

 

District Name:

**Course Title: Intro to Health Science Careers**

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| **School District Name** |
| **Course Title:** Intro to Health Science Careers | **Total Framework Hours:** 180 |
| **CIP Code:** 510000 | **☒ Exploratory ☐ Preparatory**  | **Date Last Modified:** 6/6/21 |
| **Career Cluster:** Health Science | **Cluster Pathway:** Health Science: Diagnostic and Therapeutic  |
| **Course Summary**:  This course is for any high school student interested in a career in any of the five branches of healthcare, though it lends itself mostly to Diagnostic and Therapeutic, as those are the areas of greatest employment need in our region. It is designed to cover two semesters: The first semester, which is based on the NCHSE curriculum, focuses on A&P and introduces students to the human body; it’s structures; their functions; and the Etiology, Pathology, Diagnosis, Treatment of diseases associated with each of the various systems. A&P is organized by of each body system. It’s really fun; there are cool labs, celebrity guests, silly games, incredible anatomy apps and gross movies. They build their own paper skeleton. They dissect lamb hearts. You’ll see.  The second semester Pans away from the body and over to Health Care as a Career. We develop a common terminology, understand pathways, orient with common threads in the system, develop specific knowledge and hone skills. This includes a semester long local internship. It is arranged into various thematic units including Medical Math, Terminology, Pharmacology and Notation; Special Populations; Alternative Medicine; Work Safety/PPE; Career Exploration, Licensure, Certification and Education; Law & Ethics; Branches of Healthcare, and Insurance Structures. Additionally, students finish the term with CPR and First Aid certification. We bring in local experts, and complete countless research projects which each culminating in a presentation. For example, last year we spent weeks developing an amazing Patient Bill of Rights for the Local EMS unit. The chief just loved it and the kids were so proud!  |
| **Eligible for Equivalent Credit in:** Science | **Total Number of Units:** 5 |
| **Course Resources:** NCHSE’s Curriculum (powerpoints, activities, worksheets)*Health Science Fundamentals* (Text)Complete Anatomy (3D4Medical’s amazing app)HOSA resourcesEWAHEC resources*Emergency Care and Transport of the Sick and Injured* (Text)Local Health Care Providers |

