SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1g

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Applied Medical English 9 1P, 2P

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the course of study for Applied Medical English 91P, 2P

Background/Rationale: "Applied Medical English" is a year-long college and career preparatory English course which integrates both the Common Core standards for ELA and the Career Technical Education (CTE) standards for the Health Science and Medical Technology industry sector. Applied Medical English 9 is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards.

Upon completion of the Applied Medical English 9 course, students will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting how to make an informed decision on a given current healthcare issue, requiring them to determine which actions should be taken for appropriate healthcare from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational healthcare standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Applied Medical English

Estimated Time of Presentation: NA	
Submitted by:	Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction
Approved by:	José Banda, Superintendent

Sacramento City Unified School District

COURSE OF STUDY

FOR

Applied Medical English 91P, 2P

EJS301, EJS302

Segment	High School
Length of Course	One Year
Developed by	Marsha Stanley Christin O'Cuddehy
First Edition	2014 - 2015

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE — GENERAL INFORMATION

Applied Medical English

COURSE DESCRIPTION

Applied Medical English is a college and career preparatory English course which integrates both the Common Core standards for ELA and the CTE standards for the Health Science and Medical Technology industry sector. Applied Medical English 9 is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards.

Upon completion of the Applied Medical English 9 course, students will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting how to make an informed decision on a given current health care issue, requiring them to determine which actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational health care standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

RATIONALE

During the year long course, students will examine various *medical topics* and develop the skills required to pass English 9; including reading, writing, and speaking.

COURSE GOALS

Upon completion of this course, students will be able to:

- demonstrate knowledge about several infectious diseases (i.e.; Ebola, tuberculosis, hepatitis C, etc.) and their effects on the population.
- identify at least three risky behaviors in teenagers and the associated problems inherent in the risks.
- identify and define key medical roots, suffixes, and prefixes and use them in explaining medical issues.
- write a 5 paragraph essay that includes an introduction, thesis sentence, three body paragraphs, which include appropriate transition statements and a conclusion. The essay is relatively free of grammar, punctuation, and spelling errors.
- write an argumentative essay that includes a thesis sentence, and three reasons for the argument. The essay will include textual evidence to support the claim.

- write a narrative essay about events in their lives using well-chosen details and precise words and sensory details to convey vivid pictures of the experiences.
- explain the four main elements of a plotline using a story or novel from the reading. Identify flashbacks and foreshadowing in a literature text, and describe the motivation of key characters in a story.
- identify a *medical theme* of a poem or story and write an expository essay that uses at least three examples from the text to support the claim.
- annotate articles and summarize their key ideas in expository essays citing textual evidence to support the analysis of what the text says.
- create a power point presentation free of grammatical mistakes that explains an infectious disease, and design a poster using Microsoft Publisher that describes a high risk activity among teenagers.
- present a topic in front of an audience which is well rehearsed and demonstrates knowledge about a specific medical topic. Students will speak for at least seven to ten minutes using proper eye contact and clear enunciation.
- read three novels; *Gifted Hands, Hot Zone*, and *Shattered Air* and complete an analysis of the key points of each novel in an expository essay.
- Meet the following criteria from the **9th Grade PRIDE graduate Outcomes**:
    - Be exposed to the five career pathways and begin exploring their interests
    - Complete two integrated units and present to family and community members
    - Create a post-high school college and career plan
    - Be a strong self-advocate able to find resources, ask for help, and make decisions about their education and personal well-being
    - Find answers to complex questions that require multiple steps
    - Be able to support ideas and answers using reliable information
    - Practice using guidelines to organize and accurately evaluate their own work
    - Develop short-term goals and apply them to school to stay motivated
    - Demonstrate effective and appropriate communication, including verbal, written and electronic forms
    - Establish roles and group expectations and follow through with those commitments
    - Organize content into a clear presentation

STANDARDS

CALIFORNIA COMMON CORE COURSE STANDARDS FOR 9TH GRADE

Reading Literature

Key Ideas and Details:

CCSS.ELA-Literacy.RL.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-Literacy.RL.9-10.4Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CCSS.ELA-Literacy.RL.9-10.8(RL.9-10.8 not applicable to literature)

CCSS.ELA-Literacy.RL.9-10.9Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.9-10.10By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Texts

Key Ideas and Details:

CCSS.ELA-Literacy.RI.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.3Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

