

Health Sciences Careers Syllabus

School Year: 2017-2018

Certificated Teacher:

Desired Results

Course Title: Health Sciences Careers

Credit: x one semester (.5) two semesters (1.0)

Prerequisites and/or recommended preparation

None

Estimate of hours per week engaged in learning activities:

5 hours of class work per week per 18 week semester

Instructional Materials:

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

Other resources required/Resource Costs:

RCW 28A.240 requires hands-on practice in administration of CPR and use of an AED to be included in at least one health class necessary for graduation; this course aims to fulfill that requirement by offering this hands-on AED/CPR practice directly to Spokane-area students. Students enrolled in this course who are unable to attend the Spokane area practice will be advised:

1. How to seek locally-sourced AED/CPR hands-on practice, or
2. Demonstrate recent course completion or certification.

Course Description:

You will take field trips to multiple health related sites and hear from guest speakers who currently work in health careers. You will learn basic human anatomy, medical terminology, diseases and basic medical skills through Hands-on activities. Handling stress, making ethical decisions, working with a diverse population and leadership skills will be emphasized.

Living a long, healthy life requires an individual to act on available information on such topics as goal setting, decision making, proper nutrition, mental and emotional health issues, body systems, substance abuse, human growth and development and first aid, even if those actions mean breaking comfortable existing life style habits. This semester long course is an approachable, inviting, straight-forward class which addresses these issues. This course provides middle and high school students with the essential body of health information needed to develop health and wellness knowledge and skills.

This class satisfies the Health graduation requirement, or half of the Career and Technical Education graduation requirement.

Enduring Understandings for Course (Performance Objectives):

What will students understand (about what big ideas) as a result of the course?

- Reading and writing with medical terminology is essential for communication in the medical field

- Knowledge of human structure and function allows for understanding of both communicable and non-communicable diseases and disorders, their transmission, as well as their appropriate medical treatment, prevention and management.
- Within the medical community, all communication must be accurate and follow legal guidelines.
- Skill competency in career strand is required for proficiency
- Career exploration in the five strands will provide understanding of job opportunities
- Employability and leadership skills enhance their employment opportunities and job satisfaction
- Nutritional choices affect physical performance and the body
- Family, culture, and environmental factors all have an effect on our health
- Decision-making skills can be affected by emotions
- Goal setting in each of the areas of health, and the development of a health and fitness plan and monitoring system is essential for lifelong health
- Understand the impact of addiction on an individual, family, society, and the treatment and legal impact of substance abuse
- There are strategies which promote positive mental/emotional health regarding risky situations, abuse, depression, and effective stress management techniques
- Basic safety precautions, emergency preparedness, first-aid and CPR techniques are necessary skills to have
- Identifying the beneficial community resources and avoiding the fraudulent services is important information to keep you safe

Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):

What is the key knowledge and skill needed to develop the desired understandings?

Unit: 1 Systems Overview/Confidentiality/Culture

Description: This unit will explore legal obligations and terminology as well as ethical and moral standards of the health care industry and its professions. You will analyze how family, culture and environmental factors affect personal health as well as evaluating the dimensions of health and how it relates to personal health behaviors. You will start your career investigation by taking a look at the many opportunities available in the industry and choosing a profession to investigating that is most appealing to you and your future.

Content Standards:

- **C-9.1** Demonstrate professionalism and key employability skills
- **C-9.2** Maintain professional conduct and appearance.
- **C-9.3** Use analytical skills to solve problems and make decisions.
- **C-9.4** Adapt to changing situations.
- **C-9.5** Upgrade technology skills.
- **C-9.6** Understand various career options and the preparation required for them.
- **C-4.2** Understand the traditional Health Care Delivery System and complimentary/alternative practices
- **C-1.3** Use medical terminology
- **C-12.1** Communicate information accurately and within legal/regulatory guidelines

HEALTH

- **3.1.1** Analyzes how family, culture and environmental factors affect personal health.
- **3.1.3** Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
- **WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

- **W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assesses the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.

ED TECH STANDARDS

- **GLE 1.1.1** Generates ideas and create original works for personal and group expression using a variety of digital tools
- **GLE 1.3.2** Locate and organize information from a variety of resources and media
- **GLE 2.1.2** Practice ethical and respectful behavior
- **GLE 2.2.1** Develop skills to use technology effectively.

