

**UNIT: Introduction to Anatomy of the Human Body and Medical Terminology****Enduring Concept:** Use the appropriate terminology/vocabulary to describe the body

(body planes, directional terms, quadrants, cavities, etc.)

**Grade Level Expectations (GLE)**

## 1.1 Human Structure and Function

- 1.11 Classify the basic structural and functional organization of the human body (tissue, organ, and system)
- 1.12 Recognize body planes, directional terms, quadrants, and cavities
- 1.13 Analyze the basic structure and function of the human body

## 2.2 Medical Terminology

- 2.21 Use of roots, prefixes, and suffixes to communicate information

## 8.2 Team Member Participation

- 8.21 Recognize methods for building positive team relationships
- 8.22 Analyze attributes and attitudes of an effective leader
- 8.23 Apply effective techniques for managing team conflict

## 11.1 Information Technology

- 11.11 Utilize current computer hardware and software

**Inquiry Question(s): (From the standards document)**

1. Select appropriate technical or specialized language to describe the human body and its structures.
2. Select and apply appropriate medical terminology (prefixes, suffixes, and roots) to communicate information.
3. Identify the different systems of the body and define the overall function of each system.

**Timeline: 3 Weeks****Vocabulary****Academic:** Planes, cavities, quadrants, etc.**Unit Specific:** Medical roots, prefixes, suffixes (examples: cardio, -tomy, hyper-, gastro), directional terms (examples: superior, lateral, posterior, proximal), body planes (sagittal, frontal, horizontal), quadrants, cavities (cranial, thoracic, abdominopelvic), etc.**Assessments****Evidence Outcomes****Instruction****Performance Tasks**

1. Directional Terminology
2. Quizzes – dots of clay

**Other Assessments**

1. Motions of body quiz
2. Unit exam: MC

Students will be able to.....

1. Describe the human body using common and appropriate medical terminology.
2. Demonstrate ability to apply directional terminology when asked to perform skills

- Overview of human body – PPT
- Diagrams / handouts
- Label on manikins – clay dots
- Body orientation activity
- Short story of terms
- Read chapters 1 and 2 in MT textbook

**Key teaching and Learning Experiences that imbed 21<sup>st</sup> Century Skills: HOSA Activities**

**Resources**

Medical terminology text book

Anatomy in Clay manikins

Interactive websites – mobile computer lab

**UNIT: Integumentary, Skeletal, and Muscular Systems**

**Enduring Concept:** Use appropriate vocabulary when explaining the structure and function of each body system.

**Grade Level Expectations (GLE)**

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  - 1.11 Classify the basic structural and functional organization of the human body (tissue, organ, and system)
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**Inquiry Question(s): (From the standards document)**

1. Select appropriate technical or specialized language to describe the human body and its structures.
2. Select and apply appropriate medical terminology (prefixes, suffixes, and roots) to communicate information.
3. Identify the different systems of the body and define the overall function of each system.

**Timeline: 4 Weeks**  
**\*Muscles of the body will continually be built throughout the semester (additional 3-4 weeks)**

**Vocabulary**

**Academic:** systems, feedback loop, rate  
**Unit Specific:** Integumentary (examples: dermis, epidermis, follicle, glands, etc), homeostasis, Skeletal (examples: femur, humerus, vertebra, sternum, osteocytes, fracture, osteoporosis, etc), Muscular (examples: abduction, extension, pronation, dorsi flexion, etc)

Assessments	Evidence Outcomes	Instruction
<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Construct clay model of skin – flag each structure (Quiz)</li> <li>2. Identify and label bones and bony landmarks (Quiz)</li> <li>3. Construct clay model of long bone – flag each structure (Quiz)</li> <li>4. Naming of bones activity</li> <li>5. Assemble disarticulated skeleton – identify types of joints</li> <li>6. Construction of muscles*</li> </ol>	<p>Students will be able to.....</p> <ol style="list-style-type: none"> <li>1. Identify the structures of each body system and explain the function of each.</li> <li>2. Use appropriate vocabulary to describe these systems of the human body.</li> </ol>	<ul style="list-style-type: none"> <li>• Anatomy of the skin – PPT</li> <li>• Diseases of the skin – PPT</li> <li>• Handouts of skin</li> <li>• Chapter 12 – MT textbook</li> <li>• Skeletal system – PPT</li> <li>• Diseases of Skeleton – PPT</li> <li>• Handouts of bones and joints</li> <li>• Video: Total Knee Replacement</li> <li>• Chapter 3 – MT textbook</li> <li>• Muscular System – PPT</li> <li>• Diseases of MS – PPT</li> <li>• Muscle charts (origin, insertion, actions)</li> </ul>

<p>based on muscle chart information – Quiz</p> <p>7. Mystery Muscle – identify actions based on O, I, direction of muscle fibers</p> <p><b>Other Assessments</b></p> <ol style="list-style-type: none"> <li>1. Medical terminology quizzes</li> <li>2. Unit assessment – MC and lab practical</li> </ol>		<ul style="list-style-type: none"> <li>• Handouts of muscles</li> <li>• Chapter 4 – MT textbook</li> </ul> <p>*Muscles will be built throughout the entire semester as well as the bony anatomy/landmarks associated with each region being covered.</p>
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**Key teaching and Learning Experiences that imbed 21<sup>st</sup> Century Skills:** HOSA Activities

