

# Syllabus

## Health Science—1A

### Course Overview

This one-semester course is intended to help you understand the basic structure and function of the human body. This course has 16 lessons organized into four units, plus four Unit Activities. Each lesson contains one or more Lesson Activities.

This course will cover the structure of the human body systems and their functions. It will also cover diseases and medical procedures related to each body system.

You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit, respectively; and an end-of-semester test. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

### Course Goals

This course will help you meet the following goals:

- Describe the basic components of medical terms.
- Identify various abbreviations, acronyms, and symbols used in health care.
- Identify the human body planes and cavities.
- Discuss directional terms used to describe the positions of structures and parts of the human body.
- Describe the structure and functions of the human body systems.
- Analyze diseases and disorders related to each body system.
- Analyze medical procedures related to each body system.
- Describe health science professions related to each body system.

## Prerequisite Skills

Health Science—1A has the following prerequisites:

- basic computer skills
- ability to structure and process information
- familiarity with the writing process and following guidelines

## General Skills

To participate in this course, you should be able to do the following:

- Perform basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Health Science—1A is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- Microsoft PowerPoint or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

## Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
<b>Pretest.</b> <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>	4	0%
<b>Module.</b> <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>	16	30%
<b>Discussion.</b> <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	4	10%
<b>Unit Activity.</b> <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	4	20%
<b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	4	20%
<b>End of Semester Test.</b> <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
<b>Total</b>	<b>33</b>	<b>100%</b>

*\*Teachers may manually adjust these weights if desired, per district grading requirements.*

## Unit 1: Medical Terminology

### Summary

In this unit, students learn about the basic components of medical terms. They will explore different healthcare facilities. They will examine healthcare specializations and discuss medical procedures. They will familiarize themselves with various abbreviations, acronyms, and symbols used in health care. They will learn about the human body planes and cavities. Additionally, they will discuss directional terms used to describe the position of structures and parts of the human body.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>Components of Medical Terms</b> <i>Describe the basic components and origins of medical terms.</i>	Lesson
4 days: 6–9	<b>Specializations, Facilities, and Procedures</b> <i>Examine healthcare specializations, facilities, and procedures.</i>	Lesson
4 days: 10–13	<b>Abbreviations, Acronyms, and Symbols</b> <i>Describe abbreviations, acronyms, and symbols used in health care.</i>	Lesson
4 days: 14–17	<b>Body Structure and Directional Terminology</b> <i>Discuss the structure, planes, and cavities of the human body and their respective positions.</i>	Lesson
1 day: 18	<b>Space Jumble</b>	Game
4 days: 19–22	<b>Unit Activity/Threaded Discussion—Unit 1</b>	Unit Activity
1 day: 23	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Musculoskeletal, Cardiovascular, and Integumentary Systems

### Summary

In this unit, students learn about the structure and functions of each body system. They will identify diseases, disorders, and medical procedures related to each system. Additionally, they will explore health science professions related to each body system.

Day	Activity/Objective	Type
3 days: 24–26	<b>The Skeletal System</b> <i>Describe the structure and functions of the skeletal system.</i>	Lesson
3 days: 27–29	<b>The Muscular System</b> <i>Examine the structure, functions, and disorders of the muscular system.</i>	Lesson
4 days: 30–33	<b>The Cardiovascular System</b> <i>Examine the structure, functions, and disorders of the cardiovascular system.</i>	Lesson
4 days: 34–37	<b>The Integumentary System</b> <i>Describe the structure and functions of the integumentary system.</i>	Lesson
1 day: 38	<b>Para Jumble</b>	Game
4 days: 39–42	<b>Unit Activity/Threaded Discussion—Unit 2</b>	Unit Activity
1 day: 43	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Respiratory, Nervous, Sensory, and Lymphatic and Immune Systems

### Summary

In this unit, students learn about the structure and functions of each body system. They will identify diseases, disorders, and medical procedures related to each system. Additionally, they will explore health science professions related to each body system.

Day	Activity/Objective	Type
4 days: 44–47	<b>The Respiratory System</b> <i>Identify the structure, functions, and diseases of the respiratory system.</i>	Lesson
4 days: 48–51	<b>The Nervous System</b> <i>Examine how the nervous system is the control and communication center of the body.</i>	Lesson
4 days: 52–55	<b>The Sensory System</b> <i>Describe the structure, functions, and disorders of the sensory system.</i>	Lesson
4 days: 56–59	<b>The Lymphatic and Immune Systems</b> <i>Discuss how the lymphatic and immune systems fight infection and defend the body from disease.</i>	Lesson
1 day: 60	<b>Thwack-A-Mole</b>	Game
4 days: 61–64	<b>Unit Activity/Threaded Discussion—Unit 3</b>	Unit Activity
1 day: 65	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Endocrine, Reproductive, Digestive, and Excretory Systems

### Summary

In this unit, students learn about the structure and functions of each body system. They will identify diseases, disorders, and medical procedures related to each system. Additionally, they will explore health science professions related to each body system.

Day	Activity/Objective	Type
4 days: 66–69	<b>The Endocrine System</b> <i>Examine the structure, functions, and disorders of the endocrine system.</i>	Lesson
5 days: 70–74	<b>The Male and Female Reproductive Systems</b> <i>Describe the structure, functions, and disorders of the male and female reproductive systems.</i>	Lesson

Day	Activity/Objective	Type
4 days: 75–78	<b>The Digestive System</b> <i>Describe the structure of the digestive system and list the major functions.</i>	Lesson
4 days: 79–82	<b>The Excretory System</b> <i>Describe the structure and functions of the excretory system.</i>	Lesson
1 day: 83	<b>Space Jumble</b>	Game
4 days: 84–87	<b>Unit Activity/Threaded Discussion—Unit 4</b>	Unit Activity
1 day: 88	<b>Posttest—Unit 4</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment

## Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).