21st CENTURY SKILLS:

***LEARNING & INNOVATION:** Communicate clearly, collaborate with others.

***INFORMATION, MEDIA & TECHNOLOGY SKILLS:** Access and evaluate information, Apply technology effectively.

***LIFE & CAREER SKILLS:** Manage goals and time, Work independently, Be self-directed learners, Interact effectively in diverse teams, Manage projects, Produce results, Guide and lead others, Be responsible to others.

Unit: Unit 2 Therapeutic Services/Anatomy: Skeletal, Muscular, Respiratory

Description: To pursue a career in health care, proficiency in anatomy and physiology is vital. The student will describe biological and chemical processes that maintain homeostasis; analyze forces and the effects of movement, torque, tension, and elasticity on the human body; associate the disease process with changes in homeostasis; identify changes in structure and function due to trauma and disease; and identify normal and abnormal anatomy and physiology.

To promote healthy living through the lifespan and understanding of the relationship between unsafe behavior and personal health is important. The student will also develop strategies for preventing the use of tobacco.

Content Standards:

- **C-1.3** Use medical terminology
- **C-1.5** Use knowledge of human structure and function.
- **C-1.6** Use knowledge of diseases and disorders.
- **C-6.5** Show knowledge of illness prevention.
- **C-10.1** Demonstrate skill and knowledge appropriate for the career strand.
- **C-12.1** Communicate information accurately and within legal/regulatory guidelines.

HEALTH

- **2.3.2** Analyzes personal health practices, and how they affect non-communicable diseases.
- **2.2.1** Analyzes the physiological and psychological changes throughout the lifetime.
- **3.1.2** Analyzes how environmental factors impact health.

COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
- **RST.9-10.10** Read and comprehend science/technical texts independently and proficiently
- **RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts or topics.

ED TECH STANDARDS

- **GLE 2.2.1** Develop skills to use technology effectively
- **GLE 2.2.2** Use a variety of hardware to support learning
- **GLE 1.2.1** Communicate and collaborate to learn with others
- **GLE 1.3.2** Locate and organize information from a variety of resources and media.

21st CENTURY SKILLS:

***LEARNING & INNOVATION:** Collaborate with others.

***INFORMATION, MEDIA & TECHNOLOGY SKILLS:** Access and evaluate information, Use and manage

information, Apply technology effectively.

*LIFE & CAREER SKILLS: Manage goals and time, work independently, Be self-directed learners.

Unit: 3 Diagnostic Services/Cardiovascular System

Description: To pursue a career in health care, proficiency in anatomy and physiology is vital. Students will associate the disease process with changes in homeostasis; identify changes in structure and function due to trauma and disease; and identify normal and abnormal anatomy and physiology. In this unit we will explore ECG rhythm and heart tones as well as learn to take blood pressure, temperature, and respiration. We will also learn how heredity can affect growth, development, and health.

Content Standards:

- **C-1.3** Use medical terminology
- **C-1.5** Use knowledge of human structure and function.
- **C-1.6** Use knowledge of diseases and disorders.
- **C-6.5** Show knowledge of illness prevention.
- **C-10.1** Demonstrate skill and knowledge appropriate for the career strand.
- **C-12.1** Communicate information accurately and within legal/regulatory guidelines.

HEALTH

- **2.3.2** Analyzes personal health practices, and how they affect non-communicable diseases.
- **2.2.3** Evaluates hereditary factors affecting growth, development, and health.
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COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
- **RST.9-10.10** Read and comprehend science/technical texts independently and proficiently
- **RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts or topics.
- **RST.9.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ED TECH STANDARDS

- **GLE 1.1.1** Generates ideas and create original works for personal and group expression using a variety of digital tools
- **GLE 2.2.1** Develop skills to use technology effectively
- **GLE 2.2.2** Use a variety of hardware to support learning
- **GLE 1.2.1** Communicate and collaborate to learn with others

21st CENTURY SKILLS:

*LEARNING & INNOVATION: Think creatively, Work creatively with others, Implement innovations.

*INFORMATION, MEDIA & TECHNOLOGY SKILLS: Access and evaluate information, Use and manage information, Apply technology effectively.

*LIFE & CAREER SKILLS: Manage goals and time, Work independently, Be self-directed learners.