CCSS.ELA-Literacy.RI.9-10.4Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RI.9-10.5Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-Literacy.RI.9-10.6Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.9-10.7Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-Literacy.RI.9-10.8Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-Literacy.RI.9-10.9Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:
CCSS.ELA-Literacy.RI.9-10.10By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing
Text Types and Purposes:
CCSS.ELA-Literacy.W.9-10.1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.1.aIntroduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1.bDevelop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1.cUse words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.9-10.1.dEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1.eProvide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.2Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.2.aIntroduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.2.bDevelop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.9-10.2.cUse appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.9-10.2.dUse precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2.eEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.2.fProvide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.W.9-10.3Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.9-10.3.aEngage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.9-10.3.bUse narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.9-10.3.cUse a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-Literacy.W.9-10.3.dUse precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.9-10.3.eProvide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing:
CCSS.ELA-Literacy.W.9-10.4Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.9-10.5Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10)
CCSS.ELA-Literacy.W.9-10.6Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.9-10.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.9-10.8Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.9-10.9Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.W.9-10.10Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.9-10.1Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1.aCome to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1.bWork with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1.cPropel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1.dRespond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSS.ELA-Literacy.SL.9-10.2Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-Literacy.SL.9-10.3Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.9-10.4Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.SL.9-10.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.9-10.6Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Conventions of Standard English:
CCSS.ELA-Literacy.L.9-10.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.9-10.1.aUse parallel structure.*
CCSS.ELA-Literacy.L.9-10.1.bUse various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.L.9-10.2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.9-10.2.aUse a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
CCSS.ELA-Literacy.L.9-10.2.bUse a colon to introduce a list or quotation.
CCSS.ELA-Literacy.L.9-10.2.cSpell correctly.
Knowledge of Language:
CCSS.ELA-Literacy.L.9-10.3Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.9-10.3.aWrite and edit work so that it conforms to the guidelines in a style manual
Vocabulary Acquisition and Use:
CCSS.ELA-Literacy.L.9-10.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies**.**
CCSS.ELA-Literacy.L.9-10.4.aUse context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.9-10.4.bIdentify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
CCSS.ELA-Literacy.L.9-10.4.cConsult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy.L.9-10.4.dVerify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.9-10.5Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.9-10.5.aInterpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.9-10.5.bAnalyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.9-10.6Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CTE STANDARDS

1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields
2.0 - Understand Public Health and related issues
3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking
4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).
5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.

6. 0 - Determine what aspects of health care are crucial to society
7. 0 - Be able to write and respond to various questions about the health and medical career field
8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
10. 0 - Consider and research careers in the health care industry

INSTRUCTIONAL MATERIALS:
Holt Literature and Language Arts Third Course
ERWC for 9th Grade

SUPPLEMENTARY MATERIALS:
Gifted Hands: The Ben Carson Story by Ben Carson
The Hot Zone by Richard Preston
Outbreak – Movie – Warner Brothers 1997
Shattered Air by Bob Madgic
Intervention – A&E Television Series
Secret Yosemite – Documentary Film – National Geographic
Romeo & Juliet – Film – 20th Century Fox 1996
New York Times website and archives
Time Magazine

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Course Introduction	*5 Days*
Gifted Hands / Future Medical Professionals	*15 Days*
Analyzing Poe's Death	*9 Days*
Infectious Diseases Unit/ Hot Zone	*30 Days*
Medical Poetry and analysis	*17 Days*
Understanding aberrant personalities	
The Most Dangerous Game	*15 Days*
Can Animals Think – Veterinarian's Thoughts	*12 Days*
Romeo and Juliet	*18 Days*
Risky Behaviors in Teenagers	*30 Days*
Short Stories – Medical Ambiguities	*16 Days*
The Odyssey	*9 Days*

TEACHER RESOURCES
Holt Literature and Language Third Course

RECOMMENDED STUDENT RESOURCES
Medical English 9 Workbook

SECTION TWO — COURSE UNITS

UNIT I: Becoming a Medical Professional

This unit provides an introduction to the medical professions. Students read Gifted Hands – The Ben Carson Story to understand the importance of setting attainable goals to be successful. Students will read and annotate the article "What It Takes to Be Great" and identify personal focus and outline the steps required to excel. Students' knowledge of significant medical roots, suffixes, and prefixes from Medical Science class are reinforced weekly in Applied Medical English. Students' vocabulary is enhanced through study of the text.

