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| **Teacher Name** | **Dr. Haro** | **Unit Name** | **Unit 1: Foundations of Medical Terminology** |
| **Course** | Medical Terminology | **Dates** | **8/22/22 – 9/23/2022** |

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| **Monday,** August 22, 2022 | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and VASK traits.  TEKS SS130.223 (2)(A)    **Agenda with Approximate Time Limits:**   1. Do Now: Class Introductions (5-7 minutes) 2. Direct Instruction: Classroom Tour (5-10 minutes) 3. Group Practice: Discuss healthcare traits (115 minutes) 4. Small Group: N/A 5. Exit Ticket: First Day Q&A (5 minutes)   **Formative Assessment:**  N/A  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What should students do to prepare for the next day?  Not applicable |
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| **Tuesday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and VASK traits.  TEKS SS130.223 (2)(A)  **Agenda with Approximate Time Limits:**   * 1. Do Now: TPS – Think, pair and share – what does respect mean to you? (5-7 minutes)   2. Direct Instruction: Classroom Rule: Respect (15 minutes)  1. Group Practice: Respect (15 minutes) 2. Small Group: Begin Respect Posters (5 minutes) 3. Exit Ticket: What does respect mean to you? (5 minutes)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Think about a person you Respect and why? What traits do you admire/respect about them? |
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| **Wednesday/Thursday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and VASK traits.  TEKS SS130.223 (2)(A)  **Agenda with Approximate Time Limits:**   * 1. Do Now: TPS – Think, pair and share – what do you want others to respect about you? (5-7 minutes)   2. Direct Instruction: PPT presentation - Shared classroom expectations and classroom rule: Respect (25 minutes)   3. Large Group Practice: Modeling Respect and constructive discourse (25 minutes)   4. Small Group: Assignment on Canvas: Finish Respect Posters (25 minutes)   5. Exit Ticket: Why is respect important in healthcare professions? (10 minutes)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What does it say about a professional who does not follow their rules or code of conduct? |
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| **Friday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and VASK traits.  TEKS SS130.223 (2)(A)  **Agenda with Approximate Time Limits:**   * 1. Do Now: Westside Way, individual student feedback: what is the difference between morals, values, and ethics? (10 minutes)   2. Direct Instruction: Modeling How to take notes - morals, values, and ethics(25 minutes)   3. Large Group Practice: Patient Simulations – immorality (5 minutes)   4. Small Group/Individual: What influences your values?   5. Exit Ticket: First week wrap-up – Q&A   **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What does it say about a professional who does not follow their rules or code of conduct? |

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| **Monday, August 29, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and professional ethics.  TEKS SS130.223 (2)(B)    **Agenda with Approximate Time Limits:**  1. R&W: Research and Write: what is the difference between morals and values? (5-7 minutes)  2. Direct Instruction: PPT presentation: Healthcare Ethics, Part 1 (20 minutes)  3. Group Practice: Compare society’s right and wrong from your own viewpoints of right and wrong (20 minutes)  4. Small Group: N/A  5. Exit Ticket: What do you value most? Are our values the same as others in the classroom? (5 minutes)  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What should students do to prepare for the next day?  Discuss family values at home or with friends. Does your family/friends each have the same values as you, why or why not? |
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| **Tuesday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and professional ethics.  TEKS SS130.223 (2)(A)  **Agenda with Approximate Time Limits:**   * 1. Do Now: On Canvas, Intro to ethics: What are the 4 medical ethical principles? Define each one. (5-7 minutes)  1. Direct Instruction: Healthcare Ethics PPT presentation, Part 2 (20 minutes) 2. Group Practice: Med Term word building: Euthanasia and ethics (20 minutes) 3. Small Group: Compare the 4 ethical principles (5 minutes) 4. Exit Ticket: Can personal values conflict with healthcare ethics and decision making? (5 minutes)   **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Should your own values as a (future) doctor, nurse or healthcare professional affect your patient’s decisions? |
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| **Wednesday/Thursday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and professional ethics.  TEKS SS130.223 (2)(B)  **Agenda with Approximate Time Limits:**   * 1. Do Now: TPS – Think, pair and share – is it possible for a healthcare decision to be ethical but immoral? Give examples and explain. (10 minutes)   2. Direct Instruction: PPT presentation Healthcare ethics, part 3- Ethical principles and the Hippocratic Oath (25 minutes)   3. Large Group Practice: Ethical conflicts in healthcare and constructive discourse (25 minutes)   4. Small Group: Assignment on Canvas: Begin research on Ethical Dilemmas (25 minutes)   5. Exit Ticket: Why is it ethical or unethical for a healthcare professional to inject their own values on a patient’s decision? (10 minutes)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What does it say about a professional who does not follow their rules or code of conduct? |
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| **Friday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and professional ethics.  TEKS SS130.223 (2)(B)  **Agenda with Approximate Time Limits:**  1. Do Now: TTDD (Time to Dig Deeper) What is the most important medical ethical principle and why? (5 minutes)  2. Direct Instruction: PPT presentation Recap: Healthcare ethics (5 minutes)  3. Large Group Practice: Patient Simulations – ethical dilemmas (5 minutes)  4. Small Group/Individual: Finish Double Daily Grade assignments on Canvas: Ethical Dilemmas  5. Exit Ticket: The weekly wrap-up – Q&A  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** None: Stay safe and be ethical 😊 |