Unit: 4 Health Informatics/Infectious Disease/Human Growth & Development

Description: In the Health Care field, the efficient use of Health Informatics is essential in creating an effective operating system that improves the overall care of the clients. It has an impact on scheduling, billing, clinical research and the sharing of information. To pursue a career in Health Care, knowledge of Health informatics is imperative.

In this unit students will gain a fundamental knowledge of informatics, they will learn about common diseases caused by organisms that enter and multiply within the human body. Students will gain an understanding of the body's immune system, how infectious diseases are transmitted, as well as prevention of the transmission. We will continue to practice medical terminology and also take a look into the future of the Healthcare Informatics. We will study the reproductive system, infectious diseases, (including STI's & STD's), as well as ways of protection. This will help us in making choices that will protect our health.

Content Standards:

- **C-1.3** Use medical terminology
- **C-1.5** Use knowledge of human structure and function.
- **C-1.6** Use knowledge of diseases and disorders.
- **C-6.5** Show knowledge of illness prevention.
- **C-10.1** Demonstrate skill and knowledge appropriate for the career strand.
- **C-12.1** Communicate information accurately and within legal/regulatory guidelines.

HEALTH

- **2.2.2** Understands how to maintain sexual health throughout life.
- **2.3.1** Analyzes personal health practices, and how they affect communicable diseases.

COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
- **RST.9.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ED TECH STANDARDS

- **GLE 1.3.2** Locate and organize information from a variety of resources and media
- **GLE 2.1.1** Practice personal safety
- **GLE 2.1.2** Practice ethical and respectful behavior
- **GLE 2.2.2** Use a variety of hardware to support learning
- **GLE 1.2.1** Communicate and collaborate to learn with others

21st CENTURY SKILLS:

***INFORMATION, MEDIA & TECHNOLOGY SKILLS:** Access and evaluate information, Use and manage information.

***LIFE & CAREER SKILLS:** Manage goals and time, Work independently, Be self-directed learners, Manage projects, Produce results.

Unit: 5 Support Services/OSHA/Nutrition/Addition

Description: If you are thinking of a career in health care, and have interests in working with supportive assistance to patients, environment, equipment or materials, then support services may be a viable career area for you. Varied careers in this service area range from Central Supply Aides, Health Unit Coordinators and Transportations Aids, to Bio-Medical Engineers, Human Resources Directors and Health Service Administrators.

In this unit students will gain a fundamental knowledge of support services, they will learn about proper body mechanics when lifting patients as to limit their risk of injury. Students will gain an understanding of the body's GI system as well as how our body digests and utilizes food. We will continue to practice medical terminology, which as always, is an integral part of all of the healthcare system. We will also learn the affects that obesity and alcohol have on our health.

Content Standards:

- **C-1.3** Use medical terminology
- **C-1.5** Use knowledge of human structure and function.
- **C-1.6** Use knowledge of diseases and disorders.
- **C-6.5** Show knowledge of illness prevention.
- **C-10.1** Demonstrate skill and knowledge appropriate for the career strand.
- **C-5.2** Employ personal safety practices; comply with pertinent regulatory guidelines including OSHA and WISHA standards.

HEALTH

- **2.3.2** Analyzes personal health practices, and how they affect non-communicable diseases.
- **1.5.2** Evaluates how nutritional requirements change.
- **1.5.4** Evaluates how healthy and unhealthy eating patterns impact the function of the body.
- **2.4.5** Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.
- **2.4.6** Understands legal implications of alcohol, and tobacco use.
- **2.4.7** Analyzes various treatment options and recovery processes.
- **2.4.1** Understands types of abuse and risky situations and how to respond appropriately and safely.
- **2.1.1** Evaluates dimensions of health and relates them to personal behaviors.
- **3.2.2** Creates health and fitness messages in media.

COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other's ideas and expressing their own clearly and persuasively
- **RST.9-10.10** Read and comprehend science/technical texts independently and proficiently
- **RST.9.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.9-10.1** Write arguments focused on discipline specific content.

ED TECH STANDARDS

- **GLE 1.3.2** Locate and organize information from a variety of resources and media
- **GLE 2.1.1** Practice personal safety
- **GLE 2.2.2** Use a variety of hardware to support learning
- **GLE 1.2.1** Communicate and collaborate to learn with others
- **GLE 2.1.2** Practice ethical and respectful behavior

21st CENTURY SKILLS:

*LEARNING & INNOVATION: Reason effectively, use systems thinking, Make judgements and decisions, solve problems.

