism occur in our bodies?

In what manner can we demonstrate health stress for maximum wellness?

Short & Informational Texts (3-5)

U.S. Department of Agriculture (USDA) entitled “Dietary Guidelines for Americans”.

[www. Health.gov/dietary guidelines.](http://www.health.gov/dietary_guidelines)

<https://www.choosemyplate.gov/>

Simmers DHO Health Science 8th ed. Cengage, ISBN – 978-1-305-50951-1

[https://www.healthline.com/health/food-nutrition/six-essential-nutrients.](https://www.healthline.com/health/food-nutrition/six-essential-nutrients)

Expected Proficiencies of the Unit

Wellness

Differentiate between positive and negative stressors by identifying the emotional response.

List six ways to eliminate or decrease stress.

Explain how time management, problem solving, and goal setting reduces stress.

Look for signs and symptoms of stress in your patients, peers and yourself.

Nutrition:

Define the term Nutrition and list the effects of good and bad nutrition.

Name the six groups of essential nutrients and their function and sources.

Differentiate between the process of digestion, absorption, and metabolism.

Create a sample daily menu using the five major food groups and recommendations on *MY PLATE*.

Calculate an individual's daily required caloric intake to maintain current weight.

Define, pronounce, and spell all key terms.

Use the body's mass index (BMI) graph or calculator intake to maintain current weight.

Perform skills related to nutrition and wellness.

Demonstrate proper conversions as it pertains to medical math.

Nutrition and Wellness:

Height and Weight

Adult and Infant

Beam balance scale

Metric conversions Lbs./ Kg

BMI- Body Mass Index

Calorie count

Intake and output (IO)

Holmes and Rahe Stress Scale

Self-Assessment

Anchor Text

Simmers DHO Health Science 8th edition, by Simmers/Simmers-Nartker/Simmers-Kobelaky, Cengage, ISBN# 987-1-133-69361-1

Vocabulary

Absorption

Anorexia

Antioxidants

Basal metabolic rate (BMI)

Bland diet

Bulimia

Calorie

Calorie- controlled diets

Carbohydrates

Cellulose
Cholesterol
Diabetes mellitus
Diabetic diet
Digestion
Essential nutrients
Fat-restricted
Fats
Fiber diets
goal
Hypertension
Lipids
Liquid diets
Low-cholesterol diet
Malnutrition
Metabolism
Minerals
Nutrition
Obesity
Overweight
Peristalsis
Protein diets
Proteins
Regular diet
Sodium- restricted diets
Soft diet
Stress
Time management
Therapeutic diet
underweight
vitamins
wellness

Formative & Summative Assessments

Mandatory Projects for Nutrition and Wellness

“My Plate”

24 hours -food diary log, that includes calorie intake, fat content, and carbohydrate consumption.

Self-Assessment- Holmes and Rahe Stress Scale-

Students are to complete this assessment worksheet and then calculate their score to see where they measure on the gauge of stress.

https://www.mindtools.com/pages/article/newTCS_82.htm

2 to3 Quizzes and 1 Summative assessment by end of course.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google classroom
- Online library database
- Online library catalog
- Power points
- Google drive
- Ed- puzzle

Suggested Time Frame:

6 weeks

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Introduction to Mental Health- The stigma of mental illness		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. HL.1 – Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3 HLC01.01- Use a knowledge of human structure and function to conduct health care role.</p> <p>9.3 HLC01.02- Use a knowledge of disease and disorders to conduct health care role.</p> <p>CRP1- Act as a responsible and contributing citizen and employee.</p> <p>9.3. HU-CMH.2- Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.</p> <p>9.3. HU-CMH.3- Evaluate client motivation, strengths and weaknesses to develop a client treatment program.</p> <p>9.3. HU-CMH.4- Demonstrate knowledge of an operational mental health or counseling programs that meets organizational goals.</p> <p>9.3. HU-CMH.5- Demonstrate the ethical and legal responsibilities of counseling and mental health services.</p> <p>9.3. HU-CMH.6- Choose appropriate counseling and therapy techniques to serve identified needs.</p>			
Essential Questions (3-5)			
<p>How is mental illness diagnosed?</p> <p>In what ways are mental illness treated?</p> <p>How can learning about mental health, help us in our wellbeing?</p> <p>How is “positive” health beneficially to our everyday lives?</p> <p>How important it is to recognize that stigma/or fear of stigma can stop people from getting the help they need?</p>			
Anchor Text			
Mental Health & High School- <i>Understanding mental health and mental illness</i>			
Short & Informational Texts (3-5)			
<p>Healthypeople2020.gov. https://www.healthypeople.gov</p> <p>https://youtu.be/IvnT7HwOZic- Intro to mental health.</p> <p>National Alliance of mental illness- www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders</p> <p>Mental health.gov https://www.mentalhealth.gov/</p>			