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| **Monday** September 5, 2022 | Labor Day |
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| **Tuesday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and internet searching skills of medical terminology and the HON-Code.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**   1. Do Now: Power-up laptops -> login to Canvas -> open Medical Terminology -> click on “MODULES” -> click on the Pre-assessment Assignment (5 minutes) 2. Direct Instruction: N/A – Pre-Assessment 3. Group Practice: N/A – Pre-Assessment 4. Small Group: N/A – Pre-Assessment 5. Exit Ticket: Finish and submit the pre-assessment (45 minutes)   **Formative Assessment:**  Pre-Assessment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** None |
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| **Wednesday/Thursday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and internet searching skills of medical terminology and the HON-Code.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**   1. Do Now: R&W: Research and write – what is the HON Code and why is it used in healthcare? (5-7 minutes) 2. Direct Instruction: PPT presentation – The HON-Code (25 minutes) 3. Large Group Practice: Modeling Internet Searching skills(25 minutes) 4. Small Group: Assignment on Canvas: the 8 HON Code Principles “worksheet” fact or myth (25 minutes) 5. Exit Ticket: Identify 3 HON-code certified healthcare websites (10 minutes)   **Formative Assessment:**  Canvas small group assignment, Individual Student Surveys - QR code, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What does it say about a professional who does not follow their rules or code of conduct? |
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| **Friday** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and internet searching skills of medical terminology and the HON Code.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**  1. Do Now: TTDD (Time to dig deeper) – why is it important to evaluate information you read on the internet? How could this affect patient healthcare outcomes? (5 minutes)  2. Direct Instruction: PPT presentation: The HON-Code, part 2 (20 minutes)  3. Large Group Practice: Patient Simulation – AMI (aka heart attack) (20 minutes)  4. Small Group/Individual: What website is better Mayo clinic or x? (5 minutes)  5. Exit Ticket: The weekly wrap-up – Q&A  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What does it say about a professional who does not follow their rules or code of conduct? |