*INFORMATION, MEDIA & TECHNOLOGY SKILLS: Access and evaluate information, Use and manage information, Analyze media, Create media products.

*LIFE & CAREER SKILLS: Manage goals and time, Work independently, Be self-directed learners.

Unit: 6 Biotechnology/Stress/Depression/Suicide/Nervous System/Ethics

Description: Interested in research and development procedures, particularly in the area of applying biological systems and organisms to technical and industrial processes? A biotechnology career may be what you are looking for. You may choose to assist laboratory professionals in their research, or you may want to be the scientist who actually performs research in areas such as genetic engineering.

In this unit students will gain a fundamental knowledge of biotechnology and careers that are within this strand. Students will gain an understanding of how anger and stress can lead to both physical and emotional dangers. They will gain the knowledge, strategies, skills and resources to know how to manage. Students will continue to gain knowledge of anatomy with the study of the nervous system, learn about ethics in regards to healthcare and genetic research, as well as take a look at the controversies of stem cell research.

Content Standards:

- **C-1.3** Use medical terminology
- **C-1.5** Use knowledge of human structure and function.
- **C-1.6** Use knowledge of diseases and disorders.
- **C-6.5** Show knowledge of illness prevention.
- **C-12.1** Communicate information accurately and within legal/regulatory guidelines.
- **C-8.0** Understand the legal responsibilities, limitations, and the implications of their actions as well as accepted ethical practices with respect to cultural, social, religious and ethnic differences within the health care environment.

HEALTH

- **2.2.3** Evaluates hereditary factors affecting growth, development, and health.
- **2.2.1** Analyzes the physiological and psychological changes throughout lifetime.
- **2.4.3/2.4.4** Analyzes stress as it relates to personal stress, and creates personal stress-management strategies.
- **2.4.1** Understands types of abuse and risky situations and how to respond appropriately and safely.
- **3.2.1** Evaluates health and fitness information, products, and services.

- **3.3.1** Analyzes conflict situations

COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other’s ideas and expressing their own clearly and persuasively
- **RST.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concept, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ED TECH STANDARDS

- **GLE 1.3.2** Locate and organize information from a variety of resources and media
- **GLE 2.1.1** Practice personal safety

21st CENTURY SKILLS:

- *LEARNING & INNOVATION: Reason effectively, Use systems thinking, Make judgements and decisions, Solve problems.
- *INFORMATION, MEDIA & TECHNOLOGY SKILLS: Access and evaluate information, Use and manage information.
- *LIFE & CAREER SKILLS: Manage goals and time, Work independently, Be self-directed learners.

Unit: 7-Emergency Services

Description: In this unit, students will learn basic safety precautions and life saving techniques in accordance with the American heart Association and will evaluate emergency situations, ways to prevent injuries and demonstrate skills to respond appropriately and safely.

Content Standards:

- **C-1.3** Use medical terminology
- **C-1.5** Use knowledge of human structure and function.
- **C-1.6** Use knowledge of diseases and disorders.
- **C-12.1** Communicate information accurately and within legal/regulatory guidelines.

HEALTH

- **2.4.2** Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

COMMON CORE STANDARDS

- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions, building on other’s ideas and expressing their own clearly and persuasively
- **WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ED TECH STANDARDS

- **GLE 1.3.2** Locate and organize information from a variety of resources and media
- **GLE 2.1.1** Practice personal safety
- **GLE 2.1.2** Practice ethical and respectful behavior
- **GLE 2.2.1** Develop skills to use technology effectively
- **GLE 2.2.2** Use a variety of hardware to support learning
- **GLE 2.3.1** Select and use common applications

21st CENTURY SKILLS:

- *LEARNING & INNOVATION: Reason effectively, Use systems thinking, Make judgements and decisions, Solve problems.
- *INFORMATION, MEDIA & TECHNOLOGY SKILLS: Apply technology effectively.
- *LIFE & CAREER SKILLS: Adapt to change, Be flexible, Manage goals and time, Work independently, Be self-directed learners.

