

Audubon Public School District



APSD Anatomy and Medical Terminology

Curriculum Guide

Developed by:

Mrs. Nancy Wolgamot

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Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview	Page 4
Unit 1	Pages 5-8
Unit 2	Pages 9-12
Unit 3	Pages 13-17
Unit 4	Pages 18-22
Unit 5	Pages 23-27
Unit 6	Pages 27-31



Course Description

Anatomy and Medical Terminology

Anatomy and Medical Terminology is a course covering human anatomical structure and the physiology of systems. This course should be taken after successful completion of high school biology and chemistry. The course is designed for students considering a career in the health-related areas, e.g. medical technology or a variety of certification programs after graduation.

Overview / Progressions

Overview	Standards / Performance Expectations	Unit Focus
Unit 1	<ul style="list-style-type: none"> ● HS-LS1-2 	<ul style="list-style-type: none"> ● The language used to discuss the human body.
Unit 2	<ul style="list-style-type: none"> ● HS-LS1-1 ● HS-LS1-3 	<ul style="list-style-type: none"> ● Support and motion- Skeletal and Muscular Systems ● How do the different cell types of the body do different jobs. ● How do these different cells and jobs keep the body protected.
Unit 3	<ul style="list-style-type: none"> ● HS-LS1-1 ● HS-LS1-3 	<ul style="list-style-type: none"> ● Control and Coordination
Unit 4	<ul style="list-style-type: none"> ● HS-LS1-1 ● HS-LS 1-2 	<ul style="list-style-type: none"> ● Blood/Cardiovascular System and Respiratory Systems
Unit 5	<ul style="list-style-type: none"> ● HS-LS 1-2 ● HS-LS1-6 	<ul style="list-style-type: none"> ● Absorption and Excretion- Digestive and Urinary Systems
Unit 6	<ul style="list-style-type: none"> ● HS-LS1-2 	<ul style="list-style-type: none"> ● Protection- Integumentary System and Immune Systems

Subject: Anatomy and Medical Terminology	Grade: 11-12	Unit: 1 3-4 weeks	1st Marking Period
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Focus Standard Code	Focus Standard Description	Activity
HS-LS 1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Identify the different cell types of the skeletal and muscular system using a microscope

Essential Questions	Enduring Understanding
<ul style="list-style-type: none"> ● What is the language of anatomy and physiology? ● What are the levels of organization of the body? ● What are the planes of the body? ● What are the quadrants of the body? ● What are the different regions of the body? 	<ul style="list-style-type: none"> ● Identify the four word elements used to build medical words. ● List the levels of organization of the body. ● Define and identify the three planes of the body. ● Identify the cavities, quadrants and regions of the body.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Complete activity identifying suffixes and prefixes and root words. ● Give the definition of the word after identifying the parts of the word. ● Identify the structures, planes, quadrants and areas of the body using a model or diagram. 	<ul style="list-style-type: none"> ● Weekly Quizzes ● Prime Time Daily Assessments ● Unit Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<p>Medical Terminology Systems by Barbara A Gyls and Mary Ellen Wedding Essentials of Anatomy and Physiology by Marieb</p>	<p>It's Not Rocket Science Anatomy and Physiology Gizmos Quizlet Bozeman Videos Quia testing Google Classroom Online flashcards of structures.</p>
Cross-Curricular Connections & 21st Century Skills	
<ul style="list-style-type: none"> ● English Language Arts/Literacy – <ul style="list-style-type: none"> ○ WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6) ○ WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1),(HS-LS1-6) 	

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills

- Creativity
- Innovation
- Critical Thinking

- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Subject: Anatomy and Medical Terminology	Grade: 11-12	Unit: 2 Support and Motion 4-6 weeks	1st Marking Period
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Focus Standard Code	Focus Standard Description	Activity
HS-LS 1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork.
HS-LS1-1	How does the DNA of these different cell types determine their structures and functions?	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Identify the different cell types of the skeletal and muscular system using a microscope