Standards Addressed

CCSS ELA – RL.9-10.1, RL.9-10.3, RL.9-10.5
CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3
CCSS ELA – W.9-10.2, W.9-10.5
CCSS ELA – L.9-10

CTE – 1, 3, 7, 10

Instructional Objectives

Students will be able to:

- Define a range of careers in the health and medical industry
- Describe the characteristics of an outstanding doctor
- Identify obstacles that they might face as they pursue their medical studies
- Set two short-term goals to support their long-term professional goals
- Produce essays that address their uniqueness and their gifts
- Define specific medical terms discussed in the book *Gifted Hands*
- Understand the concepts of Siamese Twins and conjoined children
- Identify the key elements of a five paragraph essay

Suggested Activities – Students will

- Read and annotate "What it Takes to Be Great"
- Design and color a front page of a newspaper to identify students' unique backgrounds
- Research and create a poster describing a specific health or medical career
- Read Gifted Hands
- Develop interview questions to ask Dr. Carson in a letter
- Watch the movie, The Ben Carson Story and compare the effect of media against the written word.

- Pair-Share activity: requirements of a five paragraph essay
- Study prefixes, roots, and suffixes

Suggested Assessment

- A five paragraph essay comparing the themes of *Gifted Hands and What it Takes to Be Great*, using specific quotes from the texts to support the claim.
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT II: Poe's Puzzling Death

In this unit, students will explore the theories surrounding Poe's death. The students will synthesize informational texts and draw their own conclusions as to how Poe died. This unit provides the students with the understanding of the difficulties of making accurate diagnoses. Students will practice creating personal narratives to simulate doctor/patient dialogues. This unit will include several of Poe's short stories and poems as a way for students to understand the significance of his literary works.

CCSS ELA – RL.9-10.2, RL.9-10.4, RL.9-10.5
CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.8
CCSS ELA – W9-10.1, W9-10.2
CCSS ELA – L.9-10

CTE – 3, 4, 6, 8

Instructional Objectives

Students will be able to:

- Read various articles about Poe's death
- Synthesize the information from each article
- Evaluate opposing arguments and draw their own conclusions
- Understand the concepts of "ethos," "logos," and "pathos" in arguments
- Write an essay stating a point of view and substantiating it with quotes from the text.
- Read "Cask of Amontillado" and identify the theme
- Read "Annabelle Lee" and identify key poetic devices
- Review of elements of a 5 paragraph essay

Suggested Activities

- Read articles and stories from Holt Literature and Language Text that relate to Poe
- Create a T-Chart to compare the "alcohol theory" to the "rabies theory"
- Design a family crest analogous to the one in "Cask"
- Create "new" words from prefixes, roots, and suffixes
- Role play doctor patient interview with Edgar Allan Poe to construct patient narrative and compare diagnoses.

Suggested Assessment

- 5 paragraph essay that identifies and explains the theme of one of Poe's stories or poems
- Visual Patient Profile for Poe that takes a position on his death and substantiates that claim with cited source materials

- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT III: Catch the Fever (Infectious Diseases)

This unit focuses on infectious diseases. Students will read about the 1918 Flu Virus, the H1N1 Flu Virus and understand the impacts of these diseases on society. Students will read the novel Hot Zone to gain a perspective of the emergence and evolution of infectious diseases in tandem with the information discussed in their medical science class. To augment their understanding, students will select an infectious disease to research thoroughly and will design a power point to present to family members that explains this disease. Based on their research, students will design a board game and develop appropriate questions to illustrate their knowledge about their specific disease.

Standards Addressed

CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.10
CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.7, RI.9-10.8
CCSS ELA – W9-10.1, W9-10.2, W9-10.4, W9-10.7
CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5
CCSS ELA – L.9-10

CTE – 2, 3, 4, 5, 7, 8, 9

Instructional Objectives

Students will be able to:

- Explain the 1918 Flu Virus and its connection to the current H1N1 Flu Virus
- Understand the Ebola virus and its impact on humans
- Research a specific infectious disease and discuss its origin, definition, treatment and prevention
- Create a power point that examines all facets of the disease
- Work in groups to design a game that identifies key factors of the disease
- Develop game instructions
- Complete the design of a game that provides all the necessary components to be played
- Present the information about their infectious disease in a well-rehearsed presentation in front of family members and the community

