

# **Unit 8 - History of Change from 1900-2010: Template - Incrementalism and Comprehensive Reform Copied from: Medical Academy Field Experience, Copied on: 02/21/22**

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Medical Academy Field Experience, 12th Grade**

**History of Change from 1900-2010: Template - Incrementalism and Comprehensive Reform**

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## **Unit Overview**

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At the beginning of the 20th century, health care in the United States was predominantly a cottage industry, engaged in by physicians and their assistants, largely students. When the 20th century opened, doctors were mostly solo practitioners; hospitals were single, independent entities; long-term care for the elderly was largely home-based; and pharmaceutical and medical device manufacturing was small business. Health care was a minor part of the economy. This chapter describes the uniquely American health care system that had resulted by 2010, and the incremental approach that was taken to get there.

In this chapter (10), we will discuss all of the major initiatives to develop a comprehensive health plan in the United States through 2010, when comprehensive reform came about under the Obama administration.

## Enduring Understanding

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### Enduring understandings:

In [Chapter 9](#), History of Change From 1900 to 2010: Incrementalism, we describe the specific incremental changes that have been made in order to address issues of performance—quality, efficiency, and equity—within the American value system. In [Chapter 10](#), History of Change From 1900 to 2010: Comprehensive Reform, we describe the various attempts to achieve comprehensive change since 1900, all of which failed until the passage of the Obama administration’s Patient Protection and Affordable Care Act (ACA) in 2010.

## Essential Questions

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### Essential Questions:

#### Chapter 9:

1. What foundations of the modern health care system evolved from the Civil War?
2. What was the focus of incremental changes in the U.S. health care system during the first half of the 20th century?
3. How is capitation different from indemnity health insurance?
4. What are the characteristics of HMOs and managed care organizations, and how are they similar?
5. What is an example of a for-profit health care organization?
6. What is a horizontally integrated health care organization?
7. How did the incremental changes to the U.S. health care system conform to the American preference for public/private policy solutions?

#### Chapter 10:

1. What is National Health Insurance (NHI)?
2. What were the main differences between health care systems with NHI and the U.S. system during the 20th century?
3. How was the Clinton Administration’s Health Security Act different from previous U.S. proposals?
4. How did the Health Security Act address the conflict over public and private solutions to health care system problems, as outlined in [Chapter 8](#)?

## Exit Skills

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By the end of this unit, students will understand:

During the 20th century, the health care delivery system changed dramatically, but incrementally, through efforts of both the public and the private sectors—in the American tradition. Some changes were intended to improve access to health care. Others changed organizational structure and financing mechanisms to contain health care costs and improve efficiency.

Efforts to reform the U.S. health care system comprehensively continued throughout the 20th century. Most of these were efforts to provide NHI. None was successful. It is fascinating that, for the most part, problems identified with the health care system were not the result of a technical or scientific inability to deal with diseases or other health deficits. Nor were the problems caused by a lack of money, as is the case in so many other countries. In short, the problems were not the result of a lack of resources, but rather the misuse and misallocation of resources.

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

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|                  |  |
|------------------|--|
| 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.2.2.12.E.1   | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.                                 |
| HPE.2.2.12.E.2   | Determine the effect of accessibility and affordability of healthcare on family, community, and global health.   |
| HPE.2.2.12.E.CS1 | Potential solutions to health issues are dependent on health literacy and available resources.   |

|                        |  |
|------------------------|--|
| HPE.2.2.12.E.CS2       | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.   |
| 9-12.HS-LS2-7.ETS1.B.1 | When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. |

## Interdisciplinary Connections

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|-----------------|---|
| LA.RST.11-12.1  | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.   |
| LA.RST.11-12.2  | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research.   |

## Learning Objectives

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After completing this chapter, students will be able to:

### Chapter 9:

Describe the major developments of the 19th century that laid the foundation for the current health care system.

Describe the incremental changes made to the U.S. health care system during the 20th century to provide access to health care.

Describe the incremental financing and organizational changes made to the U.S. health care system during the 20th century and how they addressed cost and efficiency problems.