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| **Monday, September 12, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology, communication and the SOAP Note.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. R&W: TPS – think, pair, share, why is it important for healthcare professionals to communicate using the same language? Give examples  2. Direct Instruction: PPT presentation: SOAP Notes, Part 1 (20 minutes)  3. Group Practice: Medical Abbreviations (20 minutes)  4. Small Group: N/A  5. Exit Ticket: What happens if medical terms or abbreviations are spelled incorrectly? Ex. dx, tx, px, rx, SHx, FHx (5 minutes)  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** What should students do to prepare for the next day?  How do healthcare professionals minimize errors? |
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| **Tuesday, 9/13** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology, communication, and SOAP Notes.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   1. Do Now: On Canvas, Intro to SOAP Notes: What are the 4 sections of the SOAP? Define each one. (5-7 minutes) 2. Direct Instruction: SOAP Notes PPT presentation, Part 2 (20 minutes) 3. Group Practice: Med Term abbreviations (20 minutes) 4. Small Group: Begin your own patient scenario for your SOAP Note Major Grade (5 minutes) 5. Exit Ticket: What information is important to include/exclude in the SOAP Note? (5 minutes)   **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Research your patient’s medical condition(s)? |
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| **Wednesday/Thursday**  **Sept 14-15** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology, communication, and SOAP Notes  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: R&W: Research and write everything you learn about your patient’s medical condition (10 minutes)   2. Direct Instruction: PPT presentation SOAP NOtes, part 3- Putting it al together (25 minutes)   3. Large Group Practice: Model AMI patient SOAP Note (15 minutes)   4. Small Group: Assignment on Canvas: Work on SOAP Note (35 minutes)   5. Exit Ticket: SOAP verbal CFU? (10 minutes)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Wrap up your research and SOAP Note. Foreshadow: Unit One Exam is in one week. Study PPTs now (ethics, HON-Code, and SOAP Notes) |
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| **Friday, September 16, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology, communication, and SOAP Notes.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: TTDD (Time to Dig Deeper) What information goes into the plan? (5 minutes)  2. Direct Instruction: PPT presentation Recap: SOAP Notes (5 minutes)  3. Large Group Practice: N/A  4. Small Group/Individual: Finish Major Grade SOAP NOTE on Canvas  5. Exit Ticket: The weekly wrap-up – Q&A  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Submit the SOAP Note if not completed in class and be safe 😊  Foreshadow: Unit One Exam is next week on Block Day. Study PPTs now (ethics, HON-Code, and SOAP Notes) |

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| **Monday** September 19, 2022 | **Daily Objective:**  Students will collaborate as a member of the healthcare team to enhance knowledge and skills of medical terminology, Ethics, SOAP Note, abbreviations, and the HON-Code.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**   1. Do Now: Discuss: What are the 3 main topics for the Unit 1 exam? (3 minutes) 2. Direct Instruction: N/A – Review 3. Group Practice: N/A – Review 4. Small Group/Partners/Individual: Review (45 minutes) 5. Exit Ticket: Discuss exam format – Q&A review (5 minutes)   **Formative Assessment:**  review  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study! |
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| **Tuesday, September 20, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and internet searching skills of medical terminology and the HON-Code.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**   1. Do Now: Reflect and write: what do YOU do to study/prepare for an exam? 2. Direct Instruction: N/A – Review 3. Group Practice: N/A – Go over the answers to the review 4. Small Group: flash cards 5. Exit Ticket: Finish and submit the review (45 minutes)   **Formative Assessment:**  review  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study! |
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| **Wednesday/Thursday**  **Sept 21-22, 2022** | **Daily Objective:**  Students will work independently as a member of the healthcare team to demonstrate mastery of knowledge and skills of medical terminology, Ethics, SOAP, abbreviations, and the HON-Code.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**   1. Do Now: Prepare lap top and desk top for exam, unit 1: On-Track for MC, written portion on paper. 2. Direct Instruction: None 3. Large Group Practice: None 4. Small Group: None 5. Individual: Exam, unit 1: On-Track for MC, written portion on paper. 6. Exit Ticket: Written Exam, Unit 1   **Formative Assessment:**  Canvas small group assignment, Individual Student Surveys - QR code, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Exam Review is due today on Canvas. |
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| **Friday, September 23, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to demonstrate knowledge and skills of medical terminology and the SOAP Note.  TEKS SS130.223 (4)(A, B, C)  **Agenda with Approximate Time Limits:**  1. Do Now: Get in small groups and discuss plans for the SOAP Note (5 minutes)  2. Direct Instruction: None  3. Large Group Practice: None  4. Small Group: SOAP Note (on Canvas) (45 minutes)  5. Exit Ticket: The weekly wrap-up – Q&A  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** SOAP Note collaboration |

