



Welcome!

Lesson Planning: Because not every day is an assembly

NCHSE: Blast Off Into the New Year

Melissa Sparks, MAEd, LAT, ATC
Davie County High School – Mocksville, NC

Agenda/Topics to Be Covered

- Lesson Planning
 - Why do I need to Lesson Plan
 - How – Format, Per day or week
 - Important things I should include
- Pacing Guide
 - How many days are in a semester?
 - Look at a variety of Health Science Courses

Lesson Planning

- What is lesson planning?
 - Creating a plan for the day or week
 - Content to be covered
 - Activities or Labs
 - Doesn't have to be formal but some schools may require

Lesson Planning - Why

- Lesson planning is required by some schools.
 - 1st year
 - 29th year
- Guidance for substitutes or in case an emergency comes up
- Makes 90 minute classes more manageable.
- OBSERVATIONS!

Lesson Planning - How

- Can be daily or weekly
- Handwritten or Digital

CAREER CENTER LESSON PLAN		
Date of Lesson: 8/26/19		Teacher: M. Sparks
		Course: Health Science I
		Duration of Lesson: 90 minutes
Standard/Objective: 1.01 Understand the body systems of Support and Movement		
Essential Question(s): How is the Human Body Organized?		
Students will engage in:		
<input checked="" type="checkbox"/> Independent activities	<input type="checkbox"/> Lecture	<input type="checkbox"/> Hands-on
<input checked="" type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Centers	<input type="checkbox"/> Technology Integration
<input type="checkbox"/> Pairing	<input type="checkbox"/> Visuals	<input type="checkbox"/> Project
<input checked="" type="checkbox"/> Whole Group Instruction	<input type="checkbox"/> Simulations	<input type="checkbox"/> Other:
Time	Procedures Followed	Materials/Text
5 min	Bell Ringer:	Hook/Engagement
___ min	Explore, Model, Demonstrate:	Vocabulary, Graphic Organizers
___ min	Guided Practice:	
___ min	Check for Understanding:	
Plan for Balanced Literacy:		
Plan to Differentiate:		
Homework:		
Teacher Notes:		

Melissa Sparks Medical Terminology Week: 10/23/17
 Periods 1,2,3

Day	Essential Question	Objective	Procedure	Evidence of Learning	Homework
Monday	Bellwork - PPT - BW 3/14	I can understand some of the diseases of the CV System	a. Guess that Term - CV Diseases Student Technology - Human Biodigital & MindTap	Slide Completion	Review new
Tuesday	Bellwork - Describe the flow of blood through the heart	I can explain the flow of blood through the heart	a. Group Presentations b. Sidewalk Chalk Heart Student Technology - Human Biodigital & MindTap	Sidewalk Chalk rubric	Review new
Wednesday	Bellwork - Describe ventricular fibrillation	I can explain the electrical activity of the heart	a. CV PPT Cont. with Guided notes b. Ch 5 Crossword Student Technology - Human Biodigital, MindTap, Mastery Connect	x-word puzzle	Review new
Thursday	Bellwork - What percentage of a person's body weight is blood?	I can recall key points about the cardiovascular system	a. Cardiovascular System Test b. Intro to Respiratory System Packet Student Technology - Human Biodigital & MindTap	Test & Packet	Review new
Friday	Bellwork - Why is it important to teach people CPR	I can find medical terms in medical drama	a. Viewing Guide Student Technology - Human Biodigital, MindTap, Mastery Connect	Viewing Guide	Review new

