

# Health Occupations

**Unit Title:** Health Care of the Past, Present, and Future

## Stage 1: Desired Results

### **Standards & Indicators:**

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

### **Central Idea/Enduring Understanding:**

Pursuing a health career offers economic security, mobility, and an opportunity to meet new challenges.

### **Essential/Guiding Question:**

How has health care evolved from the past to the present and how will it change in the future?

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<p><b><u>Content:</u></b>  Health care of the past, present, and future  National Health Care Skill Standards Clusters  Healthcare System  Health care of the past, present, and future  Healthcare Team</p> <p><b><u>Work Based Learning:</u></b>  Blood Drive  School Nurse Internship  Blood Drive  Athletic Training Internship  Clinical Rotation at Deborah Heart and Lung Center  Job Shadowing  Field Trips to healthcare facilities  Field trips to postsecondary healthcare  Guest speakers</p>	<p><b><u>Skills(Objectives):</u></b>  Define at least ten words relating to health care of the past, present, and future.</p> <p>Identify three socioeconomic factors that influence the healthcare industry.</p> <p>Describe at least advantages to following a career in the healthcare field.</p> <p>Describe three factors to be considered when choosing an occupation.</p> <p>Identify at least five milestones in the advancement of health care.</p>
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<p><b><u>Interdisciplinary Connections:</u></b>  Case study incorporating knowledge of healthcare of the past, present, and future and current healthcare practice.</p> <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p>
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## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b>  PowerPoint group project- Past, Present, or Future of HealthCare.</p> <p>Students will work in groups to create a presentation describing healthcare in the past, the current state of health care, or the future state of health care. Focus is placed on types of healthcare facilities, the types of healthcare workers, and the treatments available to patients.</p>	<p><b><u>Other Evidence:</u></b>  Unit Test Grade  Quizzes  Writing projects  Research projects  Google Classroom assignments  Group activities  Classroom discussions  Student created assessments  Rubrics  Review Games ( Quizlet)  Case Studies</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>  Case Studies  Projects  Debates  Team building activities  Cooperative learning activities  Interactive games  Online learning websites  Internet research  Student driven activities</p>	<p><b><u>Resources:</u></b>  Textbook: Gerdin, Judith. <i>Health Careers Today</i>, Third Edition  Google Classroom  Internet/You tube</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> </ul>
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	<ul style="list-style-type: none"><li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>		
<b><a href="#">Differentiation</a></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Build background knowledge prior to lessons.  Highlight key words.  Incorporate the use of technology.  Provide notes.  Provide study guides.  Pre-teaching of vocabulary for understanding of concepts.  Word Search or crossword puzzles for vocabulary reinforcement.  Using alternatives to written assessments (oral reports, class discussion, and/or projects).  Be consistent with expectations.  Adjust timeline for assignments according to student need.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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**Unit Title:** Interpersonal Dynamics and Communications

## Stage 1: Desired Results

### Standards & Indicators:

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.12.HL.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

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.

### **Career Readiness, Life Literacies and Key Skills**

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

### **Content:**

Health care worker's characteristics and abilities  
Relationship among values, attitudes, and behaviors  
Problem-solving techniques  
Effective communication

### **Skills(Objectives):**

What characteristics and abilities are essential for an effective health care worker?  
What are the elements of effective communication?  
Analyze the relationship between critical thinking skills and quality patient care.

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<p>Stress Management Team Building techniques Critical thinking skills Impact of interpersonal relationships and communication with patient care</p> <p><b>Work Based Learning:</b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers</p>	<p>Evaluate the impact of working as a health team and quality patient care.</p> <p>Describe stress management skills that may improve quality patient care.</p>
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## **Interdisciplinary Connections:**

Case study incorporating knowledge of interpersonal dynamics, communications and quality health care.  
WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

Team-Building Exercises – Problem Solving and Decision Making:  
<https://www.mindtools.com/pages/article/team-building-problem-solving.htm> Students will use problem solving techniques to learn the importance of working as part of a team. This is related to the importance of teamwork in the healthcare field.