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| **Monday, September 26, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and the SOAP Note.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. R&W: Recap and write: What is a SOAP Note?  2. Direct Instruction: None  3. Group Practice: None  4. Small Group: SOAP (50 minutes)  5. Exit Ticket: Turn in group SOAP  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** SOAP Note is due tonight, before midnight. |
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| **Tuesday, September 27, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology, communication, and SOAP Notes.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   1. Do Now: On Canvas, KWL on the human brain (5-7 minutes) 2. Direct Instruction: PPT: The Human Brain and the WWW, Part 1 (20 minutes) 3. Group Practice: Review new/old Med Term abbreviations (10 minutes) 4. Small Group: Compare the brain development of an infant, adolescent, teenager and adult. (15 minutes) 5. Exit Ticket: Small group – brain development comparison from Canvas (5 minutes)   **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Research your patient’s medical condition(s)? |
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| **Wednesday/Thursday**  **Sept. 28-29, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the central nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: R&W: Research and draw: What is a neuron? Draw and label parts of a neuron and the WWW.   2. Direct Instruction: PPT presentation The Human Brain and the WWW, part 2   3. Large Group Practice: Model and practice the NTs   4. Small Group: Assignment on Canvas: Work on the WWW   5. Exit Ticket: WWW and NT verbal CFU? (10 minutes)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** The Human Brain Model planning. |
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| **Friday, September 30, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the Central Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: What is meant by the terms: NT, DA, cerebral cortex, 5HT  2. Direct Instruction: PPT presentation The Human Brain and the WWW  3. Large Group Practice: Neurotransmitters  4. Small Group/Individual: Plan and map the Human Brain  Model  5. Exit Ticket: The weekly wrap-up – Q&A  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** The Human Brain Model, map |

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| **Monday, October 3, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology of the nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. What are the 4 functions of the nervous system?  2. Direct Instruction: PPT The Nervous System Part 1  3. Group Practice: SOAP Note Feedback  4. Small Group: SOAP Note recap – review grades and rubric/expectation  5. Exit Ticket: Brain Map plan  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** WWW BrainDiscussion Q’s due Tuesday, before midnight. |
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| **Tuesday/ Wednesday, October 4/5, 2022** | School Holidays |
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| **Thursday, October 6, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the central nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: R&W: Research and write: What is the difference between the CNS and PNS?   2. Direct Instruction: PPT presentation The Nervous System   3. Large Group Practice: autonomic and somatic movement   4. Small Group: Brain   5. Exit Ticket: WWW (late today)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** The Human Brain Model due next Tuesday. |
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| **Friday, October 7, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the Central Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: Research and describe the cranial nerves  2. Direct Instruction: PPT presentation The Nervous System  3. Large Group Practice: Cranial Nerves  4. Small Group/Individual: Plan and map the Human Brain  Model  5. Exit Ticket: The weekly wrap-up – Q&A  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** The Human Brain Model due next Tuesday and study the cranial nerves |

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| **Monday, October 10, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and the SOAP Note.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Research, list and describe: what are 10 neurotransmitters from the CNS?  2. Direct Instruction: The Nervous System PPT, Part 2: The two divisions  3. Group Practice: SSMMBMBSBBMM  4. Small Group: Create quizlets in small groups  5. Exit Ticket: Submit quiz questions  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** SOAP Note is due tonight, before midnight. |
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| **Tuesday, October 11, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology of the Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Research and write: explain the role of the spinal cord in regulating messages between the CNS and PNS.  2. Direct Instruction: The Nervous System PPT, Part 2: The two divisions continued – spinal nerves  3. Group Practice: SSMMBMBSBBMM  4. Small Group: Practife quizzes and memoriziation  5. Exit Ticket: Popcorn Q/A  **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Research your patient’s medical condition(s)? |
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| **Thursday**  **October 13, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the central nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: R&W: Research and draw: What is a neuron? Draw and label parts of a neuron and the WWW.   2. Direct Instruction: PPT presentation The Nervous System, part 2   3. Large group discussion: Distinctions between anatomy and physiology of the 2 divisions of the nervous system   4. Small Group: Assignment on Canvas: Work on the WWW   5. Exit Ticket: WWW and NT verbal CFU? (10 minutes)   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study for a not-so-very pop-quiz on the human brain |
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| **Wednesday/Friday, October 12/14, 2022**  **(PSAT/HoCo)** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the Central Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: Define mental health disorder. Give examples of different mental health disorders.  2. Direct Instruction: PPT presentation Mental Health Disorders  3. Large Group Practice: Compassion and Care of pts with mental health disorders  4. Small Group/Individual: Turn, talk, and share – examples of various mental health disorders  5. Exit Ticket: Helpful phrases/ showing compassion  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Compassionate communication practice |

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| **Monday, October 17, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and the SOAP Note.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Define: what is substance use, misuse, abuse, and addiction?  2. Direct Instruction: Addiction, Part 1 PPT  3. Group Practice: Discussion: Compare the differences/similarities between mental health disorders and substance use disorders  4. Small Group: discuss common substances of abuse in HS students  5. Exit Ticket: Verbal Q/A  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** None |
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| **Tuesday, October 18, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology of the Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   1. Do Now Daily Grade: Draw and label the following parts of neurotransmission: 1) pre-synaptic neuron 2) post-synaptic neuron 3) synapse 4) NT release 5) terminal/sending axon 6) receiving dendrite 7) NT 8) cocaine 9) cell membrane 2. Instruction: Addiction PPT Part 1 (continued) 3. Large group: Discuss cycle of substance abuse disorders 4. Small Group: Drug abuse and addiction sx 5. Exit ticket: Explain in your own words why substance abuse is not the patients’ fault   **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study addiction disorders as a medical condition. |
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| **Wednesday/Thursday**  **October 19/20, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the central nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: Draw and label all the parts of a neuron (what is the neurolemma)   2. Direct Instruction: PPT presentation, Addiction Part 2 continued   3. Large Group Practice: Discuss physiologic and psychologic sx of addiction   4. Small Group: Illustrate – what does addiction look like?   5. Exit Ticket: Addiction Illustrations   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study Addiction disorders |
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| **Friday, October 21, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the Central Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: Opioid Drug Crisis Major Grade Small Group Project  2. Direct Instruction: non  3. Large Group Practice: Quick recap of drug addiction  4. Small Group/Individual: Create a group product answering the questions about the Opioid Drug Crisis: 1) what is an opioid and how is it used medically? 2) why are they addictive? 3) what is the cost of the opioid crisis? 4) how many OD deaths are caused by opioids? 5) who/what is Purdue Pharmaceutical? 6) Who is the Sackler family, why are they being sued, how much is their family wealth?  5. Exit Ticket: Opioid Drug Projects  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study and organize notes |

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| **Monday, October 24, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and the SOAP Note.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do now: Research and describe opioid NT receptors in the CNS.  2. Direct Instruction: Addiction, Part 2 PPT, Opioid Addiction  3. Group Practice: Discussion: Compare the physiologic and psychologic side effects of opioids, Which lead to addiction?  4. Small Group: fentanyl drug bust at LAX – current events  5. Exit Ticket: What is the incentive for drugs disguised as candy? What is the potency of fentanyl compared to morphine?  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** None |
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| **Tuesday, October 25, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology of the Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   1. Do Now: Describe the pattern of addiction and why are opioids “different”. Why are opioids so dangerous, despite that they’re legal RX drugs? 2. Large group Instruction: Opioid Addiction, Addiction PPT Part 2 3. Small Group: Opioids drug list 4. Exit ticket: Explain in your own words why pts abuse opioids   **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study opioid addiction notes. |
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| **Wednesday/Thursday**  **October 26/27, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the central nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: What are the physiologic and psychologic sx of nicotine addiction?   2. Direct Instruction: PPT presentation, Addiction Part 3 – Rise of the Planet of the Vapes Intro and MD Anderson Cancer Center Vaping and CA Prevention videos   3. Large Group Practice: Discuss peer pressure and responses to vaping at school   4. Small Group: Play “Take Down the Joker” to learn facts about the tobacco industry   5. Exit Ticket: Verbal Q/A   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study Addiction disorders. Organize notes. |
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| **Friday, October 28, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the Central Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: Research and explain: Why does “BIG TOBACCO” target youths aged 8-18?  2. Direct Instruction: PPT Addiction Part 3: Rise of the Planet of the Vapes  3. Large Group Practice: Discuss similarities between nicotine and other stimulants  4. Small Group/Individual: Create Vape flavors names  5. Exit Ticket: Flavor name!  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study and organize notes |

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| **Monday, October 24, 2022** | **Daily Objective:** Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology and the SOAP Note.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do now: What is GABA? And how does it interact with alcohol?  2. Direct Instruction: MS Word doc on Alcohol Addiction (Addiction Part 4)  3. Group Practice: Q/A review  4. Small Group: groups of up to 8 students, create your written skits for your alcohol anti-commercials.  5. Exit Ticket: Submit Alcohol Anti-Commercials written skits on Canvas.  **Formative Assessment:** Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app  **Modifications:** How will you support your student groups?  Word wall, learning library for applied sciences, Chill Zone  **Intervention:** What activity or support will you provide for students needing additional support?  One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** What activity will you provide for students needing an additional challenge?  Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** None |
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| **Tuesday, October 25, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of medical terminology of the Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   1. Do Now: Prepare for your videos/recordings for our Anti-Commercials on Alcohol 2. Large group Instruction: N/A – anti-commercials 3. Small Group: Record Alcohol Anti-Commercials 4. Exit ticket: Submit recordings   **Formative Assessment:**  Canvas assignment, Individual Student responses, also, anonymous answers via Remind app  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study and organize notes – exam is the next class. |
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| **Wednesday/Thursday**  **November 2/3, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the central nervous system.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**   * 1. Do Now: Prepare desks for open-note exam   2. Direct Instruction: N/A – open notes exam   3. Large Group Practice: N/A – open notes exam   4. Small Group: N/A – open notes exam   5. Individual: Open-Note Exam (Nervous System, The Human Brain, Mental Health Disorders, and Addiction Disorders: Nicotine, Opioids, Cocaine, and Alcohol)   6. Exit Ticket: Hand in the exam and breathe.   **Formative Assessment:**  Individual Student Surveys - QR code, also, anonymous answers via Remind app, verbal CFU, Canvas small group assignment  **Modifications:** Word wall, learning library for applied sciences, Chill Zone  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** Study Addiction disorders. Organize notes. |
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| **Friday, November 4, 2022** | **Daily Objective:**  Students will collaborate as a member of the healthcare team to develop new knowledge and skills of the Central Nervous System.  TEKS SS130.223 (2)(C)  **Agenda with Approximate Time Limits:**  1. Do Now: Explain in your own words, what does depression look like?  2. Direct Instruction: PPT Mental Health Disorders, Depression  3. Large Group Practice: Discuss similarities between depression and depressant effects of drug addiction  4. Small Group/Individual: Illustrate Depression  5. Exit Ticket: Illustration/poem  **Formative Assessment:**  Individual Student responses – popcorn calling, volunteers, anonymous answers via Remind app, flexible grouping  **Modifications:** Word wall, learning library for applied sciences, Chill Zone, flexible submission types: video, picture, photo, collage, bullet points  **Intervention:** One-on-one, tutoring available, flexible participation (anonymously using Remind app)  **Extension:** Primary and tertiary scientific literature in the learning library for collegiate basic sciences, applied sciences, and MCAT  **Follow-Up/Homework:** None. Relax and have a fun/safe weekend. |