**Principle of Health Science**

**Lesson Plan the week of 4/27/15-05/1/15**

Chapter 14 (384-377) and Chapter 15 (378-443)

**Agenda:**

**4-27-15-04-28-15**

**D0 Now-** Present key terms off word wall to class-independent practice.

Chapter 14 (384-377) and Chapter 15 (378-443)

1.PowerPoint “Vital Signs a Matter of Life or Death”

2. Skill practice-B/P, P, R, & T

**Agenda:**

**4-29-15-4-30-15**

1. Review Key terms

2. Complete work sheet – Lab. practice

3. Group activity-Problem solve case studies for illnesses needing emergency care.

**4-27-15**

**Agenda:**

1. Complete Review questions on Vital Signs and First Aid

2. Health Center 21 –First aid Care

3. Classroom discussions

 **Special Six week project**-First Aid Emergency Kit

(Due end of six weeks)

**MASTERY FOCUS**  **(PL-2, PL-3, I-1, I-6) Principle of Health Science**

**Essential Understanding:** On completion of this lesson, student will be able to identify, spell, and define medical terms related to first aid and emergency care.

**Standards: What will students know, understand, and be able to do?**

**Objectives:**

1 Student will be able to identify the four main vital signs.

2. Student will be able to state the normal range for oral temperature, axillary temperature, rectal temperature, pulse, respirations, systolic and diastolic pressure.

3. Student will to demonstrate cardiopulmonary resuscitation.

4. Describe First aid procedures and demonstrate treatment.

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| **TEKS**1 (D), 1 (E), 9 (B), 10 (A) | **ELPS**[Boggle's World ESL Activities | Project SHINE](http://www.google.com/url?sa=t&rct=j&q=boggle%20esl&source=web&cd=13&cad=rja&uact=8&ved=0CFQQFjAM&url=http%3A%2F%2Fwww.projectshine.org%2Fboggles-world-esl-activities&ei=9OPCVIL2LMy0yAT264GACA&usg=AFQjCNF6zIibOBHiW04Ye4oWHVS43km9Wg)( |

**Key Vocabulary: What key terms will my students need to understand?**

 **Key Terms:**

Heat stroke Ambulation Medical Terminology

Heart attack Convulsion Dislocation

Triage Insulin Shock Frostbite

CPR Heat exhaustion Hypothermia

Pulse Blood Pressure Avulsion

Abrasion Diabetic Coma Temperature

Laceration CVA Respirations

**Assessment Plan:** Discuss knowledge of key terms.

 1**.** Do Now

2. Quiz on first aide procedures

 3. Special Project

 4. Health Center 21 test

 **Home work**-Work on first aid kit

 **LESSON CYCLE** I. Students Will learn the key terms and first aid procedures. Why It Is Important? (In every health care career you may have experiences that require a knowledge of first aid procedures).

II. Introduction to New Material –

1. **Students will view and discuss a PowerPoint on introduction to First Aid procedures.**
2. **Review content in text book and handouts.**
3. **Review content related to lesson per website and links to Vital Signs.**
4. **Demonstration and feedback.**

III. Guided Practice

1. **Teacher will clarify and check for understanding by asking open-ended questions.**
2. **Teacher will pace the classroom to clarify misunderstanding.**
3. **Teacher will introduce content to be learned and review key terms.**
4. **Teacher will demonstrate skill practices.**
5. **Teacher will review agenda and objectives daily**
6. **Teacher will review resources and equipment needed to problem solve student centered lessons**.
7. **Teacher will provide a study guide to prepare for final exam.**

IV. Independent Practice

1. **Student to define and write key terms.**
2. **Student to take notes from PowerPoint.**
3. **Student to complete homework**
4. **Student to complete worksheets in class**
5. **Student to identify parts of the body systems using the proper medical terms**
6. **Groups and independent study to learn medical terms.**
7. **Use overhead projector to present content learn**

V. The Closing – **Classroom discussions to check for understanding. Ask students did we meet and learn the objectives for the day. Play kahoot-it or other games to check for mastery. Clarify misunderstanding.**

**How will I engage my students in learning? How will I lead my students to mastery?**

 **CHECKS FOR UNDERSTANDING (I-2)**

|  |  |
| --- | --- |
| 1. **Engage and Connect (30-min):**

**Do Now:** 15 minutesHands on group activityIndependent practiceOnline group studies.Group activity –Problem solve questions related to the body systems. | Review Do NowClarify misunderstandingAllow students to demonstrate what was learned |
| 1. **Introduce New Learning (15-20 min):**

PowerPoint- Introduction to medical terminologyHealth Century 21**Movie “Miracle Hands”**Demonstrate skill practiceExplain why correct pronunciation of medical terms prevent medical errors.Introduce Prefixes, suffixes, and combining forms to make word parts.Provide case study for independent student centered learning. | Student provide feedback by demonstrating skills.Student are able to voice why lesson is important during guided questionsStudent provide feedback on the overhead board practicing breaking down medical terms |
| 1. **Lead Guided and Independent Practice (25 min):**

**Guided Practice (10 min):**Demonstrate How to use combing forms and word parts.Review actual malpractice cases due to misinterpreting MD orders or medical documentation.Health Century 21-lesson plans, online practice and work sheets.**Independent Practice (25-30 min):**  | Clarify misunderstanding. By asking questions and reteach material as needed.Problem solve case studies to define medical terms and abbreviations.Complete lab worksheetComplete homework |
| 1. **Close the Lesson and Assess Mastery (10 min):**
 | Check understanding by open ended questions involving all students.Play Kohoot.Exit ticket QuizzesPeer ReviewFeedbackAccountable talk.Test (six week) |

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**DIFFERENTIATION (I-3)**

**How will I scaffold and/or accelerate learning? For whom? How will I group my students?**

**SCAFFOLD:** A Series of online studies and quizzes

**ACCELERATE:** Have students read medical terms out loud and use prior knowledge learn to problem solve.

 **Group activity-** Student will present to peers word parts using the overhead projector.

 **Draw and trace a peers’ body to identify the parts of the body & the body planes**

 **using medical terminology.**

**GROUP:** Group according to academic level (high performing students grouped with lower performing students. (4-5 students per group). ESL student grouped with a Spanish speaking student.

![MC900432573[1]]()**LOGISTICS** **(I-6, I-10)**

**What materials, resources, and technology will I need to prepare and arrange?**

* Text Book
* Health Century 21
* Student workbook-Medical Terminology by Ann Ehrlich & Carol Schroeder
* Instructor’s Manual Introduction to Medical Terminology by Ann Ehrlich & Carol Schroeder
* Tracing paper and markers
* scissors
* index cards
* Lab-top (technology based lesson)
* Diversified Health Occupational PowerPoint
* Case studies
* [Medical Terminology Quiz # 1 flashcards | Quizlet](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&cad=rja&uact=8&ved=0CCYQFjAB&url=http%3A%2F%2Fquizlet.com%2F351637%2Fmedical-terminology-quiz-1-flash-cards%2F&ei=egbhVOPcEtSHsQTosoGACg&usg=AFQjCNE1QcPBknXD7XEFKXnmWhYCi5bujg)