Characteristics of Health Care Workers Writing Assignment: Students will create their own idea of what characteristics health care workers should display and how their own characteristics fit their model.

Stress Management: Students will research stress management techniques to be shared via PowerPoint, poster, or research paper format.

### **Other Evidence:**

Unit Test Grade  
Quizzes  
Writing projects  
Research projects  
Google Classroom assignments  
Group activities  
Classroom discussions  
Student created assessments  
Rubrics  
Review Games ( Quizlet)  
Case Studies

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

Case Studies  
Projects  
Debates  
Team building activities  
Cooperative learning activities  
Interactive games  
Online learning websites

### **Resources:**

Textbook: Gerdin, Judith. *Health Careers Today*, Third Edition  
Google Classroom  
Internet/You tube  
LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

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Internet research Student driven activities	DEI Resources: <ul style="list-style-type: none"><li>• <a href="#">Learning for Justice</a></li><li>• <a href="#">GLSEN Educator Resources</a></li><li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>		
<b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Build background knowledge prior to lessons.  Highlight key words.  Incorporate the use of technology.  Provide notes.  Provide study guides.  Pre-teaching of vocabulary for understanding of concepts.  Word Search or crossword puzzles for vocabulary reinforcement.  Using alternatives to written assessments (oral reports, class discussion, and/or projects).  Be consistent with expectations.  Adjust timeline for assignments according to student need.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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**Unit Title:** Culture and Health Care

## Stage 1: Desired Results

### Standards & Indicators:

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.12.H2.4 Explain procedures and goals to the patient client accurately and effectively using strategies to respond to questions and concerns.

9.3.12.H3.2 Describe the content and diverse uses of health information.

9.3.12.H5.1 Utilize communication strategies to answer patient client questions and concerns on planned procedures and goals.

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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<p><b><u>Central Idea/Enduring Understanding:</u></b> Health care workers must be culturally competent in order to provide effective care to all patient populations.</p>	<p><b><u>Essential/Guiding Question:</u></b> How do cultural differences affect patient care?</p>
<p><b><u>Content:</u></b> Cultural differences among patient populations Cultural barriers in health care Developing cultural competency as a health care worker Cultural similarities and differences with medication, spirituality, religion, nutrition, and healthcare prevention.</p> <p><b><u>Work Based Learning:</u></b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers</p>	<p><b><u>Skills(Objectives):</u></b> Define the key terms related to culture and health care</p> <p>Identify examples of how cultural differences may affect patient care.</p> <p>Describe methods that a healthcare worker can utilize to overcome cultural barriers</p> <p>Describe cultural competency</p> <p>Evaluate the relationship between cultural differences and healthcare outcomes.</p>
<p><b><u>Interdisciplinary Connections:</u></b> Case study incorporating knowledge of cultural differences and quality health care.</p> <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>11-12.RST.04 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>WHST.9. 12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> How Cultural Differences Affect Patient Care: Students will research areas of culture related to physical space, communication, diet, spirituality, death, pregnancy, medication, and pain medication. Results will be compiled in PowerPoint, poster, or research paper format.</p> <p>Case Studies: Students will be exposed to mini-case studies that require them to make decisions about how health care providers can maintain cultural competency while providing effective treatment to all patients.</p>	<p><b><u>Other Evidence:</u></b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities Classroom discussions Student created assessments Rubrics Review Games ( Quizlet) Case Scenarios</p>
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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Case Studies  
Projects  
Debates  
Team building activities  
Cooperative learning activities  
Interactive games  
Online learning websites  
Internet research  
Student driven activities

### Resources:

Textbook: Gerdin, Judith. *Health Careers Today*, Third Edition  
Google Classroom  
Internet/You tube

### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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		discussion, and/or projects).	
		Be consistent with expectations.	
		Adjust timeline for assignments according to student need.	

### Unit Title: Legal and Ethical Principles

### Stage 1: Desired Results

#### Standards & Indicators:

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace

9.3.HL-HI.2 Describe the content and diverse uses of health information.

