

Know Your Heart- Day 1

TEKS – Demonstrate use of precise language to clearly communicate ideas. [1D] Describe biological and chemical processes that maintain homeostasis. [1F] Accurately interpret, transcribe, and communicate medical vocabulary. [2F]

Vocabulary: Bell Ringer – Define: atria, ventricle, aorta, aortic valve, pulmonary valve

Resources/Activities: Diversified Health Occupations textbook 6:8

Present slides 7 -12. Call on students to explain each vocab. Word from bell ringer. Give the class 10 - 15 minutes to work the puzzle on pp. 54 and 55 of WS 6:8 #1.

Show the You Tube videos that give an overview of the path a drop of blood takes through the heart. (1) How the Body Works Inside.

<http://www.youtube.com/watch?v=4ZzuqBM8nPU&feature=related>.

Have students label the four chambers on their heart picture on WS 6:8 p. 56 #2. Talk about the **first** chamber that the blood enters from the body or lungs starts with the **first** letter of the alphabet.

Show the next You Tube video. (2) How the Body Works – Each Heart Beat

<http://www.youtube.com/watch?v=sRJHn7ctBCo&feature=related>. Have the students label

the four valves on WS 6:8 p 56 #2 . Tell them to turn their body the same way the patient's heart is turned so they can be sure which side is right and left. Explain that the tricuspid valve starts with **T** and is on the **Right** side of the heart. **R and T** are in the same part of the alphabet. Discuss that the mitral valve starts with **M** and is on the **Left** side. **L and M** are in the same part of the alphabet. Trace a drop of blood *through* the heart with your students. Mention to the students that the shape of the ventricle is a **V** shape. Add the word "body" near letter E and letter F and add the word "lungs" near letter K and letter L.

Assessments: What color is the blood coming from the body? Why?
What happens when it goes to the lungs? What color is it? Why?

- **Formative:** Using your notes, trace a drop of blood through each chamber and valve in the heart WS 6:8 p. 56. Listen to your partner do the same. When you think you are both ready to do it for me, raise your hand. (Pick a proficient team from each row or table to check the rest of the students in their row.) When everyone has been checked, have the students label **the chambers and valves and draw arrows** showing the path of blood through the heart on WS 6:8 p.56.
- **Summative:** Ask for volunteer shoulder partners to come to the front and trace a drop of blood through half of the heart and the partner doing the other half using color coded labels. Ask questions to guide students to success. Use cues as learning tips. Check off of the attendance roster which pairs came up.

:Remind the students to bring map colors to class next time!

Know Your Heart - Day 2

Vocabulary: Bell Ringer – Define: arteries, veins, capillaries

Resources/Activities: Red book

Powerpoint slides 19 - 24. Review the vocab by calling on a different student to define each one.

Show You Tube videos: Watch to see if both sides of the heart beat together or alternate.

(3) Heart Function (Check and see if the atrium work at the same time or alternate.)

<http://www.youtube.com/watch?v=Ww2OAsAUIT0>.

(4) Medical Animation of the Heart

<http://www.youtube.com/watch?v=nCPOio1FQ5Q&feature=related>

(5) Circulation <http://www.youtube.com/watch?v=Pgl80Ue-AMo&feature=related>

These are a review of the path of blood flow through the heart.

On the front board, illustrate the path one drop of blood takes through the heart when it enters the heart from the body through the superior and inferior vena cava. On WS 6:8 p.56 #2. Repeat the information and have the students add the labels for the blood vessels, body, and lungs.

Assessments:

- **Formative** Have two students trace a drop of blood through heart using colored labels as a review.
- Finish the heart diagram by coloring the right side blue and the O₂ rich left side red. Have students go to the board as shoulder partners to label the blood flow with black and white labels.
- **Summative:** WS 6:8 on pp. 57 and 58 # 7,8,10 and 11. (Go over #10 with class)

Know Your Heart - Day 3

Vocabulary: Bell Ringer – Define vocabulary: septum, endocardium, myocardium, pericardium in their bell ringer spiral.

Resources/Activities: The Red Book-

Discuss power point slides 2 - 6

Watch You Tube videos introducing the heart's conduction system.

(6) Circulation <http://www.youtube.com/watch?v=D3ZDJgFDdk0&feature=related>

(7) Circulatory System

Assessments:

- **Formative** As practice for the quiz do question #17 from the quiz listing 1 – 13, tracing a drop of blood through the heart.
- **Summative:** WS 6:8 #3 and 4 on page 56 and 57.

Study of the Heart -Day Four

Vocabulary: Bell Ringer - Define : Define: Conductive Pathway, Sinoatrial (SA) Node, Atrioventricular (AV) Node p. 144 , HTN(hypertension)p.150, MI (myocardial infarction)p. 151.

Resources/Activities: The Red Book

Powerpoint slides Present powerpoint slides 13 – 16

From the Paramedic Book handout, show figure 28-3: Discuss rate and backup pacemakers.

(8) Circulatory System 2nd ed.

<http://www.youtube.com/watch?v=7E5DhN4J37Y&NR=1&feature=fvwp>

(9) Heart Anatomy <http://www.youtube.com/watch?v=H04d3rJCLCE&feature=related>.

Have students go to the board as shoulder partners to trace a drop of blood through heart using **colored** labels as a review. Add the yellow labels for the conduction pathway.

Assessments:

- **Formative-** As practice for the quiz, do # 18 from the quiz listing the five parts of the conduction system.
- **Summative:** On WS 6:8 p. 57 answer #5.

Know Your Heart - Day Five

Vocabulary: Bell Ringer - Define: HTN (hypertension) p.150, MI (myocardial infarction) p. 151.

Resources/Activities: The Red Book

Discuss Powerpoint slides # 17- 18 and 25 - 36

Watch You Tube videos for review

(10) YouTube - Open Heart Surgery <http://www.youtube.com/watch?v=gtmQp7IDR-M&feature=related>

(11) Beating Heart Surgery (optional)

<http://www.youtube.com/watch?v=ddSir3lQeug&feature=related>

(11) Circulatory System Rap

<http://www.youtube.com/watch?v=LqhvmUEdOYY&feature=related> (**Repeat several times for review.**)

Review for Quiz over Unit 6:8 by asking questions for students to answer on their individual white board and hold up. Have several volunteers trace a drop of blood through the heart first using all three colors of labels and then using the black and white labels.

Assessments:

- **Formative:** Verbalize this concept to your shoulder partner, in the correct order.
- **Summative:** Do WS 6:8 # 6, 9, 12 - 14

Remind students that test will be given the following class period.