Essential Questions	Enduring Understanding
<ul style="list-style-type: none"> ● How do the skeletal and muscular systems work together to provide movement and support for the rest of the human body, while also contributing to the maintenance of homeostasis? 	<ul style="list-style-type: none"> ● Locate and describe structures of the musculoskeletal system. ● Describe the functional relationship between the two systems. ● Pronounce, spell and build words related to the musculoskeletal systems. ● Describe diseases, conditions and procedures related to the musculoskeletal system. ● Explain pharmacology related to the musculoskeletal system.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Label the diagram of the skeletal system and the muscular system. ● Identify the structures of a long bone with an actual cow long bone. ● Identify the functions of the structures of the skeletal and muscular system. ● Compare and contrast the cells of the skeletal and muscular systems. 	<ul style="list-style-type: none"> ● Weekly Quizzes ● Prime Time Daily Assessments ● Unit Assessment

Suggested Primary Resources	Suggested Supplemental Resources
<p>Medical Terminology Systems by Barbara A Gylys and Mary Ellen Wedding Essentials of Anatomy and Physiology by Marieb</p>	<p>It's Not Rocket Science Anatomy and Physiology Gizmos Quizlet Bozeman Videos Quia testing Google Classroom</p>

Cross-Curricular Connections & 21st Century Skills

- English Language Arts/Literacy –
 - WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)
 - WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1),(HS-LS1-6)

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Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills

- Creativity
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Integrating Technology

- Chromebooks
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- Online programs

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- Presentations using presentation hardware and software

Subject: Anatomy and Medical Terminology	Grade: 11-12	Unit: 3 Control and Coordination 4-6 weeks	2nd Marking Period
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Focus Standard Code	Focus Standard Description	Activity
HS-LS 1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Illustrate the workings of the endocrine system and the nervous systems
HS-LS1-1	How does the DNA of these different cell of the brain and endocrine systems determine their structures and functions?	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Identify the different cell types of the nervous and and the system using a microscope

Essential Questions	Enduring Understanding
<ul style="list-style-type: none"> ● How does the body take in, process and respond to stimuli in order to maintain homeostatic control and coordinate communication among the body systems. 	<ul style="list-style-type: none"> ● Locate and describe structures of the endocrine and nervous systems. ● Describe the functional relationship between the two systems and the other systems in the body. ● Pronounce, spell and build words related to the endocrine and nervous systems. ● Describe diseases, conditions and procedures related to the endocrine and muscular systems. ● Explain pharmacology related to the treatment of diseases of the endocrine and nervous systems.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Label the diagram of the central and peripheral nervous systems. ● Identify the glands of the endocrine system system. ● Trace the path of a nerve impulse and how it innervates a muscle cell. ● Compare and contrast the workings of the nervous and the endocrine systems. 	<ul style="list-style-type: none"> ● Weekly Quizzes ● Prime Time Daily Assessments ● Unit Assessment

Suggested Primary Resources	Suggested Supplemental Resources
Medical Terminology Systems by Barbara A Gylys and Mary Ellen Wedding Essentials of Anatomy and Physiology by Marieb	It's Not Rocket Science Anatomy and Physiology Gizmos Quizlet Bozeman Videos Quia testing Google Classroom

Cross-Curricular Connections & 21st Century Skills

- English Language Arts/Literacy –
 - WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)
 - WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1),(HS-LS1-6)

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
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21st Century Skills

<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
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Integrating Technology

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
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Subject: Anatomy and Medical Terminology	Grade: 11-12	Unit: 4 Cardiovascular and Respiratory Systems 4-6 weeks	2nd Marking Period
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Focus Standard Code	Focus Standard Description	Activity
HS-LS 1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Illustrate the workings of the cardiovascular system and the respiratory systems

Essential Questions	Enduring Understanding
<ul style="list-style-type: none"> ● How is the body designed to utilize blood as the main transport mechanism of resources to all of the body systems in order to maintain homeostasis. 	<ul style="list-style-type: none"> ● Locate and describe structures of the respiratory and cardiovascular systems. ● Describe the functional relationship between the two systems and the other systems in the body. ● Pronounce, spell and build words related to the respiratory and cardiovascular systems. ● Describe diseases, conditions and procedures related to the respiratory and cardiovascular systems. ● Explain pharmacology related to the treatment of diseases of the respiratory and cardiovascular systems.

