



HEALTHCARE SCIENCE

COURSE: 25.562 Concepts of Emergency Medicine

UNIT: 12.1 Reproductive System



INTRODUCTION

Annotation:

This unit will cover the anatomy, physiology, and pathophysiology of the human male and female reproductive system.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

- Two 50 minute periods.

Author:

- Jama Willbanks, MS, NREMT-P

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

HS-CEM-5:

Students will demonstrate knowledge of the different systems of the body and how they relate to patient care.

- a. Summarize the importance of the Emergency Medical Services Provider's knowledge of the body's anatomy and physiology in relation to providing competent care and accurate communication to other health care providers.
- b. Demonstrate knowledge of the body's anatomy and physiology to provide competent patient care and accurate communication to other health care providers.

GPS Academic Standards:

SAP1: Students will analyze anatomical structures in relationship to their physiological functions.

SAP5: Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.

ELA11C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the anatomy and physiology of the male and female reproductive system.
- Students will understand the common diseases and processes of the reproductive system, how these diseases are treated and how, if possible, each can be prevented.

Essential Questions:

- Why is a healthy reproductive system important?
- What are common disorders and diseases related to the reproductive system?
- Which reproductive system diseases are preventable, and what steps should be taken to do so?

Knowledge from this Unit:

- Student can identify structures of the reproductive system.
- Student can explain the function of the reproductive system.
- Student can describe the cause(s), signs/symptoms, and treatment of three disorders or diseases related to the reproductive system.

Skills from this Unit:

- Student can effectively communicate information about the transmission, prevention, and treatment of common diseases of the reproductive system.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

- "Don't get on the STD Train" Group Project Rubric

Assessment(s) Description/Directions:

- Distribute attached rubric to students at start of project. Use rubric to assign numeric grade to student project.

Attachments for Assessment(s): Please list.

- "Don't get on the STD Train" Group Project Handout/Rubric



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-CEM-5. Students will demonstrate knowledge of the different systems of the body and how they relate to patient care.

SAP1. Students will analyze anatomical structures in relationship to their physiological functions.

SAP5. Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

2. Review Essential Questions.

- Why is a healthy reproductive system important?
- What are common disorders and diseases related to the reproductive system?
 - Which reproductive system diseases are preventable, and what steps should be taken to do so?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

After assigning project below, may want to use a multimedia presentation such as sites listed below to discuss reproductive system of male and female or use as resource. Additional resources available in the Applications of Healthcare Science section of Course Curriculum Resource DVD.

5. "Don't get on the STD Train" Poster Project (two day project)

Assign students into groups of 3 - 4. Assign each group a disease or disorder related to the reproductive system (various STDs such as herpes, chlamydia, syphilis, HPV, gonorrhea, HIV, may also adapt to include unplanned pregnancy). Have students' research information about current statistics, disease transmission, signs and symptoms, and treatment for their assigned disease. Give each group a standard sized sheet of poster board to create a "train car" poster including two pictures of the topic to be placed behind train car windows that can be closed when the viewer is done looking at them. Each train car must have two wheels and an attachment to the car behind it.

When posters have been completed, create the train along one wall of the classroom at a height that can be reached by all viewers. Allow ample time for students to view peer posters. Optional: have students vote on best poster and award prize.

6. Wrap-up activity (8-10 minutes).

Have students write a letter to themselves today as teenagers from their future self at age 28 about how they are pleased with the healthy decisions they made as teenagers that allowed them to stay "off of the STD train." Encourage students to imagine where they will be at age 28, what they will be doing, and how staying off the STD train will help them meet their goals.

Note: Some students may need more direction with this wrap-up activity. If you feel this is the case, you may choose to write some guided questions on the board for students to follow such as "Where do you think you'll be at age 28?" "What do you think you'll be doing?" "How will making healthy decisions today and 'staying off the STD train' help you achieve those goals?"

Attachments for Learning Experiences: Please list.

Notes & Reflections:

Because of the short amount of time allotted to this unit, it is preferable to have students read the reproductive system unit chapter in the textbook at home and complete corresponding workbook pages prior to class to enhance their understanding of this project.

Additional activities include:

- Invite guest speaker from women's center or local OBGYN office.
- Birthing demonstration if birthing model available.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

1. Many multimedia presentation on the reproductive system are available through Google such as <http://ftp.ccccd.edu/efanini/BIOL%202402/Lect%20Notes%20PPT/The%20Reproductive%20System.pdf>
2. http://www.google.com/search?hl=en&rlz=1T4GFRD_enUS203US204&q=reproductive+system+powerpoint&btnG=Search This multimedia presentation includes slides on how other systems impact the Reproductive system.

Attachment(s):

Materials & Equipment:

- Computers for student research
- Poster board
- construction paper
- glue
- scissors
- fasteners
- other art supplies as desired

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		