

05_Unit 5: Health Services, Careers, and Information

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **3 Classes**
Status: **Published**

General Overview, Course Description or Course Philosophy

Overall wellness is framed around a balanced lifestyle. Individuals need to understand the importance of mental health, physical fitness, and nutrition as it relates to weight management and the prevention of diseases and illness. Preventing injury and knowing how to react in life threatening situations is also crucial. Students will gain knowledge in CPR/AED skills and learn how to implement them correctly. Students will also explore various health related careers and coaching principles to enhance personal goal setting and real life skill sets for the future.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit 5 - 3 Classes - Health Services, Careers and Information

Effective health services result from collaboration among a community's healthcare professionals. The vocational field is vast and expanding yearly. Affordability and accessibility of healthcare, as well as early detection and treatment of health problems from a community level will be covered in this unit.

Essential Questions:

- What characteristics describe effective health care providers?
- What are some legal and ethical issues in the field of healthcare?
- What does health care cost per individual and who pays for it?

Enduring Understandings:

- Workers in the health field make a commitment to professional development.
- Individuals in the healthcare field work with diverse patients.
- Potential solutions to health issues are dependent on health literacy and available resources.
- Affordability and accessibility of healthcare impact prevention, early detection, and treatment of health problems.

CONTENT AREA STANDARDS

NJSLS - Comprehensive Health and Physical Education

2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self examination, CPR/AED, life skills training, menstrual products).

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS - Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

1. Analyze a variety of health products and services based on cost, availability, community, and global health
2. Determine the effect of accessibility and affordability of healthcare on family, accessibility, benefits, and accreditation

3. Investigate several professions in the healthcare field

4. Identify requirements to obtain licensing/certifications

5. Identify characteristics of effective healthcare providers

Declarative Knowledge

Students will understand that:

Analyze the steps necessary in obtaining a NJ driver license.

Examine the NJMVC administrative laws on permits and licensing.

Characterize and describe what is needed for obtaining a license.

Have students turn to the person next to them and test each other to see if one can name all the components of requirements necessary for obtaining a NJ driver License.

Have students form into five groups to prepare for a team quiz by reviewing the five steps: a learning permit and an examination permit. See which group volunteers the most effective answers.

Set up an eye chart, have students stand the appropriate distance and take the test. Discuss

why it is important.

Procedural Knowledge

Students will be able to:

1. Identify the steps involved in a GDL program, 6 points ID program and vehicle registration in New Jersey.

2. Explain the difference between the Early Bird Road and the Young Adult road permit systems.

3. Identify the five steps for obtaining a learning permit and an examination permit.

4. Compare limitations for the special, examination and probationary permits. 5. Explain the GDL exemptions, special learner permits and examination

permits for NJ residents.

6. Explain why altering a driver license is illegal and identify the consequences. 7. Explain why an application for a driver license may be rejected (test

performance, expired inspection

sticker, condition of the vehicle etc. 8. Describe the requirements for NJ driver test (6 point verification, vision test and knowledge test). Describe the screening test (eye sight, written test, health screening).

9. Describe the road test.

10. Analyze why an application for a driver license may be rejected (test

performance, expired inspection

sticker, condition of the vehicle etc

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Class Participation

Research the impact of accessibility and affordability of healthcare.

Guest speakers in the health field such as school nurse, school psychologist, fitness professional, or nutritionist.

Teacher Created Worksheets

Note Check

Summative Assessments

Mini Research Assignment - Types of Health Services Careers Choice

RESOURCES (Instructional, Supplemental, Intervention Materials)

Glencoe Health Book

Chromebooks

Teacher/Administrative Approved Research Sites

KHS Library Database Research Sites

- www.publichealthonline.org
- www.salary.com
- <https://www.bls.gov/ooh/>
- www.careertrend.com

- ExploreHealthCareers.org
- learnhowtobecome.org
- <https://apps.il-work-net.com/cis/clusters/Occupations/110800>

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.