Formative Assessments	Summative Assessments
<p>Label the structures of the respiratory system including the upper and lower respiratory tracts.</p> <p>Identify the four separate processes of pulmonary respiration.</p> <p>Label the structures of the heart including the vessels that move the blood to and from the heart.</p> <p>Compare systemic circulation, pulmonary and cardiac circulation interpreting a diagram given.</p> <p>Describe the different ways our blood plays a critical role in maintaining homeostasis in our bodies and how blood is central to the cardiovascular and respiratory systems</p> <p>Identify and describe the components of blood.</p>	<ul style="list-style-type: none"> ● Weekly Quizzes ● Prime Time Daily Assessments ● Unit Assessment

Suggested Primary Resources	Suggested Supplemental Resources
Medical Terminology Systems by Barbara A Gyls and Mary Ellen Wedding Essentials of Anatomy and Physiology by Marieb	It's Not Rocket Science Anatomy and Physiology Gizmos Quizlet Bozeman Videos Quia testing Google Classroom

Cross-Curricular Connections & 21st Century Skills

- English Language Arts/Literacy –
 - WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)
 - WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1),(HS-LS1-6)

Differentiation

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Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills

- Creativity
- Innovation
- Critical Thinking

- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Subject: Anatomy and Medical Terminology	Grade: 11-12	Unit: 5 Absorption and Excretion- Digestive and Urinary Systems 4-6 weeks	3rd Marking Period
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Focus Standard Code	Focus Standard Description	Activity
HS-LS 1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Illustrate the workings of the digestive system and the Urinary systems
HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Identify the different cell types of the urinary and digestive systems using a microscope. Identify the structures of the digestive system using the big body diagram. Identify the structures of the urinary system using the big body diagram.

Essential Questions	Enduring Understanding
<ul style="list-style-type: none"> ● How does the body effectively and efficiently absorb nutrients and excrete waste from the food we eat in order to acquire necessary substances for maintaining homeostasis? 	<ul style="list-style-type: none"> ● Locate and describe structures of the digestive and urinary systems. ● Describe the functional relationship between the two systems and the other systems in the body. ● Pronounce, spell and build words related to the digestive and urinary systems. ● Describe diseases, conditions and procedures related to the digestive and urinary systems. ● Explain pharmacology related to the treatment of diseases of the urinary and respiratory systems.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Identify the major and minor organs of the digestive system. ● Identify the major and minor organs of the urinary system. ● Identify the functions of the organs of digestion. 	<ul style="list-style-type: none"> ● Weekly Quizzes ● Prime Time Daily Assessments ● Unit Assessment

Suggested Primary Resources	Suggested Supplemental Resources
Medical Terminology Systems by Barbara A Gylys and Mary Ellen Wedding Essentials of Anatomy and Physiology by Marieb	It's Not Rocket Science Anatomy and Physiology Gizmos Quizlet Bozeman Videos Quia testing Google Classroom

Cross-Curricular Connections & 21st Century Skills

- English Language Arts/Literacy –
 - WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)
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Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Subject: Anatomy and Medical Terminology	Grade: 11-12	Unit: 6 Integumentary and Immune Systems 4-6 weeks	Marking Period 4
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Focus Standard Code	Focus Standard Description	Activity
HS-LS 1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular	Take notes Edit and discuss notes in class. Complete and correct worksheets to reinforce homework and classwork. Illustrate the workings of the digestive system and the Urinary systems

Essential Questions	Enduring Understanding
<ul style="list-style-type: none"> ● How does the body defend itself from environmental harm and detect, deflect, and destroy foreign invaders in order to maintain homeostasis. 	<ul style="list-style-type: none"> ● Locate and describe structures of the integumentary and lymphatic systems. ● Describe the functional relationship between the two systems and the other systems in the body. ● Pronounce, spell and build words related to the integumentary and lymphatic systems. ● Describe diseases, conditions and procedures related to the integumentary and lymphatic systems. ● Explain pharmacology related to the treatment of diseases of the integumentary and lymphatic systems.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Identify the microscopic structures of integumentary system. ● Identify the functions of these structures and how they contribute to the health of the body ● Identify the major and minor organs of the immune system. ● Identify the functions of the organs of the immune system and how they contribute to the health of the body. 	<ul style="list-style-type: none"> ● Weekly Quizzes ● Prime Time Daily Assessments ● Unit Assessment

Suggested Primary Resources	Suggested Supplemental Resources
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Cross-Curricular Connections & 21st Century Skills

- English Language Arts/Literacy –
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IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
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At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research 	<ul style="list-style-type: none"> ● Virtual collaboration and projects

- Online programs

- Presentations using presentation hardware and software