<p><u>Standard 1: Academic Foundation. Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.</u></p> <p>□1.1 Identify and solve computations of the metric and household systems of measure.</p> <p>□1.2 Calculate mathematical conversions of temperature and weights and measures related to healthcare</p> <p>□1.3 Record time using 24-hour clock.</p> <p>□1.4 Recognize and convert traditional numbers to Roman Numerals.</p> <p>□1.5 Define and recognize entry level Medical Terminology and terms related to healthcare.</p> <p><u>Standard 2: Communications. Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively both orally and in writing.</u></p> <p>□2.1 Interpret verbal and nonverbal communication</p> <p>□2.2 Recognize barriers to communication.</p> <p>□2.3 Recognize elements of communication using a sender-receiver model.</p> <p>□2.4 Apply speaking and active listening skills.</p> <p>□2.5 Recognize elements of written and electronic communication (spelling, grammar, formatting, and confidentiality).</p> <p><u>Standard 3: Systems. Healthcare professionals will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.</u></p> <p>□3.1 Describe healthcare history and medical advances</p> <p>□3.2 Identify healthcare delivery systems (public, private, government, and non-profit) and explain factors that influence them. (including emerging issues).</p> <p>□3.3 Describe responsibilities of consumers within the healthcare system</p> <p>□3.4 Identify the importance of an organization structure in healthcare.</p> <p><u>Standard 4: Employability Skills. Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.</u></p> <p>□4.1 Classify personal traits or attitudes desirable in a member of the healthcare team.</p> <p>□4.2 Summarize and demonstrate professionals standards and characteristics as they apply to hygiene, dress, language, confidentiality, and behavior.</p> <p>□4.3 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).</p> <p>□4.4 Evaluate levels of education, credentialing requirements, employment opportunities, workplace environments, and career earnings.</p> <p><u>Standard 5: Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.</u></p>	<p>Monday</p> <p>Date: _____</p> <p>Standard: _____</p> <p>Objective: SWBAT</p> <p>Focus/Essential Question: _____</p> <p>Activities:</p> <ul style="list-style-type: none"> ☑ Direct Instruct. ☑ Q and A ☑ Discussion ☐ Group Work ☐ Video Presentation ☐ HC 21 ☑ Independent Work <p>Assessment: Walk around and observe/evaluate participation.</p> <p>Bellwork, Class work, Keynote Presentations</p>	<p>Tuesday</p> <p>Date: 1/19/16</p> <p>Standard: _____</p> <p>Objective: SWBAT</p> <p>- Meet teacher, know rules of classroom, use classroom technology</p> <p>Focus/Essential Question: What would you like to learn</p> <p>Activities:</p> <ul style="list-style-type: none"> ☑ Direct Instruct. ☑ Q and A ☑ Discussion ☐ Group Work ☐ Video Presentation ☐ HC 21 ☑ Independent Work <p>Assessment: None</p> <p>Walk around and observe/evaluate participation.</p> <p>Hand out class rules and homework; play name game, log on to computers and join Google Classroom and Remind</p>	<p>Wednesday</p> <p>Date: 1/20/16</p> <p>Standard: IT 11</p> <p>Objective: SWBAT</p> <p>- Recall info from 1/19, Use textbook for information, create a log in for HC 21</p> <p>Focus/Essential Question: Who is your teacher?</p> <p>Activities:</p> <ul style="list-style-type: none"> ☑ Direct Instruct. ☑ Q and A ☑ Discussion ☐ Group Work ☐ Video Presentation ☑ HC 21 ☑ Independent Work <p>Assessment: None</p> <p>Walk around and observe/evaluate participation.</p> <p>Play Kahoot, Go over professional dress day, join Health Center 21, complete textbook scavenger hunt</p>	<p>Thursday</p> <p>Date: 1/21/16</p> <p>Standard: IT 11, Acad Found 1.5</p> <p>Objective: SWBAT</p> <p>Use Google Classroom to take a pre-test, List common medical root terms</p> <p>Focus/Essential Question: What do you already know about Health Science?</p> <p>Activities:</p> <ul style="list-style-type: none"> ☑ Direct Instruct. ☑ Q and A ☑ Discussion ☐ Group Work ☐ Video Presentation ☐ HC 21 ☑ Independent Work <p>Assessment: Pre test</p> <p>Walk around and observe/evaluate participation.</p> <p>PreTest/SLO on Google Classroom, PPT presentation on Med Term Roots</p>	<p>Friday</p> <p>Date: 1/22/16</p> <p>Standard: IT 11, Acad Found 1.5</p> <p>Objective: SWBAT</p> <p>-Use common medical prefixes and suffixes to communicate</p> <p>Focus/Essential Question: Why is it important to know medical terminology?</p> <p>Activities:</p> <ul style="list-style-type: none"> ☑ Direct Instruct. ☑ Q and A ☑ Discussion ☐ Group Work ☐ Video Presentation ☑ HC 21 ☑ Independent Work <p>Assessment: HC 21 Quiz</p> <p>Walk around and observe/evaluate participation.</p> <p>Kahoot, Med Term prefixes and suffixes, Bones episode listing 10 med terms, prefixes or suffixes heard in episode (Short class period - pep rally schedule)</p>	<p><u>Standard 6: Ethics. Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.</u></p> <p>□6.1 Differentiate between ethical and legal issues impacting healthcare.</p> <p>□6.2 Recognize ethical and legal issues and their implications related to healthcare.</p> <p>□6.3 Identify religious, cultural, economic, and ethnic values as they impact healthcare and demonstrate respectful and empathetic interactions with a diverse population.</p> <p><u>Standard 7: Safety Practice. Healthcare professionals will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.</u></p> <p>□7.1 Identify major classes of microorganisms and explain and demonstrate infection control principles (hand washing and basic gloving).</p> <p>□7.2 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations and comply with safety signs, labels, and symbols.</p> <p>□7.3 Apply safety techniques in the work environment to include body mechanics and ergonomics.</p> <p>□7.4 Apply standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC).</p> <p>□7.5 Practice fire safety related to a healthcare setting.</p> <p><u>Standard 8: Teamwork: Healthcare professionals will understand the roles and responsibilities of individuals as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.</u></p> <p>□8.1 Explain roles and responsibilities of team members</p> <p>□8.2 Respect interdisciplinary roles of team members and act responsibly as a team member</p> <p>□8.3 Recognize characteristics of effective teams and methods for building positive team relationships</p> <p>□8.4 Collaborate with others to formulate team objectives</p> <p>□8.5 Explore attributes and attitudes of an effective leader and techniques for managing team conflict.</p> <p><u>Standard 9: Health Maintenance Practices.</u></p> <p>□9.1 Discuss complementary and alternative health practices</p> <p>□9.2 Discuss behaviors that are beneficial to health and wellness</p> <p><u>Standard 10: Technical Skills. Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.</u></p> <p>□10.1 Introduction to procedures for measuring and recording vital signs</p> <p>□10.2 Demonstrate procedure for taking and charting temperature, height, and weight</p> <p>□10.3 Demonstrate use of the Snellen Chart</p> <p>□10.4 Demonstrate first aid procedure (Certification optional in level 1).</p> <p><u>Standard 11: Information Technology Applications. Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.</u></p>
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Lesson Planning – Important things I Should Include