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.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

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	than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
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<b>Central Idea/Enduring Understanding:</b> Health care workers must abide by legal and ethical principles relating to patient's rights and the laws of confidentiality in patient care.		<b>Essential/Guiding Question:</b> What are the codes of conducts or rules of ethics that should be followed by all healthcare workers?
<b>Content:</b> Code of conduct/ Rules of ethics for a healthcare professional Legal issues in healthcare Patient's Rights Living will DNR Advance Directive HIPAA Health Professionals Code of Conduct Elder Abuse Child Abuse Sexual Harassment Malpractice Patient Advocacy  <b>Work Based Learning:</b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b>Skills(Objectives):</b> Define at least ten terms related to legal and ethical principles  Describe ethical behavior for the health care worker  Describe patient's rights and the importance of confidentiality in patient care  Describe current debated legal issues in medicine Analyze the relationship between legal and ethical principles and quality patient care.  Explain who can give consent and who cannot give consent.  Summarize the Patient's Bill of Rights.  Explain the standards of the Health Insurance Portability and Accountability Act (HIPAA) and discuss HIPAA-related terminology (including covered entities, protected health information, business associate, permission, de-identify, and limited data set).
<b>Interdisciplinary Connections:</b> Case study incorporating knowledge of legal and ethical principles to provide quality health care. WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

## Stage 2: Assessment Evidence

<b>Performance Task(s):</b> Legal and Ethical Terms- definitions worksheet  Student Debate: Students will research currently debated issues in the field of medicine. One topic will be chosen and researched by all students. Students will have a class debate after creating their own debate rules and debate rubric.	<b>Other Evidence:</b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities Classroom discussions Student created assessments
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Patients' Rights/HIPAA Case Studies: Students will be asked to determine whether certain situations presented violate patient's rights and/or HIPAA laws in a patient care setting.	Rubrics Review Games ( Quizlet) Case Scenarios
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## Stage 3: Learning Plan

<b><u>Learning Opportunities/Strategies:</u></b> Case Studies Projects Debates Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities	<b><u>Resources:</u></b> Textbook: Gerdin, Judith. <i>Health Careers Today</i> , Third Edition Google Classroom Internet/You tube  LGBT and Disabilities Resources: <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> DEI Resources: <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Build background knowledge prior to lessons.  Highlight key words.  Incorporate the use of technology.  Provide notes.  Provide study guides.  Pre-teaching of vocabulary for understanding of concepts.  Word Search or crossword puzzles for	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		<p>vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	
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**Unit Title:** Safety Practices

### Stage 1: Desired Results

**Standards & Indicators:**

**New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.

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.

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.4 Maximize available resources for proper care and use of healthcare equipment and materials.

9.3.HL-SUP.5 Implement healthcare facility standards in order to maintain high-quality healthcare facilities.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly

## Health Occupations

	that contribute to effective outcomes.	for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<b>Central Idea/Enduring Understanding:</b> Principles of health, safety, and infection control promote the delivery of quality health care to patients.		<b>Essential/Guiding Question:</b> What principles promote good safety practices and prevent the spread of infection in the healthcare field?
<b>Content:</b> Disease transmission Infection control Standard Precautions PPE Infection Cycle Isolation Precautions Handwashing Procedures Disease prevention <b>Work Based Learning:</b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b>Skills(Objectives):</b> Describe the infectious process and methods to prevent infection.  Describe the Standard Precautions that prevent the spread of disease.  Describe the three levels of asepsis.  Demonstrate hand washing procedure.  Analyze the relationship between disease prevention and proper PPE procedures.
<b>Interdisciplinary Connections:</b> Case study incorporating knowledge of healthcare safety practices and quality health care. WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

### Stage 2: Assessment Evidence

<b>Performance Task(s):</b> Typhoid Mary Video with student questions  Handwashing Activity: <a href="https://www.cdc.gov/bam/teachers/documents/epi_4_hand_wash.pdf">https://www.cdc.gov/bam/teachers/documents/epi_4_hand_wash.pdf</a>	<b>Other Evidence:</b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities Classroom discussions
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# Health Occupations

