# Unit 1:  Careers in Health Care (Life Science)

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Course(s): **Intro to Health Occupations**
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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Introduction to Health Occupations, Grade 9 (Academy)

# Careers in Health Care

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Teacher of Biological Sciences, Paul Aiello

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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## Unit Overview

This introductory unit will set the tone for the course. Students will be immediately immersed into the career possibilities in health occupations and touch briefly on a wide assortment. This will set the stage for a semester long series of health care professionals who will visit the classroom and discuss their field of health care. Students will also take field trips, when feasible, to a participating hospital and interact with the staff and shadow the professionals.

## Enduring Understanding

Enduring understandings:

- To demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career

opportunities

- To evaluate and use information resources to accomplish specific occupational tasks
- To develop and deliver formal and informal presentations using appropriate media to engage and inform audiences
- To demonstrate an understanding of the roles and responsibilities of all members of health care team, including their ability to promote the delivery of quality health care
- To identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster
- To examine licensing, certification, and credentialing requirements at the national, state, and local levels to maintain compliance with industry requirements.
- To determine job criteria(e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industries
- To determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- To produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Essential Questions

Essential Questions:

- Why does the healthcare profession remain one of the fastest growing professions?
- How do professional organizations support their profession?
- Which healthcare profession do you feel best suited for and why?

## Exit Skills

By the end of Intro to Health Occupations Unit 1, the student should be able to:

- Identify various careers in healthcare that interest them and analyze job duties of several
- Discuss various job criteria
- Differentiate between certification, licensure, and registration
- Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career

opportunities

## New Jersey Student Learning Standards (NJSLS-S)

NextGen Science Standards

| | |
|---|---|
| 9.3.HL.1 | Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career. |
| 9.3.HL.2 | Explain the healthcare workers' role within their department, their organization and the overall healthcare system. |
| 9.3.HL.3 | Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace. |
| 9.3.HL.5 | Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace. |
| 9.3.HL-SUP.2 | Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms. |
| 9.3.HL-SUP.5 | Implement healthcare facility standards in order to maintain high-quality healthcare facilities. |
| HPE.2.1.12.C.1 | Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. |
| HPE.2.1.12.C.2 | Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. |
| HPE.2.1.12.C.CS1 | Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions. |
| 9-12.HS-LS1-2 | Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.W.9-10.2.A | Introduce 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. |
| LA.W.9-10.2.B | Develop 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. |
| LA.W.9-10.4 | Produce 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.) |
| LA.W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| LA.W.9-10.10 | Write 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. |