Evidence of Assessment

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes,

observations, and assessments]

Performance Tasks:

- Career GRASP
- skill demonstration
- leadership points
- post field trip and guest speaker reflection
- online simulation
- Self- reflection surveys
- Response to a question on a blog or discussion board
- Internet research web based activities
- Written response to Essay prompt
- Short Answer, thought provoking and self- interpretation of material

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

- Self -reflection surveys
- Response to a question on a blog or discussion board
- Internet research web based activities
- Quizzes
- Written response to Essay prompt
- Creation of Power Point/Prezi/brochure
- Multiple choice, matching, true/false unit tests

Types of Learning Activities

Indicate from the table below all applicable learning strategies that may be used in the course.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input checked="" type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input checked="" type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing

				__ _ Conferencing __ _ Other (List)
Other: Click here to enter text.				

Learning Activities

Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

1st Semester Health Sciences Learning Activities

Unit: 1 Systems Overview/Confidentiality/Culture

Duration: 3 weeks

Enduring Understandings:

1. Use of medical terminology allows health professionals to accurately communicate. 2. The law guides medical practices. 3. There are five career strands in the Health Sciences. 4. Leadership qualities are valued by employers

Essential Questions: 1. How can understanding medical terminology help health care professionals communicate in a timely manner? 2. How do knowledge and application of HIPAA laws impact patient care? 3. What impact does career exploration have on the choice of a career? 4. How can keeping in touch with my instructor help me be successful in my online course?

Student Learning Targets: (See Standards Above)

1. I can interpret and use military time 2. I can translate text to medical terminology. 3. I can apply HIPPA laws. 4. I can complete independent research on a health care career. 5. I can connect communication with success. 6. I can evaluate the impact of neglect of elements of dimensions of health Make predictions and recommendations for lifelong wellness. 7. I can point out ways a family might influence the health of its members. 8. I can Critique different occupations and analyze potential environmental hazards associated with the career. 9. I can Conclude how family and culture impacts choosing healthy places to live, work, and recreate

Learning Activities:

Leadership/CTE Requirements, Employability Skills, Behaviors ppt., Behaviors That Get You Fired assignment, Legal terms/quiz, Confidentiality Power point and HIPAA, Cultural Differences – Dr. Seuss Sneetches & Your family Culture, Cultural Differences Research Assignment, Cultural Awareness Project, Medical Terminology Unit 1 and practice, Military time information and practice, Career Investigation Project, Getting started student & parent task.

Unit: : 2 Therapeutic Services/Anatomy: Skeletal, Muscular, Respiratory

Duration: 3 weeks

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

1. Knowledge of the Musculoskeletal system allows for understanding of diseases and disorders, and their appropriate medical treatment, prevention and management. 2. Use of medical terminology allows health professionals to accurately communicate. 3. Competent physical assessment skills are needed to appropriately treat patients. 4. Therapeutic Services occupations are primarily involved in changing the health status of the client over time

Essential Questions: 1. How does identifying abnormal breath sounds help the health care professional treat patients? 2. How does knowledge of the musculoskeletal and respiratory systems enable the practitioner to treat the patient? 3. What impact does tobacco have on the respiratory system? 4. What occupations are within the therapeutic health careers?

Student Learning Targets: (See Standards Above)

1. I can detect abnormal breath sounds, indicating inadequate gas exchange. 2. I can identify basic musculoskeletal, and respiratory structures of the human anatomy. 3. I can understand the effect of tobacco on the respiratory system. 4. I can explain what types of occupations are within the therapeutic services occupational pathway. 5. I can translate text to medical terminology. 6. I can analyze prevention, causative factors, and treatment of non-communicable diseases. 7. I can analyze metabolic changes as individuals' transition from early to late adulthood. 8. I can analyze the importance of maintaining cardio respiratory and muscular fitness throughout life. 9. I can draw conclusions on how air, water, noise, and chemical pollution affect health.

Learning Activities:

Skeletal system anatomy/ppt/video, Muscular system anatomy/ppt/video, Range of motion, Respiratory system anatomy, Breath sounds lab, Unit 2 medical terminology, Tobacco power point, Effects of tobacco on the Respiratory System, Harmful Effects of Medication, Alcohol, Drugs & Addiction PPT., Anti-Tobacco Videos, How to Keep the Respiratory System Healthy Journal Assignment, Therapeutic Guest Speakers/Field Trips

Unit: 3 Diagnostic Services/Cardiovascular System

Duration: 2 weeks

Essential Understandings:

1. Use of medical terminology allows health professionals to accurately communicate. 2. Competent physical assessment skills are needed to appropriately treat patients. 3. Knowledge of the Musculoskeletal system allows for understanding of diseases and disorders, and their appropriate medical treatment, prevention and management. 4. Diagnostic Services occupations use tests and evaluations that aid in the detection, diagnosis and treatment of diseases, injuries or other physical condition.