Health Care Jobs and Exposure to Infection Handout: Students will answer questions about Standard Precautions and medical asepsis.	Student created assessments Rubrics Review Games ( Quizlet) Case Scenarios
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## Stage 3: Learning Plan

<u><b>Learning Opportunities/Strategies:</b></u> Case Studies Projects Debates Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities	<u><b>Resources</b></u> Textbook: Gerdin, Judith. <i>Health Careers Today</i> , Third Edition Google Classroom Internet/You tube  <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a> <ul style="list-style-type: none"> <li><a href="#">LGBTQ+ Books</a></li> </ul> DEI Resources: <ul style="list-style-type: none"> <li><a href="#">Learning for Justice</a></li> <li><a href="#">GLSEN Educator Resources</a></li> <li><a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li><a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li><a href="#">Diversity Calendar</a></li> </ul>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Build background knowledge prior to lessons.  Highlight key words.  Incorporate the use of technology.  Provide notes.  Provide study guides.  Pre-teaching of vocabulary for understanding of concepts.  Word Search or crossword puzzles for vocabulary reinforcement.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

## Health Occupations

		<p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	
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<b>Unit Title:</b> Laboratory Careers		
<b>Stage 1: Desired Results</b>		
<b><u>Standards &amp; Indicators:</u></b>		
<b>New Jersey Student Learning Standard 9.3-Career and Technical Education.</b>		
9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..		
9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.		
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGL.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<b><u>Central Idea/Enduring Understanding:</u></b> The laboratory health care field requires certain personal characteristics and educational and credentialing requirements.		<b><u>Essential/Guiding Question:</u></b> What is the role of selected laboratory health care workers including personal characteristics, levels of education, and credentialing requirements?
<b><u>Content:</u></b> Laboratory career exploration Microbiology Role and educational requirements of laboratory careers <b><u>Work Based Learning:</u></b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b><u>Skills(Objectives):</u></b> Analyze the role of selected laboratory health care workers including personal characteristics and educational/credentialing requirements.  Differentiate between pathogenic and non-pathogenic microorganisms  Evaluate the relationship between laboratory careers and the healthcare team.
<b><u>Interdisciplinary Connections:</u></b> Case study incorporating knowledge of laboratory careers and quality health care.  WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

### Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> Laboratory Career Pathways Handout: Students will be asked questions focused on career exploration and educational/credentialing requirements.  Case Studies: Students will learn the various roles of laboratory health care workers in a health care team.	<b><u>Other Evidence:</u></b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities Classroom discussions Student created assessments Rubrics Review Games ( Quizlet) Case Studies
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# Health Occupations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Case Studies  
Projects  
Debates  
Team building activities  
Cooperative learning activities  
Interactive games  
Online learning websites  
Internet research  
Student driven activities

### Resources:

Textbook: Gerdin, Judith. *Health Careers Today*, Third Edition  
Google Classroom  
Internet/You tube

### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

## Health Occupations

		(oral reports, class discussion, and/or projects).  Be consistent with expectations.  Adjust timeline for assignments according to student need.	
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<b>Unit Title:</b> Imaging Careers		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b> <b>New Jersey Student Learning Standard 9.3-Career and Technical Education.</b>		
9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..		
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-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.		
9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse

## Health Occupations

		solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<b><u>Central Idea/Enduring Understanding:</u></b> The imaging healthcare field requires certain personal characteristics and educational and credentialing requirements.		<b><u>Essential/Guiding Question:</u></b> What is the role of selected imaging healthcare workers including personal characteristics, levels of education, and credentialing requirements?
<b><u>Content:</u></b> Imaging Careers Exploration Imaging Techniques (MRI, CAT Scan, Ultrasound, X-Ray) Role and educational requirements of imaging careers  <b><u>Work Based Learning:</u></b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b><u>Skills(Objectives):</u></b> Specify the role of selected imaging health care workers including personal characteristics and educational/credentialing requirements.  Describe the different types of imaging used in the healthcare field today.  Evaluate the role of imaging careers in providing quality healthcare.  Analyze the similarities and differences of imagining careers.
<b><u>Interdisciplinary Connections:</u></b> Case study incorporating knowledge of imaging careers and quality health care.  WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

### Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> Power Imaging Case Studies: Students will be introduced to X-Ray, Ultrasound, Cat Scan, and MRI through a case study format  Research: Students will research the role of the radiology worker in 3 different healthcare centers.	<b><u>Other Evidence:</u></b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities Classroom discussions Student created assessments Rubrics Review Games ( Quizlet)
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# Health Occupations

Case Studies			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Case Studies Projects Debates Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities		<u>Resources:</u> Textbook: Gerdin, Judith. <i>Health Careers Today</i> , Third Edition Google Classroom Internet/You tube  LGBT and Disabilities Resources: <ul style="list-style-type: none"><li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li><li>• <a href="#">LGBTQ+ Books</a></li></ul> DEI Resources: <ul style="list-style-type: none"><li>• <a href="#">Learning for Justice</a></li><li>• <a href="#">GLSEN Educator Resources</a></li><li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Build background knowledge prior to lessons.  Highlight key words.  Incorporate the use of technology.  Provide notes.  Provide study guides.  Pre-teaching of vocabulary for understanding of concepts.  Word Search or crossword puzzles for vocabulary reinforcement.  Using alternatives to written assessments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

## Health Occupations

		(oral reports, class discussion, and/or projects).  Be consistent with expectations.  Adjust timeline for assignments according to student need.	
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**Unit Title:** Nursing Careers

### Stage 1: Desired Results

**Standards & Indicators:**

**New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

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-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<b><u>Central Idea/Enduring Understanding:</u></b> The nursing health care field requires certain personal characteristics and educational and credentialing requirements.		<b><u>Essential/Guiding Question:</u></b> What is the role of selected nursing careers including personal characteristics, levels of education, and credentialing requirements?
<b><u>Content:</u></b> Nursing Careers Exploration Nursing skills RN LPN NA Nursing and the healthcare team  <b><u>Work Based Learning:</u></b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b><u>Skills(Objectives):</u></b> Specify the role of selected nursing careers including personal characteristics and educational/credentialing requirements.  Analyze the relationship between the role of nursing and the healthcare system.
<b><u>Interdisciplinary Connections:</u></b> Case study incorporating knowledge of nursing careers and quality health care. WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

### Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b>  Nursing Careers Writing Assignment: Students will research the role and educational requirements for a list of varying nursing careers.	<b><u>Other Evidence:</u></b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities
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LPN vs. RN research and class discussion  Case Studies: Students will identify the roles of the nurses throughout the case study	Classroom discussions Student created assessments Rubrics Review Games ( Quizlet) Case Studies
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## Stage 3: Learning Plan

<u><b>Learning Opportunities/Strategies:</b></u> Case Studies Projects Debates Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities	<u><b>Resources:</b></u> Textbook: Gerdin, Judith. <i>Health Careers Today</i> , Third Edition Google Classroom Internet/You tube  LGBT and Disabilities Resources: <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> DEI Resources: <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Use of critical thinking activities.  Alternative assignments  Choice of assignment related to the topic  Independent research.  Use of student-researched case studies.	Build background knowledge prior to lessons.  Highlight key words.  Incorporate the use of technology.  Provide notes.  Provide study guides.  Pre-teaching of vocabulary for understanding of concepts.  Word Search or crossword puzzles for	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		<p>vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	
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**Unit Title:** Medical Careers

### Stage 1: Desired Results

**Standards & Indicators:**

**New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

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-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse

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		solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<b>Central Idea/Enduring Understanding:</b> The medical health care field requires certain personal characteristics and educational and credentialing requirements.		<b>Essential/Guiding Question:</b> What is the role of selected medical careers including personal characteristics, levels of education, and credentialing requirements?
<b>Content:</b> Medical Career Exploration Physical Examination MD DO  <b>Work Based Learning:</b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b>Skills(Objectives):</b>  Specify the role of selected medical careers including personal characteristics and educational/credentialing requirements  Describe some of the components of a physical examination on a patient.  Evaluate the relationship between medical careers and the healthcare team.
<b>Interdisciplinary Connections:</b> Case study incorporating knowledge of medical careers and quality health care.  WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

### Stage 2: Assessment Evidence

<b>Performance Task(s):</b> Medical Careers Activity: Students will research different specialties in medicine in small groups to share with the class.  Physical Examination Case Study: Students will be introduced to components of the physical	<b>Other Evidence:</b> Unit Test Grade Quizzes Writing projects Research projects Google Classroom assignments Group activities
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# Health Occupations

<p>examination including lung and heart auscultation, pulse oximetry, and body temperature.</p> <p>PA vs. NP vs. MD vs. DO Class Discussion</p> <p>Medical Careers Writing Activity: Students will choose 10 medical careers and explore their roles and education/credentialing requirements</p>	<p>Classroom discussions</p> <p>Student created assessments</p> <p>Rubrics</p> <p>Review Games ( Quizlet)</p> <p>Case Studies</p>
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## Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p>Case Studies</p> <p>Projects</p> <p>Debates</p> <p>Team building activities</p> <p>Cooperative learning activities</p> <p>Interactive games</p> <p>Online learning websites</p> <p>Internet research</p> <p>Student driven activities</p>	<p><u><b>Resources:</b></u></p> <p>Textbook: Gerdin, Judith. <i>Health Careers Today</i>, Third Edition</p> <p>Google Classroom</p> <p>Internet/You tube</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p>

## Health Occupations

		<p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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**Unit Title:** Rehabilitative Careers

### Stage 1: Desired Results

**Standards & Indicators:**

**New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

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-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g.,	Innovative ideas or innovation can lead to career opportunities

## Health Occupations

	1.4.12prof.CR2b, 2.2.12.LF.8).	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<b><u>Central Idea/Enduring Understanding:</u></b> The rehabilitative health care field requires certain personal characteristics and educational and credentialing requirements.		<b><u>Essential/Guiding Question:</u></b> What is the role of selected rehabilitative careers including personal characteristics, levels of education, and credentialing requirements?
<b><u>Content:</u></b> Rehabilitative Career Exploration Physical Therapy Occupational Therapy Speech Therapy Patients with disabilities  <b><u>Work Based Learning:</u></b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b><u>Skills(Objectives):</u></b>  Analyze the role of selected rehabilitative careers including personal characteristics and educational/credentialing requirements.  Describe some of the equipment used in the rehabilitation of patients.  Evaluate the similarities and differences of rehabilitation careers in the healthcare system.
<b><u>Interdisciplinary Connections:</u></b> Case study incorporating knowledge of rehabilitation careers and quality health care.  WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

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## Stage 2: Assessment Evidence

### Performance Task(s):

Rehabilitative Career Writing Project: students will answer questions about different rehabilitative careers including roles and educational/credentialing requirements.

Career Project: Students will create a poster that represents the career in the medical field that they are most interested in pursuing following a class-created rubric.

### Other Evidence:

Unit Test Grade  
Quizzes  
Writing projects  
Research projects  
Google Classroom assignments  
Group activities  
Classroom discussions  
Student created assessments  
Rubrics  
Review Games ( Quizlet)  
Case Studies

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Case Studies  
Projects  
Debates  
Team building activities  
Cooperative learning activities  
Interactive games  
Online learning websites  
Internet research  
Student driven activities

### Resources:

Textbook: Gerdin, Judith. *Health Careers Today*, Third Edition  
Google Classroom  
Internet/You tube

#### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

#### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities.	Use of critical thinking activities.	Build background knowledge prior to lessons.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Alternative assignments	Alternative assignments	Highlight key words.	
Choice of assignment related to the topic	Choice of assignment related to the topic	Incorporate the use of technology.	
Independent research.	Independent research.	Provide notes.	
		Provide study guides.	ELL supports should include, but are

## Health Occupations

Use of student-researched case studies.	Use of student-researched case studies.	<p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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**Unit Title:** Community and Social Careers

### Stage 1: Desired Results

**Standards & Indicators:**

**New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care..

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-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H5.2 Communicate patient client information among healthcare team members to facilitate a team approach to patient care.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.