Expected Proficiencies of the Unit

Describe and discuss the common misconceptions and Stigmas of mental health.
Understand more about mental health, dispel some of the myths surrounding mental health, and recognize how these myths and negative attitudes to mental health contribute to stigma.
Define & spell all key terms that pertain to mental health.
State ways of overcoming stigma and promoting a realistic understanding of mental illness.

Formative & Summative Assessments

2 to 3 Quizzes

Project:

Mental Health PSA Project.

Students are to create a PSA project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
Google classroom
Online library database
Online library catalog
Power points
Google drive
Ed- puzzle

Suggested Time Frame:

1 week

Content Area:

Medical Arts II

Grade(s)

10

Unit Plan Title:

Introduction to Mental Health- Understanding mental health and mental illness

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. HL.1 – Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3 HLC01.01- Use a knowledge of human structure and function to conduct health care role.

9.3 HLC01.02- Use a knowledge of disease and disorders to conduct health care role.

CRP1- Act as a responsible and contributing citizen and employee.

9.3. HU-CMH.2- Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.

9.3. HU-CMH.3- Evaluate client motivation, strengths and weaknesses to develop a client treatment program.

9.3. HU-CMH.4- Demonstrate knowledge of an operational mental health or counseling programs that meets organizational goals.

9.3. HU-CMH.5- Demonstrate the ethical and legal responsibilities of counseling and mental health services.

9.3. HU-CMH.6- Choose appropriate counseling and therapy techniques to serve identified needs.

Essential Questions (3-5)

How is mental illness diagnosed?

In what ways are mental illness treated?

How can learning about mental health, help us in our wellbeing?

How is “positive” health beneficially to our everyday lives?

How important it is to recognize that stigma/or fear of stigma can stop people from getting the help they need?

Anchor Text

Mental Health & High School- *Understanding mental health and mental illness*

Short & Informational Texts (3-5)

Healthypeople2020.gov. <https://www.healthypeople.gov>

<https://youtu.be/IvnT7HwOZic>- Intro to mental health.

National Alliance of mental illness- www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders

Mental health.gov <https://www.mentalhealth.gov/>

Expected Proficiencies of the Unit

Understand more about mental health, dispel some of the myths surrounding mental health, and recognize how these myths and negative attitudes to mental health contribute to stigma.

Recognize that everyone has ‘mental health’, and the factors that can influence it positively and negatively.

Recognize that changing levels of mental wellbeing are a normal part of our life experience.

Formative & Summative Assessments	
2 to 3 Quizzes <u>Project:</u> Mental Health PSA Project. Students are to create a PSA project	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Canvas Google classroom Online library database Online library catalog Power points Google drive Ed- puzzle	
Suggested Time Frame:	1 week

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Introduction to Mental Health- Information on specific mental illnesses and what to look for		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. HL.1 – Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			
9.3 HLC01.01- Use a knowledge of human structure and function to conduct health care role.			
9.3 HLC01.02- Use a knowledge of disease and disorders to conduct health care role.			
CRP1- Act as a responsible and contributing citizen and employee.			
9.3. HU-CMH.2- Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.			