**Resources**  
 Medical terminology textbook  
 Trail Guide to the Human Body textbook – workbook  
 Anatomy in Clay manikins  
 Online resources – mobile computer lab

**UNIT: Nervous, Cardiovascular, and Lymphatic Systems**

**Enduring Concept:** Use appropriate vocabulary when explaining the structure and function of each body system.

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    - 11.11 Utilize current computer hardware and software

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1. Select appropriate technical or specialized language to describe the human body and its structures.
  2. Select and apply appropriate medical terminology (prefixes, suffixes, and roots) to communicate information.
  3. Identify the different systems of the body and define the overall function of each system.

**Timeline: 4 Weeks**

**Vocabulary**  
**Academic:** health, illness, immune, prevention, etc.  
**Unit Specific:** Cardiovascular system (heart, vein, artery, capillary, pericardium, etc), Lymphatic (vessel, gland, immunology, etc)

Assessments	Evidence Outcomes	Instruction
<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. 1 minute hearts</li> <li>2. Construct hearts and vessels on manikin (Quiz)</li> <li>3. Construction of lymphatic vessels on manikin</li> <li>4. Construction of brain (lobes) and spinal cord on</li> </ol>	<p>Students will be able to.....</p> <ol style="list-style-type: none"> <li>1. Identify the structures of each body system and explain the function of each.</li> <li>2. Use appropriate vocabulary to describe these systems of the human body.</li> </ol>	<ul style="list-style-type: none"> <li>• Cardiovascular system – PPT</li> <li>• Disorders and diseases of the heart and vessels – PPT</li> <li>• Handout / Diagram of vessels and heart</li> <li>• Trace the path of blood flow through heart</li> <li>• Video: Heart Surgery</li> <li>• Chapter 5 MT textbook</li> <li>• Lymphatic System – PPT</li> </ul>



<p>manikin(Quiz)</p> <p>5. Construction of spinal nerves on manikin</p> <p><b>Other Assessments</b></p> <p>1. Medical terminology quizzes</p> <p>2. Unit assessment – MC and lab practical</p>		<ul style="list-style-type: none"> <li>• Disorders of the lymphatic system – PPT</li> <li>• Handouts – vessels and glands</li> <li>• Chapter 6 MT textbook</li> <li>• Nervous System – PPT</li> <li>• Diseases of nervous system – PPT</li> <li>• Handouts / Diagram of brain, spinal cord, nerves</li> <li>• Video: Brain Surgery</li> <li>• Brain facts</li> <li>• Chapter 10 MT textbook</li> </ul>
<p><b>Key teaching and Learning Experiences that imbed 21<sup>st</sup> Century Skills:</b> HOSA activities</p>		
<p><b>Resources</b></p> <p>Medical terminology textbook</p> <p>Trail Guide to the Human body textbook – workbook</p> <p>Anatomy in Clay manikins</p>		

**UNIT: Digestive and Urinary**

**Enduring Concept:** Use appropriate vocabulary when explaining the structure and function of each body system.

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2. Select and apply appropriate medical terminology (prefixes, suffixes, and roots) to communicate information.
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**Timeline: 4 Weeks**

**Vocabulary**

**Academic:** digestion, elimination, void, gut, abdomen, etc...

**Unit Specific:** Digestive (peristalsis, chime, bolus, sphincter, etc), Urinary (urine, glomerulus, filtration, etc)

Assessments	Evidence Outcomes	Instruction
<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Construction of digestive organs in manikins (Quiz)</li> <li>2. Construction of urinary organs in manikins (Quiz)</li> </ol> <p><b>Other Assessments</b></p> <ol style="list-style-type: none"> <li>1. Medical terminology quizzes</li> <li>2. Unit assessment – MC and lab practical</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the structures of each body system and explain the function of each.</li> <li>2. Use appropriate vocabulary to describe these systems of the human body.</li> </ol>	<ul style="list-style-type: none"> <li>• Digestive system – PPT</li> <li>• Disorders of digestive system – PPT</li> <li>• Handout /diagram of digestive organs</li> <li>• Video: Appendectomy</li> <li>• Chapter 8 MT textbook</li> <li>• Trace the path of food as it is digested</li> <li>• Urinary system – PPT</li> <li>• Disorders of urinary system – PPT</li> <li>• Handout / diagram of urinary organs</li> <li>• Chapter 9 MT textbook</li> </ul>

**Resources**

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Anatomy in Clay manikins

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**Timeline: Weeks**

**Vocabulary**

**Academic:**

**Unit Specific:**

**Assessments**

**Evidence Outcomes**

**Instruction**

**Performance Tasks**

Students will be able to.....

**Other Assessments**

Key teaching and Learning Experiences that imbed 21 <sup>st</sup> Century Skills		
<b>Resources</b>		