Essential Questions:

1. How does identifying abnormal heart sounds help the health care professional treat patients? 2. How does knowledge of cardiac systems enable the practitioner to treat the patient? 3. What occupations are within the diagnostic health careers? 4. How can knowledge of causative factors, treatment, and prevention of cardiovascular disease help reduce my personal health risks?

Student Learning Targets: (See Standards Above)

1. I can detect abnormal heart sounds. 2. I can identify basic cardiac structures of the human anatomy. 3. I can explain what types of occupations are within the diagnostic services occupational pathway. 4. I can translate text to medical terminology. 5. I can explain proper procedure of taking TPR and blood pressure. 6. I can show knowledge of causative factors, treatment, and prevention of Cardiovascular Disease. 7. I can analyze prevention, causative factors, and treatment of non-communicable diseases. 8. I can evaluate hereditary factors using personal health risk assessment tool. 9. I can Draw conclusions about personal health history (heart, cancer, alcoholism, anger, stress etc.)

Learning Activities:

Draw the Heart Powerpoint, ECG rhythm Powerpoint, Unit 3 medical terminology, Heart anatomy/quiz, Heart tone lab, TPR Powerpoint/lab & assessment, BP lab & assessment, Cardiovascular Disease power point/video/test, Diagnostic Guest Speakers/Field Trips

Unit: 4 Health Informatics/Infectious Disease/Human Growth & Development

Duration: 2 weeks

Essential Understandings: *1. Use of medical terminology allows health professionals to accurately communicate. 2. Knowledge of the genitourinary system allows for understanding of diseases and disorders, and their appropriate medical treatment, prevention and management. 4. Health Informatics occupations document client care.*

Essential Questions: 1. How do infectious diseases affect the human population? 2. How does knowledge of genitourinary system enable the practitioner to treat the patient? 3. What occupations are within the health informatics careers?

Student Learning Targets: (See Standards Above)

1. I can identify causes and preventions of infectious diseases. 2. I can explain what types of occupations are within the health informatics occupational pathway. 3. I can translate text to medical terminology. 4. I can identify basic anatomical structures of the genitourinary system. 5. I can analyze personal health practices, and how they affect communicable diseases. 6. I can understand how to maintain sexual health throughout life. 7. I can analyze prevention, causative factors, transmission, and treatment of communicable diseases. 8. I can analyze how factors (personal health practices, environmental factors, policies, research, and health-care resources) affect communicable diseases.

Learning Activities:

Male & Female reproductive systems, Unit 4 medical terminology, Virus vs. Bacteria Power point, Infectious disease power point/assignment, Catch the Fever Pathogen research assignment, STD (District 81) Power point, Health Informatics Guest Speakers/Field Trips, Hormonal birth control power point, Barrier birth control power point, Abstinence

Unit: 5 Support Services/OSHA/Nutrition/Addiction

Duration: 2 weeks

Essential Understandings: *1. Use of medical terminology allows health professionals to accurately communicate. 2. Knowledge of the gastrointestinal system allows for understanding of diseases and disorders, and their appropriate medical treatment, prevention and management. 4. Support services involve direct or indirect care that creates a therapeutic environment.*

Essential Questions: 1. What effect does nutrition have on bodily function? 2. How does knowledge of gastrointestinal system enable the practitioner to treat the patient? 3. What occupations are within the support services careers? 4. What effect does alcohol have on the body? 5. What are the legal implications and recovery processes in regards to alcohol? 6. Is obesity a danger to health?

Student Learning Targets: (See Standards Above)

1. I can identify the functions of the gastrointestinal system. 2. I can explain what types of occupations are within the support systems occupational pathway. 3. I can translate text to medical terminology. 4. I can identify basic anatomical structures of the gastrointestinal system. 5. I can understand the importance of OSHA laws. 6. I can demonstrate proper body mechanics when lifting and positioning a patient. 7. I can understand the effect that nutrition has on the body's function. 8. I can explain what effects obesity can have. 9. I can understand the effects of alcohol on the body. 10. I can analyze personal health practices, and how they affect non-communicable diseases. 11. I can compare and contrast the physical, social, and emotional indicators of possible substance abuse. 12. I can distinguish how cultural and community norms influence use and abuse of drugs. 13. I can interpret school, community, state, and federal laws concerning drug, tobacco, and alcohol use. 14. I can distinguish types of treatment and support organizations to help manage addiction/dependency. 15. I can name and describe the 4 stages of addiction.