- 9.3. HU-CMH.3- Evaluate client motivation, strengths and weaknesses to develop a client treatment program.
- 9.3. HU-CMH.4- Demonstrate knowledge of an operational mental health or counseling programs that meets organizational goals.
- 9.3. HU-CMH.5- Demonstrate the ethical and legal responsibilities of counseling and mental health services.
- 9.3. HU-CMH.6- Choose appropriate counseling and therapy techniques to serve identified needs.

Essential Questions (3-5)

- How is mental illness diagnosed?
- In what ways are mental illness treated?
- How can learning about mental health, help us in our wellbeing?
- How is “positive” health beneficially to our everyday lives?
- How important it is to recognize that stigma/or fear of stigma can stop people from getting the help they need?

Anchor Text

Mental Health & High School- *Understanding mental health and mental illness*

Short & Informational Texts (3-5)

- Healthypeople2020.gov. <https://www.healthypeople.gov>
- <https://youtu.be/IvnT7HwOZic>- Intro to mental health.
- National Alliance of mental illness- www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders
- Mental health.gov <https://www.mentalhealth.gov/>

Expected Proficiencies of the Unit

- Differentiate between the types of mental illness/disorders.
- Recognize what the signs and symptoms are to those mental disorders and illnesses.
- Explain the basic beliefs and approaches of the main psychosocial theories in today’s therapy.
- Identify the psychosocial theory on which each treatment strategy is based.

Formative & Summative Assessments

2 to 3 Quizzes

Project:

Mental Health PSA Project.

Students are to create a PSA project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
 Google classroom
 Online library database
 Online library catalog
 Power points
 Google drive
 Ed- puzzle

Suggested Time Frame: 2 weeks

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Introduction to Mental Health- Experiences of mental illness		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. HL.1 – Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3 HLC01.01- Use a knowledge of human structure and function to conduct health care role.</p> <p>9.3 HLC01.02- Use a knowledge of disease and disorders to conduct health care role.</p> <p>CRP1- Act as a responsible and contributing citizen and employee.</p> <p>9.3. HU-CMH.2- Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.</p> <p>9.3. HU-CMH.3- Evaluate client motivation, strengths and weaknesses to develop a client treatment program.</p> <p>9.3. HU-CMH.4- Demonstrate knowledge of an operational mental health or counseling programs that meets organizational goals.</p> <p>9.3. HU-CMH.5- Demonstrate the ethical and legal responsibilities of counseling and mental health services.</p> <p>9.3. HU-CMH.6- Choose appropriate counseling and therapy techniques to serve identified needs.</p>			
Essential Questions (3-5)			

How is mental illness diagnosed?
In what ways are mental illness treated?
How can learning about mental health, help us in our wellbeing?
How is “positive” health beneficially to our everyday lives?
How important it is to recognize that stigma/or fear of stigma can stop people from getting the help they need?

Anchor Text

Mental Health & High School- *Understanding mental health and mental illness*

Short & Informational Texts (3-5)

Healthypeople2020.gov. <https://www.healthypeople.gov>
<https://youtu.be/IvnT7HwOZic>- Intro to mental health.
National Alliance of mental illness- www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders
Mental health.gov <https://www.mentalhealth.gov/>

Expected Proficiencies of the Unit

List the attitudes of mental health problems in school, community, and families; and state how stigma could be addressed.
Recognize the way mental illnesses can impact on one’s life.
Identify important historical landmarks in psychiatric care.
Discuss current trends in the treatment of people with mental illness.

Formative & Summative Assessments

2 to 3 Quizzes

Project:

Mental Health PSA Project.

Students are to create a PSA project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
Google classroom
Online library database
Online library catalog
Power points

Google drive
Ed- puzzle

Suggested Time Frame: 1-2 weeks

Content Area: Medical Arts II **Grade(s)** 10

Unit Plan Title: Introduction to Mental Health- Seeking help and finding support

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. HL.1 – Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3 HLC01.01- Use a knowledge of human structure and function to conduct health care role.

9.3 HLC01.02- Use a knowledge of disease and disorders to conduct health care role.

CRP1- Act as a responsible and contributing citizen and employee.