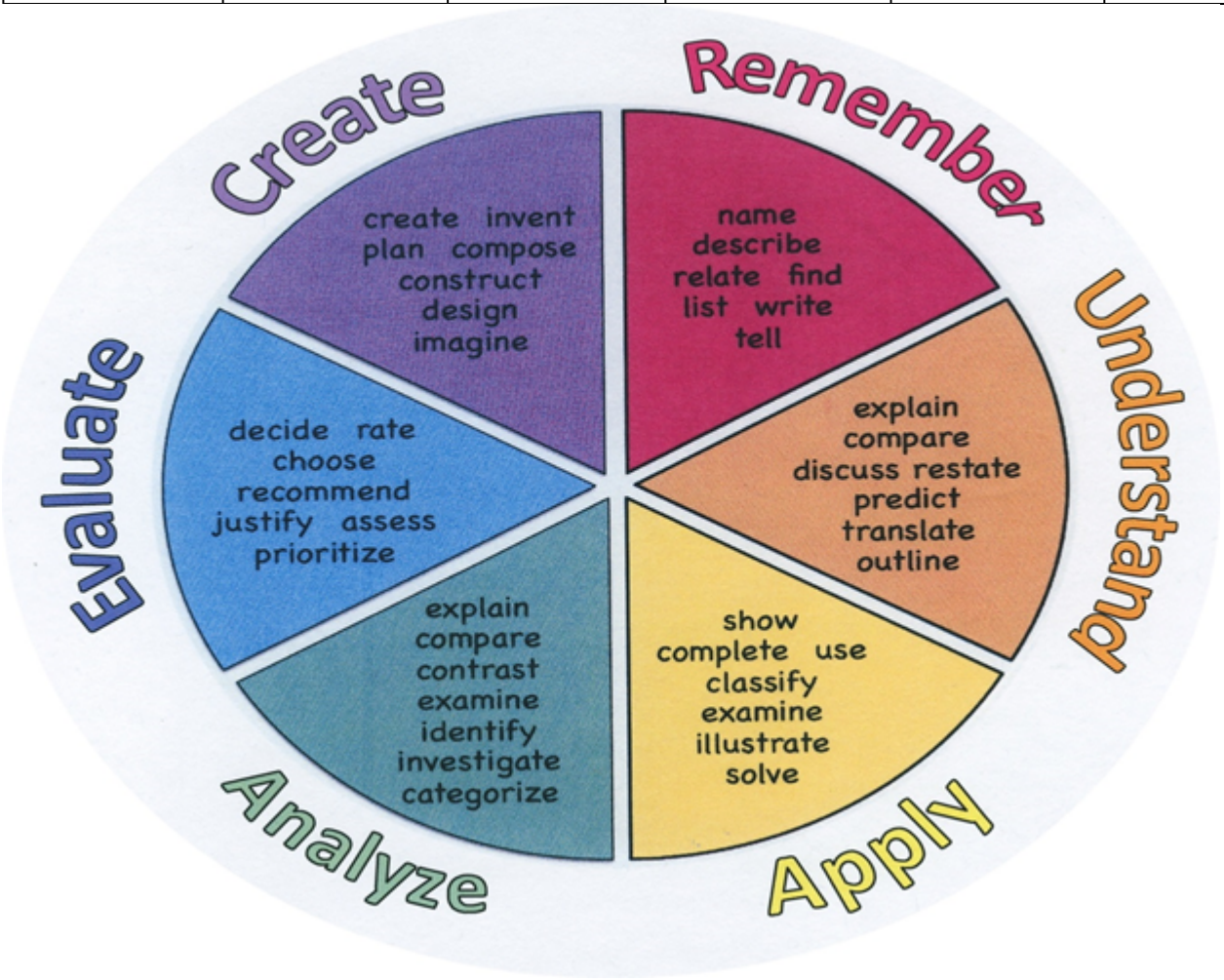
## Learning Objectives

UNIT OBJECTIVES:

Compare the educational requirements for associate, bachelor's and master's degrees.
Contrast the differences between certification, registration, and licensure.
Describe at least 10 different healthcare careers by including a definition of the career, three duties,educational requirements, and employment opportunities.
Investigate at least one health care career by writing to listed sources or using the internet to request additional information on the career
Interpret at least 10 abbreviations used to identify health care career workers

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Manipulate<br>Modify<br>Operate<br>Subtract | | | |




## Suggested Activities & Best Practices

Students should:

Read chapter 3: Careers in Health Care, pages 43-82

Define Key Terms on Page 43 of Text Book

Research 3 careers form this chapter that interest you and write 3 questions you have regarding each

## Assessment Evidence - Checking for Understanding (CFU)

Students will:

Answer Questions on Page 82 Questions 1-8 (Formative)

Complete one of the internet searches on page 82 (Formative)

Journal reflection after each guest speaker turned in on Google Classroom (Formative)

Common, Department Quarterly Benchmarks (Benchmark)

Oncourse Assessment Tools (Formative)

Unit Test/Quiz (Summative)

"Do Now/Exit Ticket" Activity (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart

- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

**PRIMARY RESOURCES: Simmers DHO Health Science, 8th ed. (text book)**

## Ancillary Resources

Guest speakers in the following areas:

- Dental Assistant/Dentist
- Emergency Medical Technician
- Dietitian/Nutritionist
- Nursing
- Physical Therapist
- Chiropractic
- Pharmacist
- Physician/Specialist
- Mortician