Define major organizational developments of the 20th century including health maintenance organizations (HMOs), managed care organizations, and integrated delivery systems (IDSs).

### Chapter 10:

Describe National Health Insurance (NHI) and differentiate it from the current U.S. health care system.

Identify the attempts to legislate comprehensive health care reform during the 20th century.

Describe the elements of the Clinton health plan to bring about comprehensive reform of the U.S. health care system.

Describe some of the arguments against the Clinton health plan.

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| 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           | Manipulate   |                |                 |               |
|                 | Discuss           | Modify       |                |                 |               |
|                 | Estimate          | Operate      |                |                 |               |
|                 | Extrapolate       | Subtract     |                |                 |               |
|                 | Generalize        |              |                |                 |               |
|                 | Predict           |              |                |                 |               |



## **Suggested Activities & Best Practices**

### **Guidelines for Suggested Activities:**

- Read Chapters 9 & 10
- Define vocab words
- Complete Study Questions
- Presentation
- Project

## **Assessment Evidence - Checking for Understanding (CFU)**

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Chapter Test (Summative)

Quizzes (Summative)

Multimedia Report (Formative)

Questions Set (Formative)

Class Discussion (Alternate)

Internships (Alternate)

Physician Observations (Alternate)

Journal (Formative)

Think Pair Share (formative)

McGraw Hill Practice -on-line (alternate)

- 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**

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**Jonas' Introduction to the U.S. Health Care System, 9th Edition**

**Springer Publishing Company CONNECT- ONLINE RESOURCES for textbook**

## **Ancillary Resources**

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**Anatomy Student's Review Workbook: Test and reinforce your anatomical knowledge by Ken Ashwell Ph.D.**

**Hospital Administrators**

## Physicians-Intern Conversations

### **Technology Infusion**

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ONLINE TEXTBOOK

SPRINGER PUBLISHING CONNECT ONLINE RESOURCES

YOUTUBE

GOOGLE CLASSROOM PLATFORM TO SERVICE THE CLASS

## 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  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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|                   |  |
|-------------------|--|
| CRP.K-12.CRP2.1   | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| 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.   |
| TECH.8.1.12       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.   |
| TECH.8.1.12.A.3   | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.  |

## 21st Century Skills/Interdisciplinary Themes

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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

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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

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Small group instruction

Multi sensory approaches

leveled rubrics

flexible grouping

Extra time to complete assignments

### 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)**

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Sit student with partner to complete LEARNING OUTCOME questions throughout the chapters.

Increase visuals in classroom

Graphic organizers using illustrations

Context Cues

Check and Recheck for understanding by asking open ended questions

Have students repeat instructions

- 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)**

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Google Translate allowed in room to read chapters

Sit student with bilingual partner of same language to complete LEARNING OUTCOME questions throughout the chapters.

Increase visuals in classroom

Graphic organizers using illustrations

Context Cues

Check and Recheck for understanding by asking open ended questions



Have students repeat instructions

Provide notes in native language when available

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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Tutoring by Peers

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

Use in - class box of study cards

rewatch videos on youtube for enhanced understanding

- 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 work presented 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)**

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Utilize project-based learning for greater depth of knowledge

Multi-disciplinary unit and/or project

Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- 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

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Unit Name: Introduction to the US Health Care System

NJSLS:

Interdisciplinary Connection: Health and Physical Education, social studies, mass communications

Statement of Objective: SWBAT work to create a collaborative video on the 5 determinants of health care creating a solid foundation on this topic

Anticipatory Set/Do Now: Research the 5 determinants of healthcare-Genetic Inheritance, Physical Environment, Social Environment, Health Behavior, Health Care as a determinant

Learning Activity: work to create a collaborative video on the 5 determinants of health care

Student Assessment/CFU's: Watch videos (final products) and ask questions; class discussion

Materials: Online video tools, text book, healthcare resources

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: Google, online text,

|                  |  |
|------------------|--|
| HPE.2.2.12.E.1   | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. |
| HPE.2.2.12.E.2   | Determine the effect of accessibility and affordability of healthcare on family, community, and global health.             |
| HPE.2.2.12.E.CS2 | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.   |