9.3. HU-CMH.2- Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.

9.3. HU-CMH.3- Evaluate client motivation, strengths and weaknesses to develop a client treatment program.

9.3. HU-CMH.4- Demonstrate knowledge of an operational mental health or counseling programs that meets organizational goals.

9.3. HU-CMH.5- Demonstrate the ethical and legal responsibilities of counseling and mental health services.

9.3. HU-CMH.6- Choose appropriate counseling and therapy techniques to serve identified needs.

Essential Questions (3-5)

How is mental illness diagnosed?

In what ways are mental illness treated?

How can learning about mental health, help us in our wellbeing?

How is “positive” health beneficially to our everyday lives?

How important it is to recognize that stigma/or fear of stigma can stop people from getting the help they need?

Anchor Text

Mental Health & High School- *Understanding mental health and mental illness*

Short & Informational Texts (3-5)

Healthypeople2020.gov. <https://www.healthypeople.gov>

<https://youtu.be/IvnT7HwOZic>- Intro to mental health.

National Alliance of mental illness- www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders

Mental health.gov <https://www.mentalhealth.gov/>

Expected Proficiencies of the Unit

Distinguish between “normal” responses to stress and those that may indicate a need for additional support from health professionals.
List those that one can speak to if they were worried about their own mental health, or that of a friend or relative.
Understand the range of community- based healthcare services and groups available to support people who are experiencing mental illness.

Formative & Summative Assessments

2 to 3 Quizzes

Project:

Mental Health PSA Project.

Students are to create a PSA project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

Google classroom

Online library database

Online library catalog

Power points

Google drive

Ed- puzzle

Suggested Time Frame:

1 week

Content Area:	Medical Arts II	Grade(s)	10
Unit Plan Title:	Introduction to Mental Health- The importance of positive mental health		
NJSLS/CCTC Standard(s) Addressed in this unit			
<p>9.3. HL.1 – Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3 HLC01.01- Use a knowledge of human structure and function to conduct health care role.</p> <p>9.3 HLC01.02- Use a knowledge of disease and disorders to conduct health care role.</p> <p>CRP1- Act as a responsible and contributing citizen and employee.</p> <p>9.3. HU-CMH.2- Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.</p> <p>9.3. HU-CMH.3- Evaluate client motivation, strengths and weaknesses to develop a client treatment program.</p> <p>9.3. HU-CMH.4- Demonstrate knowledge of an operational mental health or counseling programs that meets organizational goals.</p> <p>9.3. HU-CMH.5- Demonstrate the ethical and legal responsibilities of counseling and mental health services.</p> <p>9.3. HU-CMH.6- Choose appropriate counseling and therapy techniques to serve identified needs.</p>			
Essential Questions (3-5)			
<p>How is mental illness diagnosed?</p> <p>In what ways are mental illness treated?</p> <p>How can learning about mental health, help us in our wellbeing?</p> <p>How is “positive” health beneficially to our everyday lives?</p> <p>How important it is to recognize that stigma/or fear of stigma can stop people from getting the help they need?</p>			
Anchor Text			
Mental Health & High School- <i>Understanding mental health and mental illness</i>			
Short & Informational Texts (3-5)			
<p>Healthypeople2020.gov. https://www.healthypeople.gov</p> <p>https://youtu.be/IvnT7HwOZic- Intro to mental health.</p> <p>National Alliance of mental illness- www.nami.org/Learn-More/Mental-Health-Conditions/Anxiety-Disorders</p>			

Mental health.gov <https://www.mentalhealth.gov/>

Expected Proficiencies of the Unit

Describe the characteristics of an emotionally healthy person.
Demonstrate skills that enhance personal mental health, including stress management techniques.

Formative & Summative Assessments

2 to 3 Quizzes

Project:

Mental Health PSA Project.

Students are to create a PSA project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
Google classroom
Online library database
Online library catalog
Power points
Google drive
Ed- puzzle

Suggested Time Frame: 1-2 weeks

III. Instructional Strategies:

A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

- Collaborating with teammates to complete projects.
- Discussing text materials, newspaper articles, supplementary materials, PowerPoint presentations and videos.
- Reading materials from a variety of reliable sources.
- Role playing authentic situations.