## Health Occupations

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<b>Central Idea/Enduring Understanding:</b> The field of community and social careers requires certain personal characteristics and educational and credentialing requirements.		<b>Essential/Guiding Question:</b> What is the role of selected community and social careers including personal characteristics, levels of education, and credentialing requirements?
<b>Content:</b> Community and Social Career Exploration Social Work Substance abuse counselor Community resources Homeless resources Resources for sexual abuse Domestic violence <b>Work Based Learning:</b> Blood Drive School Nurse Internship Blood Drive Athletic Training Internship Clinical Rotation at Deborah Heart and Lung Center Job Shadowing Field Trips to healthcare facilities Field trips to postsecondary healthcare Guest speakers		<b>Skills/Objectives:</b> Analyze the role of selected community and social careers including personal characteristics and educational/credentialing requirements. Evaluate the similarities and differences of community and social careers
<b>Interdisciplinary Connections:</b> Case study incorporating knowledge of community and social careers and quality health care. WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		

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## Stage 2: Assessment Evidence

### Performance Task(s):

Health Care Facilities Activity: Students will match all the health care pathways learned in the class with various health care facilities.

Community and Social Health Care Writing Activity: Students will answer questions about the roles of various community and social health care workers in different fields of medicine.

Case Studies: Students will learn the roles of community and social health care workers through case studies.

### Other Evidence:

Unit Test Grade  
Quizzes  
Writing projects  
Research projects  
Google Classroom assignments  
Group activities  
Classroom discussions  
Student created assessments  
Rubrics  
Review Games ( Quizlet)  
Case Studies

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Case Studies  
Projects  
Debates  
Team building activities  
Cooperative learning activities  
Interactive games  
Online learning websites  
Internet research  
Student driven activities

### Resources:

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Alternative assignments	Alternative assignments	Highlight key words.	
Choice of assignment related to the topic	Choice of assignment related to the topic	Incorporate the use of technology.	
Independent research.		Provide notes.	

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Use of student-researched case studies.	<p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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# Health Occupations

## Pacing Guide

Health Occupations	Content/Resources	Standards
UNIT 1: Healthcare Present, Past, and Present. (7 Days)	<b>CHAPTER 1</b>	9.3.HL-THR.2: 9.3.HL.1 9.3.HL.5
UNIT 2: Interpersonal Dynamics (10 Days)	<b>CHAPTER 2</b>	9.3.HL.2 9.3.HL-SUP.5 9.3.HL-SUP.2
UNIT 3: Culture and Healthcare (10 Days)	<b>CHAPTER 5</b>	9.3.12.H2.4 9.3.12.H3.2 9.3.12.H5.1 9.3.HL.6
UNIT 4: Legal and Ethical Principles (7 Days)	<b>CHAPTER 4</b>	9.3.HL-5 9.3.HL-HI.1 9.3.HL-6 9.3.HL-1
UNIT 5: Safety Practices (10 Days)	<b>CHAPTER 3</b>	9.3.HL.3 9.3.HL.4 9.3.HL-SUP.5 9.3.HL-SUP.2 9.3.HL-SUP.4
UNIT 6: Laboratory, Imaging, Nursing, Medical, Rehabilitation, Community and Social Careers (50 Days)	<b>CHAPTER 22, 23, 24, 25, 31, and 32</b>	9.3.HL-THR.2: 9.3.HL-THR.3 9.3.HL.1 9.3.HL.2 9.3.HL.5 9.3.12.H5.2