Suggested Activities

- After annotating the articles, students will work in pairs to create posters that identify the key points from either the 1918 Flu or H1N1 articles
- Students will share their posters with the class
- Students will answer questions from Hot Zone worksheets
- Students will understand the importance of group dynamics by completing some group exercises.
- As teams, students will develop a game about their infectious disease. They will create all the elements necessary to have a completed game to play, including:
  - A title of the game

- Tokens
- Game board
- Game question cards that are developed from Hot Zone, Medical Science class, geography, and math
- Clear and complete rules to play the game

Suggested Assessment

- Students will present on their infectious disease to an audience of family members and community partners on a “Game’s Night” who will follow a rubric to grade the groups’ presentations for clarity, accuracy, and professionalism.
- Final assessment of student games will be based on completeness, playability, and accuracy of research
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT IV: The Doctor Has a Poet's Soul

Students will be able to identify, define, and recognize key elements of poetry. The students will apply this knowledge by examining several poems and identifying the poetic devices used to enhance the theme of the poem. They will explore ways in which poetry and creative writing are used in a medical context to aid patient healing and improve outcomes, and to help medical professionals develop empathy. Students will write their own poetry using poetic devices learned in this unit.

Standards Addressed

CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7
CCSS ELA – W9-10.1, W9-10.2, W9-10.4, W9-10.5, W9-10.7
CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6
CCSS ELA – L.9-10

CTE – 3, 4, 7, 8, 9

Instructional Objectives

Students will be able to:

- Identify at least six key poetic devices including simile, metaphor, personification, onomatopoeia, imagery, and alliteration
- Read and analyze "The Man with the Stars" and understand the theme as it relates to medicine
- Write an analysis of a poem of their choice that explores theme, structure, and meaning using textual evidence to support their claims.

Suggested Activities

- Students will select a poetic term, design a poster about it, and present the term to the class
- Students will follow the format to analyze a poem as demonstrated by the instructor
- Students will analyze at least four poems including "The Man With Stars"
- As part of the analysis, students will understand the difference between topic and theme and the difference between connotative and denotative words
- Students will write at least two poems of their own; one that specifically addresses a medical topic or idea
- Write a poem from the perspective of a patient suffering from a chronic condition. (focus on the diseases discussed in Catch the Fever)
- Attend writing seminar using the Amherst Writers' and Artists' (AWA) method to explore healing through writing.

Suggested Assessment

- Poetry final exam
- Written essay that explores the theme of a poem and its textual basis
- Poem exploring chronic illness
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT V: The Most Dangerous Brain

Students will understand different types of personality disorders and what causes people to be prone to violent behaviors with a focus on adolescent brain development and its implications for impulse control and emotional volatility. The unit expands to current issues that include specific articles about juveniles who commit heinous crimes and how we respond to and might prevent those actions. Students will read "The Most Dangerous Game"- a fictional story about a man who kills other men for sport. Students will examine the background of people who commit crimes and try to understand their motivation and mental development.

Standards Addressed

CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.8
CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6
CCSS ELA – W9-10.1, W9-10.2, W9-10.4, W9-10.5, W9-10.7, W9-10.9
CCSS ELA – SL.9-10.1, SL.9-10.4
CCSS ELA – L.9-10

CTE – 2, 3, 6, 7

Instructional Objectives

Students will be able to:

- Recognize the difference between emotional and logical arguments
- Evaluate the use of statistical data in persuasive arguments.
- Discuss the development of adolescent brains in connection with violent activity and impulse control
- Identify the ethical dilemmas involved in determining legal responsibility and judicial action in cases involving perpetrators suffering from mental disorders
- Illustrate the key elements of a plotline
- Use graphic organizers including a Venn Diagram to organize information
- Analyze how characters are developed in literature using both direct and indirect means.
- Understand the importance of "tone" as it relates to the efficacy of the story
- Write a compare and contrast essay

Suggested Activities

- Students will read and annotate four articles including "Kids are Kids" "Supreme Court" "Startling Finds on Teenage Brains"
- Students will read the article "Davis Teen" and determine how he should be treated under the law based on their previous readings, using textual evidence to support their claim. (in preparation for oral assessment piece)

- Students will design a plotline poster for a movie, novel, or TV show
- Students will listen to and read the story “The Most Dangerous Game”
- Students will create a Venn Diagram comparing the characters of Zaroff and Rainsford
- Students will write a 5 paragraph essay explaining the differences between the main characters’ and their attitudes about hunting

Suggested Assessment

- “The Most Dangerous Game” multiple choice final
- Students will write and perform a 2 minute oral argument on what consequences the Davis Teen should face.
- A persuasive essay that answers the prompt “should teens who commit heinous crimes be charged as adults?”
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT VI: Can Animals Think? Veterinarians Need to Know

This unit explores the importance of understanding animals' behaviors. Students will study various animals and their environments as a precursor to developing skills necessary to treat and understand all kinds of animals. Students study various researched papers that illustrate ways in which animals demonstrate cognition. Students will analyze the informational text and draw their own conclusions as to whether or not animals think.