Watching and responding to videos and presentations.
 Brainstorming to solve critical issues in the project.
 Researching various health care topics.
 Providing peers with constructive feedback
 Culminating projects

IV. Scope and Sequence:

Key I-Introduced D-Developed R-Reinforced M-Mastered

	9	10	11	12
Describe the heart in terms of chambers, valves, blood flow, heartbeat and blood supply		I	D R	R M
Differentiate among the three different types of blood vessels and describe the major function of each.		I	D R	M
Identify major components of blood and the major functions of each component.		I	D R	R M
Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic and treatment procedures of the cardiovascular system.		I	D R	R M
Recognize and explain healthcare careers related to cardiovascular system		I	D R	R M
Perform skills related to cardiovascular system and recall normal ranges for these results.		I	D R	R M
Perform and record a pulse, -radial, apical---rate, rhythm, quality—determine normal ranges		I D	D R	M
Palpate a patient’s pulse points.		I D	D R	M
Perform and record a blood pressure-manual, auscultated, palpated, electronic. —determine normal ranges		I D	D R	M
Name and describe the structures of the respiratory system		I	D R	R M

Identify, define, spell and pronounce the primary medical terminology related to pathology and diagnostic and treatment procedures of the respiratory system.				R M
Recognize explain health careers related to the respiratory system.		I D	R	M
Perform and record a respiratory rate. Determine normal range		I D	R M	M
Auscultate 6 lung fields. Describe breath sounds. Clear, crackles, rhonchi		I	D R	R M
Describe the major functions and structures of the lymphatic and immune systems		I D	D R	M
Recognize, define, spell and pronounce the primary medical terms related to the structures, functions, pathology, and diagnostic and treatment procedures of the lymphatic and immune systems		I D	D R	M
Identify, define, spell and pronounce the primary terms related to oncology.		I D	D R	M
Identify and describe the major structures and functions of the digestive system		I D	D R	M
Describe the process of digestion, absorption and metabolism		I D	D R	M
Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the digestive system.		I D	D R	M
Identify and describe the major structures and functions of the urinary system.		I D	D R	M
Identify and describe the major structures and functions of the endocrine system		I D	D R	M
Describe the role of the endocrine glands in maintaining homeostasis.		I D	D R	M
Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the endocrine system.		I D	D R	M
Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the reproductive system.		I D	D R	M
Understand the importance of global organizations that are in place for the protection of people regarding global health. (WHO, CDC).	I R	D R	R.M	M
Define, pronounce and spell all key terms associated with the Global Health topic	I R	I R	R D	M

Compare and contrast how diverse populations are affected by disease.	I R	I R	R D	D M
Discuss how demographics and epidemiological are factors in global health.		I D	R D	R M
Understand how vulnerable populations are more likely to suffer from diseases and health issues		I D	D R	R M
List ways we can improve socioeconomic development		I D	D R	R M
Discuss the impact that socioeconomic development has on someone health.		I D	D R	R M
List the top leaders in today's governmental agencies that are working in the field of Global health today.		I D	D R	R M
Compare and Contrast the relationship between health and development		I D	D R M	M
Name are some of the determinants that influence the health of individuals and communities.	I	I D	I D R	R M
Use and know the terms correlation and causation.		I D	D R	M
State how the role of culture plays a part in determining one's health	I	I D	D R	R M
Differentiate between positive and negative stressors by identifying the emotional response.	I	I D	D R	R M
List six ways to eliminate or decrease stress.	I	I D	I D	R M
Explain how time management, problem solving, and goal setting reduces stress.	I	I D	I D R	R M
Look for signs and symptoms of stress in your patients, peers and yourself.	I	I D	I D R	R M
Define the term Nutrition and list the effects of good and bad nutrition.		I D	D R	R M
Name the six groups of essential nutrients and their function and sources.		I D	I D R	R M
Differentiate between the process of digestion, absorption, and metabolism.		I D	I D R	R M
Create a sample daily menu using the five major food groups and recommendations on <i>MY PLATE</i> .		I D	I D R	R M
Calculate an individual's daily required caloric intake to maintain current weight		I D	D R	R M
Define, pronounce, and spell all key terms.		I D	D R	M