- Think of the key points to include
 - Essential Question/Bell Ringer
 - Objective/Learning Target
 - Procedure
 - Evidence of Learning/Success Criteria
 - Exit Ticket
 - Homework

Pacing Guides

- Pacing guides are to help you plan the entire semester so that you finish your curriculum.
 - When I've failed to create a pacing guide I end up either finishing the semester really early or don't finish the entire curriculum.
 - A great example of this is the Health Science Anatomy & Physiology class. I consistently run out of time even with a good pacing guide.
- You may need to consult state standards for this

Pacing Guides – How many days are in a semester?

- How many days you plan for will depend a lot on your school but some good guidelines.
 - ~90 days are in a semester
 - ~the last 5 days of school are exam days
 - ~5-10 days will be needed for random school stuff
 - ~will test days be a part of the lesson or will that be a separate day?
 - ~will you build time in to reteach content if needed?
 - I normally plan for 65-70 days in a semester.

Pacing Guides – Health Science Courses

- I'm in NC and we have a Blue Print which is super confusing for me, so I take that Blue Print and then translate it to something that works for me!

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Standard/Obj #	Standard/Objective	Course Weight	RBT Designation	Essential Employability Skills
1.00	Understand structural organization of the body and roles of the first responder.	15%	B2 Conceptual Knowledge - Understand	Communication Ethics Problem Solving Professionalism Resource Management Teamwork
1.01	Understand types of body tissues.	5%	B2 Conceptual Knowledge - Understand	-
1.02	Understand anatomical structural organization.	5%	B2 Conceptual Knowledge - Understand	Communication Teamwork
1.03	Understand how to recognize and respond to emergencies as a first responder.	5%	B2 Conceptual Knowledge - Understand	Communication Ethics Problem Solving Professionalism Resource Management Teamwork
2.00	Understand the body's support exchange systems.	25%	B2 Conceptual Knowledge - Understand	Communication Teamwork
2.01	Understand the structures, functions, and disorders of the skeletal system.	10%	B2 Conceptual Knowledge - Understand	Communication Teamwork
2.02	Understand the structures, functions, and disorders of the muscular system.	10%	B2 Conceptual Knowledge - Understand	Communication Teamwork
2.03	Understand the structures, functions, and disorders of the integumentary system.	5%	B2 Conceptual Knowledge - Understand	-
3.00	Understand the body's nutrient exchange and communication systems.	35%	B2 Conceptual Knowledge - Understand	Communication Teamwork
3.01	Understand the structures, functions, and disorders of the digestive system.	10%	B2 Conceptual Knowledge - Understand	Communication Teamwork
3.02	Understand the structures, functions, and disorders of the urinary system.	5%	B2 Conceptual Knowledge - Understand	-
3.03	Understand the structures, functions, and disorders of the nervous system.	12%	B2 Conceptual Knowledge - Understand	Communication
3.04	Understand the structures, functions, and disorders of the sensory system.	8%	B2 Conceptual Knowledge - Understand	Communication Teamwork
4.00	Understand the body's hormone control systems.	25%	B2 Conceptual Knowledge - Understand	-
4.01	Understand the structures, functions, and disorders of the lymphatic and immune systems.	5%	B2 Conceptual Knowledge - Understand	-
4.02	Understand the structures, functions, and disorders of the endocrine system.	5%	B2 Conceptual Knowledge - Understand	-
4.03	Understand the structures, functions, and disorders of the male and female reproductive systems.	15%	B2 Conceptual Knowledge - Understand	-

Q&A

- Discuss best practices from attendees
- Ideas for pacing if you don't have any guidance

Summary

- Discuss topics covered
 - Reiterate welcome
 - Wrap-up
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- Melissa Sparks, MAEd, LAT, ATC
 - Davie County High School – Mocksville, NC
 - sparksm@davie.k12.nc.us