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| **Unit 1:** Anatomy and Physiology | **Total Learning Hours for Unit:** 90 |
| **Unit Summary**: This Semester long unit is broken into 11 sub units. It is modeled exactly after the NCHSE Learning Standard 1: Academic Foundation, (with Standard 1.2 Diseases and disorders embedded into each unit) and leans heavily on their course materials.Unit 1 starts with a look at Body Planes, Directional Terms, Cavities, Quadrants, before diving into Levels of Organization and ultimately working though each body system: Skeletal, Muscular, Integumentary, Cardiovascular/Lymphatic, Pulmonary, Digestive/ GI/ GU, Nervous, Special Senses, Reproductive, and Endocrine. Each sub unit is introduced with a powerpoint, reading and outline. For example, Unit 1.1.1 Starts with reading an excerpt from *Emergency Care and Transport of the Sick and Injured* which does a great overview orienting students to terms used for navigating the body. Then we use the NCHSA PowerPoint to take notes. Next we take the information off the screen/text and bring it into the Room. Often students diagram along with our bigger terms and concepts. (Sagittal suture, myosin, estrogen vs progesterone, etc.) We also spend a great deal of time looking at the Complete Anatomy App.Once all the information has been front loaded, we can dive into labs, research projects and in class activities. Each sub unit has it’s own. They’re a ton of fun and really designed to cement concepts into a practical tangible systems, structures, and functions. After all, this is all about the human body. See assessments for specifics on each lab, |
| **Performance Assessments**: Students complete accurate and useful notes on each system, using assigned reading, provided outlines/ graphic organizers, my excellent diagrams on the board, handouts and NCHSE presentations.Students are assigned 10 vocab terms each week, which they look up. Then they show off their understanding by writing sentences with context clues. Ultimately they demonstrate accurate recall on a quiz, and later on the term exam.Students and demonstrate retention and understanding through worksheets and later paper quizzes. The entire semester culminates in an Exam.Students examine the functions and names of structures/systems through a wide assortment of labs such as * Students trace their own body and then label using directional terms, planes, cavities etc. We add to this drawing all semester. Each system is layered over top.
* Total Body recall: Students demonstrate terminology in fun interactive games like “Simon says pronate your Left ankle while tapping your Left Lateral mandible with the anterior aspect of your radius.”
* Students sift through 100’s of labels and work as a group to affix them to processes, sutures and foramen on our skeleton.
* Students work as a group to construct a newspaper skeleton
* Students dissect Halloween skeletons and assess for accuracy/inaccuracy
* Students examine molecular basis of muscle contraction in muscle fatigue lab
* Students dissect lamb and pig hearts, identifying various structures
* Students create a “walk through” model of heart and lungs to understand flow of blood
* Students calculate Lung Volume and Capacity with Balloons
* With the assistance of our local EMS team, tudents perform 12 leads on themselves and examine their rhythms. They label each part of their rhythm, including PQRST, systole and diastole.
* Students examine whole blood through a microscope, identifying drawing and labeling various components. As a class we ooh and aah.
* Each students researches and presents their findings on the form and functions of one five types of WBCs, including disorders like anaphylaxis.
* Students diagram skin cells in various colors over and over again until we have enough mini diagrams assembled to make a crown. This skin crown is the highest badge of honor one can hold in the class, and is ALSO a cute reminder of the components of the integumentary system.
* Students hypothesize which parts of the body are more sensitive and then test using blindfolds and paperclips.
* Students Rearrange cards to match enzymes (or acids), the foods they break down, and the areas of the body they are produced.
* Students Dissect Goat, Lamb and Pig Kidneys identifying various structures and their functions.
* Students test urine for Ketones (and hopefully more pending purchasing)
* Students label parts of the brain on chef hats.
* Students Make felt neurons with a local artisan
* Students pair up and complete the “Testing Cranial Nerves” activity.
* Students perform vision and hearing tests on one another, including finding blind spots and assessing for astigmatism,
* Students create a calendar which tracks a hypothetical menstruation cycle down to the state of the uterus, ovule and hormone that excites it.
* Students research various birth control methods and STD prophylactics for efficacy, including transmission rates of various STDs.
* Students design a trifold brochure which gives us a tour of gland within the Endocrine system and the hormones it produces. They include the effects of over and underproduction as associated Etiology, Pathology, Diagnosis, Treatment and Prevention.
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| **Leadership Alignment**:  21st Century Skills: 1.A Think Creatively, 1.B Work Creatively with Others, 1.C Implement Innovations2.A Reason Effectively, 2.B Use Systems Thinking, 2.C Make Judgements and Decisions, 2.D Solve Problems3.A Communicate Clearly, 3.B Collaborate with Others 4.A Access and Evaluate Information, 4.B Use and Manage Information5.A Analyze Media, 5.B Create Media Products6.A Apply Technology Effectively 7.A Adapt to Change, 7.B Be Flexible 8.A Manage Goals and Time, 8.B Work Independently 8.C Be Self-Directed Learners9.A Interact Effectively with Others, 9.B Work Effectively in Diverse Teams10.A Manage Products, 10.B Produce Results 11.A Guide and Lead Others, 11.B Be Responsible to Others12. A Global Awareness, 12.D Health Literacy, 12.E Environmental Literacy CTE Core Leadership SkillsLeadership: Individual Skills. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. Leadership: Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups to reach common goals. 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow. 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.  |
| **Industry Standards and/or Competencies**:  National Health Science Standards: 1.1.1 Describe the organization of the human body and directional terms, 1.1.2 Identify basic structures and describe functions of human body systems.1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders…1.3.2 Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting). 9.1.3 Describe strategies for prevention of disease.  |
| **Aligned Washington State Academic Standards** |
| **Educational Technology** | 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. |
| **Health Education** | Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HSSummarize fertilization, fetal development, and childbirth. H1.Se1.HSa Explain the role hormones play in sexual behavior and decisionmaking. H5.Se1.HSEvaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa |
| **English Language Arts: Common Core** | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ELA W6Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ELA W8 (9-10)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 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. ELA W8 (11-12) • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. C3 D3.1 (9-12) |
| **Science** |  |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
| 1. Asking questions (for science) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 8. Obtaining, evaluating, and communicating information | LS1.A Structure and function 9-12LS1.B Growth and development of organisms 9-12LS1.C Organization for matter and energy flow in organisms 9-12LS1.D Information Processing 6-8LS3.B Variation of traits 9-12 | 1. Patterns. 2. Cause and effect: 3. Scale, proportion, and quantity. 4. Systems and system models. 5. Energy and matter: 6. Structure and function. 7. Stability and change.  |