Use the body's mass index (BMI) graph or calculator intake to maintain current weight.		I D	D R M	
Preform skills related to nutrition and wellness.		I D	D R M	
Demonstrate proper conversions as it pertains to medical math.	I	I D	D R	R M
Describe and discuss the common misconceptions and Stigmas of mental health.		I D	D R	R M
Understand more about mental health, dispel some of the myths surrounding mental health, and recognize how these myths and negative attitudes to mental health contribute to stigma.		I D	I D R	R M
Define & spell all key terms that pertain to mental health.		I D	I D R	M
State ways of overcoming stigma and promoting a realistic understanding of mental illness		I D	I D R	M
Differentiate between the types of mental illness/disorders.		I D	I D R	M
Recognize what the signs and symptoms are to those mental disorders and illnesses.		I D	I D R	M
Explain the basic beliefs and approaches of the main psychosocial theories in today's therapy.		I D	I D R M	
Identify the psychosocial theory on which each treatment strategy is based		I D	D R M	M
List the attitudes of mental health problems in school, community, and families; and state how stigma could be addressed.		I D	I D R	M
Identify important historical landmarks in psychiatric care.		I D	I D R	M
Recognize the way mental illnesses can impact on one's life.		I, D	I, D, R	M
Discuss current trends in the treatment of people with mental illness.		I D	I D R	R M
Distinguish between "normal" responses to stress and those that may indicate a need for additional support from health professionals.		I D	D R	M

List those that one can speak to if they were worried about their own mental health, or that of a friend or relative.		I D	I D R	R M
Understand the range of community- based healthcare services and groups available to support people who are experiencing mental illness.		I D	I D R	R D
Describe the characteristics of an emotionally healthy person	I	I D	I D R	R D
Demonstrate skills that enhance personal mental health, including stress management techniques		I D	I D R	R D

V. Complete list of Course Textbooks, Instructional resources & Software:

Medical Terminology for Health Professions 8th ed., Ehrlich, 2016, Cengage: ISBN 978-1-337-11947-4

Mental Health & High School- *Understanding mental health and mental illness*

DHO: Health Science 8th edition, Louise M. Simmers, Delmar Cengage Learning ISBN #978-1-133-69361

VI. Student Handout:

Course Description:

The second-year course of the Academy of Health and Medical Sciences is also divided into four key areas which include various topics; one of which is a continuation of body systems. The remaining 3 areas of study are diverse, thought provoking and intriguing to students who are interested in health care promotion and prevention.

The first half of the year starts with Anatomy and Physiology II & Medical Terms II. This is a continuation of the study of the body systems. It includes examining the: cardiovascular, respiratory, lymphatic, immune, digestive, urinary, endocrine, and reproductive systems. Terminology is the focus as it relates to these intricate and interesting systems.

The next component is named Global Diseases. It is a six-week exploration of health care from an international view. Its focus is a worldly perspective; and is guided by information supplied by government agencies such as the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO). This area of study is project based and will be a student driven team approach.

An important topic of today's health care is wellness and nutrition. Over a six weeks period nutritional and dietary subject matter is discussed, outlined and defined. In addition, practical skills such as measuring height/weight, Body Mass Index (BMI), Intake and Output, and calorie counts are discussed and practiced with a medical office focus.

Lastly, the year is wrapped up with a recently developed innovative course with a contemporary subject, mental health. Introduction to Mental Health encompasses a basic framework of explaining mental health and its characteristics. Some components address the stigma of mental illness as well as categories of common psychiatric disorders. This is a prerequisite to Advanced Mental Health, which is to be continued in junior year of study.

Overall, sophomore year exposes students to some unfamiliar and unique concepts, as well as addressing essential competencies of healthcare needed for future careers and further education.

Proficiencies:

Describe the heart in terms of chambers, valves, blood flow, heartbeat and blood supply.

Differentiate among the three different types of blood vessels and describe the major function of each.

Identify major components of blood and the major functions of each component.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic and treatment procedures of the cardiovascular system.

