

Introduction to HC: Medical Math Monday

Standard(s):	HS-IHS-13 Students will apply mathematical computations related to healthcare procedures. 13.3 record time using the 24 hour clock 13.1 utilize metric and household conversions and measurements as related to healthcare procedures and treatments
Learning Target:	Students will be able to tell time using various methods using a 24 hour clock
Success Criteria:	Students will turn in worksheets completing work on military time, 24 hour clock Students will start medical math worksheet for Healthcare
Instructional Strategies: Gradual Release Model of Instruction: <i>I Do, We Do, You Do, We Check</i>	(I do): After reading worksheets, fill in clocks w/ 12 and 24 hour hands, complete worksheets with word problems related to healthcare We Do: go over DHO book pg 327-347 chapter 13 You Do: worksheet on medical math Use household tools to measure liquids, use yard/meter stick to practice angles and find terms with visual cues
Differentiation Strategies:	Allow read aloud, more time, quiet atmosphere for those that need it. Those that need less time start computations for insulin conversions
Formative/Summative Assessment(s): (We Check)	What do you need to review? Take pic of book or I will make a copy for you
Assignment(s):	Finish worksheets, practice at home conversions

Medical Math Chapter 13 pages 326-347

Introduction to HC: Tues.

Standard(s):	HS-IHS-13.2 analyze diagrams, charts, graphs, and tables to interpret healthcare results
Learning Target:	Students will be able to convert metric and household measurements as related to HC treatments
Success Criteria:	Students will be able to decipher input and output recordings and convert from metric to household as needed
Instructional Strategies: Gradual Release Model of Instruction: <i>I Do, We Do, You Do, We Check</i>	(I do): Read p 800-805 We Do: p 803 review recordings using workbook assignment sheet 22:5B record information on I&O record You Do: Turn in worksheets once finished, if more time is needed send home copies of workbook information
Differentiation Strategies:	Allow plenty of time for questions and answers , allow others to help as needed. If more time is needed work tomorrow on it until comfortable, Use calculator if needed
Formative/Summative Assessment(s): (We Check)	Ready for work in the field of HC?
Assignment(s):	Take home worksheets and review and practice

Introduction to HC: Wed.

Standard(s):	HS-IHS-1 .4 Model work readiness traits required for success in the workplace including integrity, accountability, time management, HS-IHS-13 Apply medical math
Learning Target:	Students will be able to determine Net Income.
Success Criteria:	Students will use a practice model to determine net income, wage per hour, hours in a pay period, and percentages on a tax table.
Instructional Strategies: Gradual Release Model of Instruction: <i>I Do, We Do, You Do, We Check</i>	(I do): Using a model (students will follow along w/ book/handout) we will walk through how to determine net income. We Do: Working with a partner, calculate your net income using a scenario provided You Do: check sites as the IRS, state, and local tax departments, Social security administration and money management information on budgets during computer research (may use phone/ipads)
Differentiation Strategies:	Allow plenty of time for questions and answers and allow students to share their thoughts and experiences, or even own pay stub, use calculators when needed, and book as a reference for formula
Formative/Summative Assessment(s): (We Check)	How prepared for work do you feel after this semester? What would you like to still work on?
Assignment(s):	Work on NB, finish all worksheets and assignments. Due Friday

Net Income (calculator) Chapter 18:5,18:6, p.534-537

Introduction to HC: Thurs.,

Standard(s):	HS-IHS-ELA-CC9-10SL4 id and investigate problems scientifically, collect organize and record appropriate data, develop reasonable conclusions based on data collected 12.1-4,5,6 information systems privacy
Learning Target:	Student will be able to take a Medical History on a “patient” and then make a conclusion of possible diagnosis, referral, acute/chronic,
Success Criteria:	Students will work with a partner to take a medical history and then place them into a category: acute/chronic, refer/tests, treat, take vitals
Instructional Strategies: Gradual Release Model of Instruction: <i>I Do, We Do, You Do, We Check</i>	(I do): read dho book p 922-927 We Do: work with a partner to complete assignment sheet for 24:4, completing medical records and form with a partner as your patient, using scenario made up, then make a critical judgement on the med hx given You Do: Insure pt feels you created a private area to question, and comfortable with your actions Review vital signs and records
Differentiation Strategies:	Allow plenty of time for questions and answers and allow students to share their thoughts and experiences
Formative/Summative Assessment(s): <i>(We Check)</i>	Did you follow through on your legal obligations as a HC worker? HIPAA guidelines followed?
Assignment(s):	Complete work ready to turn in for NB grade this week.

Medical History Chapter 24 p. 926 assignment sheet 24:4

Introduction to HC: Fri.,

Standard(s):	HS-IHS-13 Apply medical math
Learning Target:	Students will apply knowledge they have learned this week in as many hands on labs as they can accomplish in the class time
Success Criteria:	Students will apply the knowledge they read and have learned about medical math to complete hands on scenarios placed throughout the room. Students should complete 80% of the labs at 80% accuracy.
Instructional Strategies: Gradual Release Model of Instruction: <i>I Do, We Do, You Do, We Check</i>	(I do): Review each of the lab stations around the room and how they work; We Do: working with a partner (differentiation: assign some groups with strong math and weaker math peers so they help one another. Teaching reinforces knowledge and those working slower will have a faster partner to keep them on track. You Do: After the lab stations are completed, go check your work on a Chrome Book where you will find an answer key.
Differentiation Strategies:	(differentiation: assign some groups with strong math and weaker math peers so they help one another. Teaching reinforces knowledge and those working slower will have a faster partner to keep them on track.
Formative/Summative Assessment(s): <i>(We Check)</i>	What was your favorite thing you learned this week? Turn in notebook/lab stations as your exit ticket.
Assignment(s):	Turn in NB for a grade.