Standards Addressed
CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7
CCSS ELA – W9-10.1, W9-10.2, W9-10.4, W9-10.5, W9-10.7
CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6
CCSS ELA – L.9-10

CTE – 3, 4, 7, 8, 9

Instructional Objectives

Students will be able to:

- Identify key points from the article "Can Animals Think?"
- Explain the terms "foreshadow," "flashback," and how the use of these literary devices shapes a text.
- Annotate informational texts
- Understand and identify the rhetorical devices of ethos, logos, and pathos
- Insert quotes in an essay to support a claim

Suggested Activities
Students will :

- Read and annotate "Three Ways to Persuade"
- Watch a power point presentation about ethos, logos, and pathos
- Do a quick write to answer the question – Can animals think?
- Read and annotate the following texts:
  - "Can Animals Think"
  - "Dogs Can Read Our Moods"
  - "A Change of Heart About Animals"
- Letters to the Editor in response to "A Change of Heart About Animals"
- Identify the use of rhetorical devices (ethos, logos, and pathos) in their readings
- Analyze and evaluate the arguments in two letters to the editor
- Listen to and read "Dogstar"
- Watch and take notes on the movie "March of the Penguins"
- Listen and take notes during a veterinarian's presentation explaining the duties of his/her job
- Do a gallery walk to identify animals and possible medical issues that a veterinarian might encounter

Suggested Assessment

- Short answer questions for the annotated texts
- Write a plotline for “Dogstar”
- Write a persuasive, 5 paragraph essay that examines the subject “Can Animals Think” and include at least three quotes from the various sources.
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT VII: Romeo and Juliet

This unit explores some of the risky behaviors that are associated with teenagers such as suicide and gang involvement. By studying Romeo and Juliet, students can introspectively examine their own relationships with their families, peers, and community. Students will read information about teen suicide to understand the lasting impact on making poor choices and the life altering consequences of engaging in impulsive behaviors. Romeo and Juliet provides a foreshadowing of the key factors to be researched in the Risky Behaviors unit.

Standards Addressed
CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7
CCSS ELA – W9-10.1, W9-10.2, W9-10.4, W9-10.5, *W.9-10.6,* W9-10.7
CCSS ELA – SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6
CCSS ELA – L.9-10

CTE – 2, 3, 4, 7, 8

Instructional Objectives

Students will be able to:

- Identify key dramatic terminology (i.e. tragedy, comedy, monologue, dialogue, etc.)
- Understand a family tree
- Define the theme of Romeo and Juliet
- Identify the concept of “cause and effect”
- Understand the development of the adolescent brain
- Apply the medical findings about the brain to the characters of Romeo and Juliet
- Connect the personalities of the key characters in Romeo and Juliet to people in current times.

Suggested Activities Students will:

- Complete a drama worksheet
- Design a family tree (personal or Romeo and Juliet’s)
- Memorize the prologue of Romeo and Juliet
- Translate the prologue into modern English
- Read and annotate article “Teenage Brains”
- Read and watch the play Romeo and Juliet

Suggested Assessment

- Final quiz - *Romeo and Juliet*
- Group performance of a scene from *Romeo and Juliet*

- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT VIII: Teenagers and Risky Behaviors

This unit explores some of the risky behaviors that are associated with teenagers such as underage drinking, sexual activity, smoking marijuana, drugs, and gang activities. The students will be assigned a specific "risky behavior" to research and explore. Based on their findings, students will write a report identifying specific issues related to the risky behavior. This unit will comprise numerous activities that culminate in a presentation to the community.