Recognize and explain healthcare careers related to cardiovascular system.

Perform skills related to cardiovascular system and recall normal ranges for these results.

Perform and record a pulse, -radial, apical---rate, rhythm, quality—determine normal ranges.

Palpate a patient's pulse points.

Perform and record a blood pressure-manual, auscultated, palpated, electronic. —determine normal ranges

Name and describe the structures of the respiratory system

Identify, define, spell and pronounce the primary medical terminology related to pathology and diagnostic and treatment procedures of the respiratory system.

Recognize explain health careers related to the respiratory system.

Perform and record a respiratory rate. Determine normal range.

Auscultate 6 lung fields. Describe breath sounds. Clear, crackles, rhonchi.

Describe the major functions and structures of the lymphatic and immune systems.

Recognize, define, spell and pronounce the primary medical terms related to the structures, functions, pathology, and diagnostic and treatment procedures of the lymphatic and immune systems.

Identify, define, spell and pronounce the primary terms related to oncology.

Identify and describe the major structures and functions of the digestive system.

Describe the process of digestion, absorption and metabolism.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the digestive system.

Identify and describe the major structures and functions of the urinary system.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the urinary system.

Research and explain medical specialists who treat disorders of the urinary system.

Identify and describe the major structures and functions of the endocrine system.

Describe the role of the endocrine glands in maintaining homeostasis.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the endocrine system.

Recognize, define, spell, and pronounce the primary medical terms related to the pathology and the diagnostic treatment procedures of the reproductive system.

Understand the importance of global organizations that are in place for the protection of people regarding global health. (WHO, CDC).

Define and explain health in theory and personal.

Define, pronounce and spell all key terms associated with this topic.

Compare and contrast how diverse populations are affected by disease.
Discuss how demographics and epidemiological are factors in global health.
Understand how vulnerable populations are more likely to suffer from diseases and health issues.
Discuss the impact that socioeconomic development has on someone health.
List ways we can improve socioeconomic development
List the top leaders in today's governmental agencies that are working in the field of Global health today.
Compare and Contrast the relationship between health and development.
Name are some of the determinants that influence the health of individuals and communities.
Use and know the terms correlation and causation.
State how the role of culture plays a part in determining one's health
Differentiate between positive and negative stressors by identifying the emotional response.
List six ways to eliminate or decrease stress.
Explain how time management, problem solving, and goal setting reduces stress.
Look for signs and symptoms of stress in your patients, peers and yourself.
Define the term Nutrition and list the effects of good and bad nutrition.
Name the six groups of essential nutrients and their function and sources.
Differentiate between the process of digestion, absorption, and metabolism.
Create a sample daily menu using the five major food groups and recommendations on *MY PLATE*.
Calculate an individual's daily required caloric intake to maintain current weight.
Define, pronounce, and spell all key terms.
Use the body's mass index (BMI) graph or calculator intake to maintain current weight.
Perform skills related to nutrition and wellness.
Demonstrate proper conversions as it pertains to medical math.
Describe and discuss the common misconceptions and Stigmas of mental health.
Understand more about mental health, dispel some of the myths surrounding mental health, and recognize how these myths and negative attitudes to mental health contribute to stigma.
Define & spell all key terms that pertain to mental health.
State ways of overcoming stigma and promoting a realistic understanding of mental illness.
Differentiate between the types of mental illness/disorders.
Recognize what the signs and symptoms are to those mental disorders and illnesses.
Explain the basic beliefs and approaches of the main psychosocial theories in today's therapy.

Identify the psychosocial theory on which each treatment strategy is based.

List the attitudes of mental health problems in school, community, and families; and state how stigma could be addressed.

Recognize the way mental illnesses can impact on one's life.

Identify important historical landmarks in psychiatric care.

Discuss current trends in the treatment of people with mental illness.

Distinguish between "normal" responses to stress and those that may indicate a need for additional support from health professionals.

List those that one can speak to if they were worried about their own mental health, or that of a friend or relative.

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Demonstrate skills that enhance personal mental health, including stress management techniques