Learning Activities:

GI system anatomy, Nutrition and Digestion powerpoint/Nutrition Plan, Unit 5 Medical Terminology/practice/quiz, Drinking Facts Video, Alcohol article/facts, Metabolizing Alcohol, The Journey Inside Alcohol assignment, Substance Abuse Legal Implications & Recovery Processes video/assignment, Obesity-Killer at large video/assignment, Promote Health & Fitness Flyer, OSHA Powerpoint/assignment, Body

Mechanics Powerpoint and lab/Transfer, Lifting and Repositioning, Support Services Guest Speakers/Field Trips, Addiction & Recovery Alcoholism Websearch.

Unit: 6 Biotechnology/Stress/Depression/Suicide/Nervous System/Ethics

Duration: 3 weeks

Essential Understandings:

1. Use of medical terminology allows health professionals to accurately communicate. 2. Knowledge of the neurological system allows for understanding of diseases and disorders, and their appropriate medical treatment, prevention and management. 4. Biotechnology involves use of biological processes, organisms, or systems to manufacture products intended to improve the quality of human life. 5. To know how to alleviate the negative aspects of personal stress involves the learning of stress management strategies.

Essential Questions: 1. What is ethical medical practice? 2. How does knowledge of neurological system enable the practitioner to treat the patient? 3. What occupations are within the biotechnology careers? 4. How can errors in healthcare affect the patient? 5. Why is accuracy important in medical filing systems? 6. Do all people feel the same regarding stem cell research? 7. Why is it important to our health to learn stress management strategies as well as resources for help?

Student Learning Targets: (See Standards Above)

1. I can identify the functions of the neurological system. 2. I can explain what types of occupations are within the biotechnology occupational pathway. 3. I can translate text to medical terminology. 4. I can identify basic anatomical structures of the neurological system. 5. I can debate medical ethics. 6. I can file medical charts. 7. I can identify different errors made in healthcare. 8. I can evaluate hereditary factors using a personal health risk assessment tool. 9. I can analyze metabolic changes as individuals' transition from early to late adulthood. 10. I can compare stages of stress. 11. I can point out/describes ways to prevent or reduced stress. 12. I can create a personal plan for reducing, preventing, and coping with stress. 13. I can describe strategies used to prevent, manage, and resolve conflict in healthy ways and identify adults, peers, and community resources that might assist in school and work place settings. 14. I can understand knowledge of laws, resources, and reporting procedures in school and community.

Learning Activities:

Activities: *Stress/Depression & Suicide Prezi, Stress/Depression/Suicide CBA, Nervous system-Anatomy/ppt, Unit 6 Medical Terminology/practice, VideoNOVA - Ghost in your Genes, & Can we Live Forever, Stem Cell, Code of Ethics Power Point, Ethics scenarios, Stem Cell research, Biotechnical Guest Speakers/Field Trips*

Unit: 7 Emergency Services

Duration: 2 weeks

Essential Understandings: *1. Use of medical terminology allows health professionals to accurately communicate. 2. Emergency treatment can save a human life.*

Essential Questions: 1. How can being proficient in CPR save lives? 2. What role does AED play in CPR? 3. How can being proficient in First Aid save lives?

Student Learning Targets: (See Standards Above)

1. I can proficiently perform the steps of CPR. 2. I can evaluate emergency situations and demonstrate skill to respond appropriately and safely. 3. I can accurately describe the use of an AED. 4. I can demonstrate caring for bone and joint emergencies, cold and heat injuries, and responding to medical emergencies. 5. I can demonstrate first aid procedures for basic life support and AED. 6. I can adapt to change, be flexible, manage goals and time, work independently, and be a self-directed learner.

Learning Activities:

•CCC instruction/practice , AED use lab , Unit 7 Medical Terminology , Medical Terminology Practice , First

Aid Power Point, Environmental Emergencies, Paramedic Field Trip, CCC/AED Power point Emergency Guest Speakers/Field Trips, Leadership Reflection

Unit: 8 Makeup Week

Duration: 1 week