Standards Addressed
CCSS ELA – RL.9-10.2, RL.9-10.3, RL.9-10.5,
CCSS ELA – RI.9-10.1, RI.9-10 2, RI.9-10.3, RI.9-10.6, RI.9-10.8
CCSS ELA – W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8
CCSS ELA – SL.9-10
CCSS ELA – L.9-10

CTE – 2, 3, 4, 8, 9

Instructional Objectives

Students will be able to:
- Understand group dynamics
- Function and cooperate properly in a group setting
- Recognize the importance of logos and slogans
- Research a risky behavior and create organized notes
- Write a paper using proper APA citations
- Read and identify the theme of *Shattered Air*
- Organize materials into a logical format for presentation
- Present the knowledge about a risky behavior to an audience

Suggested Activities Students will
- Work in a group to establish a non-profit name, logo and slogan
- Design a tri-fold poster that includes name, logo, slogan, as well as all the information learned in the other classes about their high risk
- Gallery walk to identify logos
- Read *Shattered Air* and answer associated questions
- Identify the high risks demonstrated in *Shattered Air*
- Read and annotate the article "Headbanger Nation"
- Write an expository essay to explain various types of concussions
- Read information about APA style
- Use "Microsoft Word" to type a paper that includes information about an assigned risky behavior
- Read and annotate articles about drugs and alcohol
- Practice presentation skills
- Present tri-fold with other 9th grade students to partners and parents

Suggested Assessment

- Present final tri-fold to community partners within a 10 minute time frame
- Complete three mini quizzes about helmets, drugs, and tobacco
- Write a research paper using proper APA format
- On-going vocabulary tests *incorporating medical terminology and nomenclature*

UNIT IX: A Small Good Thing - Short Story Unit

This unit explores various medical issues developed within short stories. Students will read various stories and understand the ambiguities and nuances presented in a short story format. Students will make inferences and predictions based on the texts. Each story will incorporate a medical application requiring the students to understand its implications.

Standards Addressed
CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.8
CCSS ELA – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6
CCSS ELA – W9-10.2, W9-10.3, W9-10.4, W9-10.5, W9-10.8
CCSS ELA – SL.9-10
CCSS ELA – L.9-10

CTE – 3, 5, 7

Instructional Objectives - Students will
- Understand theme
- Identify ambiguities in texts
- Understand character motivations
- Research the subjects of mental retardation, brain trauma, death, and hope as they are presented in various short stories

Suggested Activities – Students will
- Read “A Small Good Thing” and understand the problems associated with brain trauma
- Read “ A Scarlet Ibis” and understand the implications of mental retardation
- Read “Sniper” and understand the literal and figurative pain caused by war
- Read “ Cranes” and understand ambiguities of life
- Read “Sadako Suzaki” and define hope
- Create cranes in class as a project of hope

Suggested Assessment
- Students will select a medical issue and write their own short story using the elements required to create a short story narrative.

UNIT X: The Odyssey – Fulfilling a Quest

This unit compares the journeys that Odysseus experiences to the journeys that a student experiences. The unit explores the importance of relying on others and discovering people and resources that can help the student in his or her quest to pursue a medical profession.

Standards Addressed

CCSS ELA – RL.9-10.1 RL.9-10.2, RL.9-10.3, RL.9-10.6, RL.9-10.7, RL.9-10.8
CCSS ELA – W9-10.2, W9-10.3, W9-10.4, W9-10.5, W9-10.8
CCSS Speaking and Listening Standards
CCSS ELA – SL.9-10
CCSS ELA – L.9-10

CTE – 1, 10

Instructional Objectives

Students will be able to identify:

- key mythological gods and goddesses and their characteristics
- at least three of Odysseus' journeys and their significance to his maturation
- Compare
- three short term and long term goals; one goal must include a medical career
- a person in the medical field who can be a mentor

Suggested Activities Students will

- Research a specific mythological god
- Design a poster that shows a picture of the god and key attributes
- Present the poster to their peers
- Take notes about each god
- Read excerpts from *The Odyssey*
- Watch excerpts from the movie *The Odyssey*
- Write a brief summary of three of Odysseus' journeys
- Watch excerpts from the movie *Oh, Brother, Where Art Thou?*
- Create a graphic representation analyzing one of Odysseus' journeys as represented in each of the three treatments (text and two films)
- Brainstorm as a class all of the medical careers explored over the past year

Suggested Assessment

- Students will take a comprehensive test of the *Odyssey*
- Students will create a map of the journey to becoming a medical professional modeled after *The Odyssey*

- On-going vocabulary tests *incorporating medical terminology and nomenclature*