Internet

## Technology Infusion

Students will use Google Classroom to turn in all work

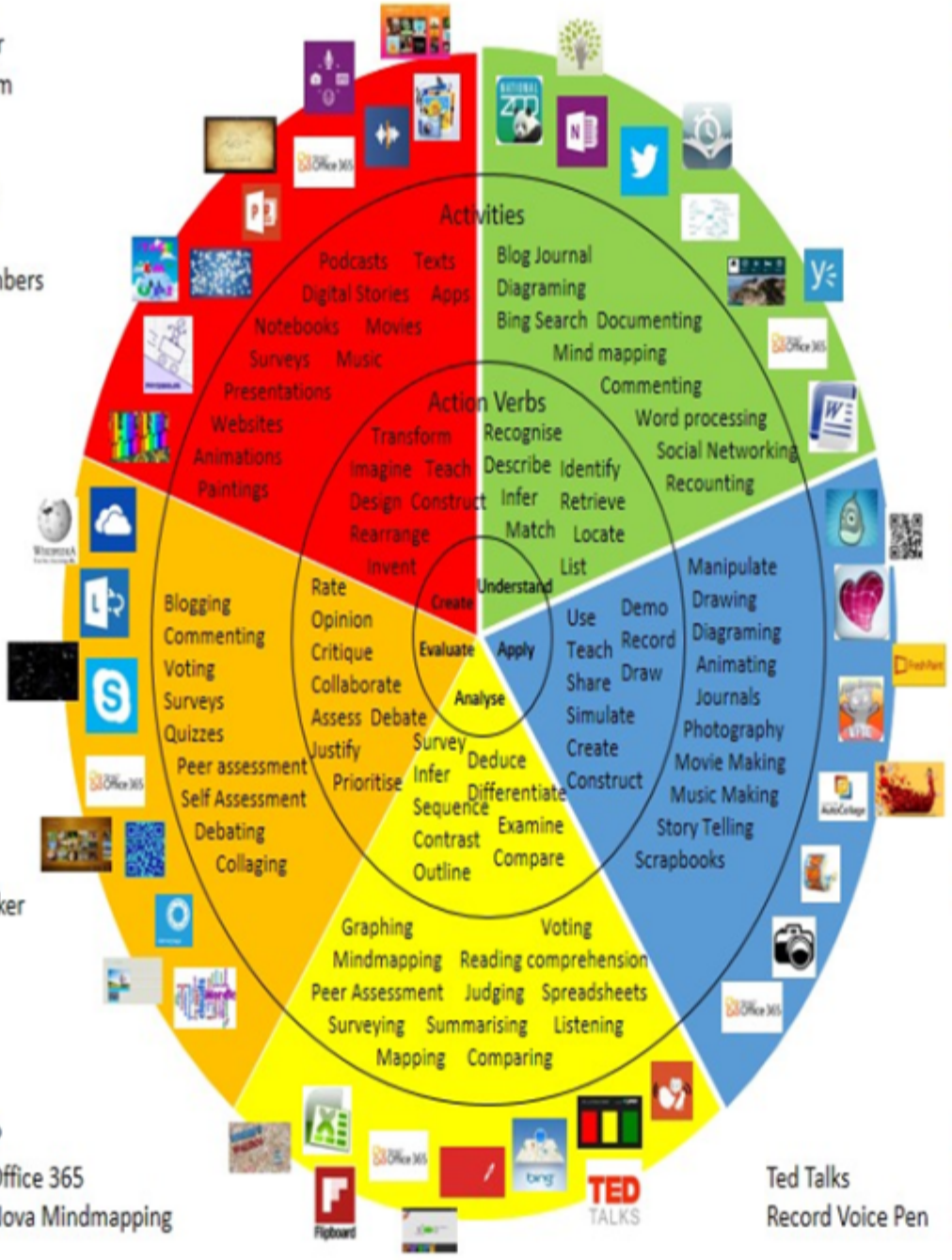
Students will use CENGAGE online student resource website for all further needs

Students will use search engines in section 12:9 from text to further research Internet searches on page 82

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP10.1 | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.2.12.B.3 | Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs. |
| TECH.8.2.12.B.CS2 | The effects of technology on the environment. |

## 21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Small Group Instruction- Students will work in groups of 4 to answer questions and internet searches on page 82

Visual Presentation- power point given with notes for this section

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides

- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies

- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Provide modifications as dictated in the student's IEP/504 Plan

Students working with Assigned Partner

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Google Translate allowed in room

Sit student with bilingual partner of same language

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Tutoring by Peers

Using videos, illustrations, pictures, and drawings to explain or clarify

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Multi-disciplinary project regarding careers of your choice of interest. Make an i movie if you'd like

Debate issues with research to support arguements

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Unit Name: Careers in Health care

NJSLS: see attached standards in sample lesson plan

Interdisciplinary Connection: See attached standards in sample lesson plan

Statement of Objective: To identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster

Anticipatory Set/Do Now: List 5 possible health careers that interest you- list 2 reasons why they interest you for each one

Learning Activity: Think-Pair-Share: Now get together with your partner and discuss your choices and why. Get his or her feedback on the career and jot down some notes. Let your partner then discuss his or her interests and discuss why. Give your feedback as well.

Student Assessment/CFU's: Class discussion, circulate room and listen to discussions. Join each group and listen to one example from each student

Materials: Text books, laptop, power point

21st Century Themes and Skills:

Differentiation/Modifications: Small Group Instruction and visual presentation

Integration of Technology: Google Classroom, Cengage, Power Point

| | |
|---|---|
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| 9.3.HL.4 | Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |