

Marking Period	Unit Title	Recommended Instructional Days
MP1 - MP4	Chapter 1 - Introduction to Medical Terminology Chapter 2 - Suffixes Chapter 3 - Prefixes Chapter 4 - Anatomical Terminology Chapter 5 - Dermatology: Integumentary System Chapter 6 - Orthopedics: Musculoskeletal System Chapter 7 - Cardiology: Cardiovascular System Chapter 8 - Hematology: Blood Chapter 9 - Immunology: Immune System Chapter 10 - Pulmonology: Respiratory System Chapter 11 - Billing & Coding	MP1 - 45 days, Chapters 1-3 MP 2 - 45 days, Chapters 4-6 MP 3 - 45 days, Chapters 7-9 MP 4 - 45 days, Chapters 10-11
<b>Personal Finance</b> <b>Disciplinary Concept:</b> <i>Core Ideas</i>	<b>Performance Expectation/s:</b>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSL-CLKS within Unit</b>
Financial Psychology: To be fiscally responsible, an individual's finances should align with his or her values and goals.	PFL.9.1.12.FP.1 - Create a long term financial plan to ensure alignment with your values PFL 9.1.12.FP2 - Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
<b>Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b> <i>Core Ideas</i>	<b>Performance Expectation/s:</b>	
Career Awareness and Planning: There are strategies to improve one's professional value and marketability.	WRK.9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	<b>Essential Question/s:</b> How can you understand medical terminology? What are the types of medical terminology? What is the role of suffixes in building medical terms?

	<p>WRK.9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>WRK.9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>WRK.9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p>	<p>What is the role of prefixes in building medical terms?</p> <p>Why is it important to know the anatomical position of the human body?</p> <p>What is the dermatology branch of medicine?</p> <p>What is the musculoskeletal system of the body?</p> <p>What is the cardiovascular system of the body?</p> <p>How can we understand the medical specialty of hematology?</p> <p>How does the immune system of the human body work?</p> <p>What is the respiratory system and how does it function?</p>
<p><b>Life Literacy &amp; Key Skills</b>  <b>Disciplinary Concept:</b>  <i>Core Ideas</i></p>	<p><b>Performance Expectation/s:</b></p>	<p>How can the knowledge of body systems and terminology help us in the medical billing field?</p>
<p>Creativity &amp; Innovation: With a growth mindset, failure is an important part of success.</p>	<p>TECH.9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>TECH.9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>TECH.9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <p>TECH.9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p>	<p><b>Activity Description:</b></p> <p>Students will complete lecture notes, key terms, worksheets, and a study guide for each chapter. Labeling diagrams to correspond with each new chapter to ensure understanding will be provided. Students will explore various web destinations and discuss career paths in each specialty area.</p>

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>		
<ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> <li>● Responsibility</li> <li>● Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>● Utilize positive communication and social skills to interact effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>		
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> <li>● Case Studies</li> <li>● In Class Observations</li> <li>● Think Pair Share</li> <li>● Exit tickets</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmented.</li> <li>● Rubric evaluations</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessments</li> <li>● Labeling of Diagrams</li> </ul>	

<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"> <li>● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding)</li> </ul>	<ul style="list-style-type: none"> <li>● Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

	as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>• Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>		opportunities for extra credit.
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New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>
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## Standard 9

### 9 Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Attend to financial well-being.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP4. Demonstrate creativity and innovation.
- CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6. Model integrity, ethical leadership and effective management.
- CRP7. Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural global competence.

### 9.1 PERSONAL FINANCIAL LITERACY

Content Area: 21st Century Life and Careers

Number:

Core Idea::

PFL.9.1.12.FP.1

Create a clear long-term financial plan to ensure its alignment with your values.

PFL.9.1.12.FP.2

Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed

### 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Content Area: 21st Century Life and Careers	
Number:	Career Idea:
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	There are strategies to improve one’s professional value and marketability
9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one’s professional value and marketability
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b>	
Content Area:	
Number:	Core Idea:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.	Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.