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| **Unit 2:** Medical Math, Terminology, Pharmacology and Notation | **Total Learning Hours for Unit:** 30 |
| **Unit Summary**: This unit bridges the rigorous academia of semester one’s A&P with the self-driven research and exploration of semester two, by introducing students to communication within the medical field. In includes SOAP notes and abbreviations. We also pharmacology,  |
| **Performance Assessments**:Students take and retain accurate and useful notes on SOAP, Notation, Abbreviation, Medical Math, and Drug “Families”.Students write PCRs in correct format using correct abbreviations and including all pertinent information.Students show proficiency in Medical math and terminology on a written quiz that requires response to questions like “30 yo f co 8/10 RLQ pain since 3am this morning. She has had 3x 500 mg of Tylenol every 6 hours and is still in pain. Knowing you are not to exceed 2g/day, can she have a 4th dose?”Students demonstrate ability to recognize specific drugs indications, classes and effects through a fun Jeopardy game/test. |
| **Leadership Alignment**:  21st Century Skills: 2.A Reason Effectively, 2.B Use Systems Thinking, 2.D Solve Problems 4.A Access and Evaluate Information, 4.B Use and Manage Information5.A Analyze Media, 5.B Create Media Products6.A Apply Technology Effectively 7.A Adapt to Change, 7.B Be Flexible 9.A Interact Effectively with Others, 9.B Work Effectively in Diverse Teams10.A Manage Products, 10.B Produce Results 11.A Guide and Lead Others, 11.B Be Responsible to Others12.B Financial, Economic, Business and Entrepreneurial Literacy, 12.D Health Literacy CTE Core Leadership SkillsLeadership: Individual Skills 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. Leadership: Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups to reach common goals. 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completedLeadership: Community and Career Skills 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.  |
| **Industry Standards and/or Competencies**: National Health Science Standards:1.3.1 Demonstrate competency using basic math skills and mathematical conversions as they relate to healthcare.1.3.2 Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results1.3.3 Demonstrate use of the 24-hour clock/military time. 2.1.3 Distinguish between subjective and objective information.2.2.1 Use common roots, prefixes, and suffixes to communicate information. 2.2.2 Interpret common medical abbreviations to communicate information.2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting). 2.3.2 Prepare examples of technical and informative writing.10.1.1 Demonstrate procedures for measuring and recording vital signs including the normal ranges.10.1.2 Obtain training or certification in • Automated external defibrillator (AED) • Cardiopulmonary resuscitation (CPR) • First aid • Foreign body airway obstruction (FBAO) 11.1.1 Identify components of an electronic health record (EHR) and/or electronic medical record (EMR).11.1.2 Explore different types of health data collection tools. |
| **Aligned Washington State Academic Standards** |
| **Educational Technology** | 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. |
| **Health Education** | Differentiate classifications of substances. H1.Su1.HSb |
| **English Language Arts: Common Core** | • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ELA W6 |
| **Science** |  |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
| 2. Developing and using models 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 8. Obtaining, evaluating, and communicating information |  | 2. Cause and effect: 3. Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system’s structure or performance. 4. Systems and system models. 5. Energy and matter: Flows, cycles, and conservation.  |

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| **Unit 3:** Career Exploration 1: Licensure, Certification and Education; Law & Ethics; Branches of Healthcare | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**: This unit is broken into 3 topic areas. Each topic involves a reading and discussion from our text. We look at the 5 career pathways, meet local provides (guest lecturers) and understand the steps for getting to their position. Then we dig in and learn about requirements for a specific career, in individual research projects. Simultaneously, through text reading and discussion we define terminology to bolster their understanding. |
| **Performance Assessments**:Students will participate actively in interviewing guest speakers.Students will research two careers, each within a different pathway and assemble a presentation on the responsibilities and requirements of said careerStudents will complete detailed notes that show understanding of key terms such as “implied consent, Scope, and HIPAA”. Students will respond appropriately to chapter review questions, and later a test that check for accuracy and depth of understanding.Students will take position on ethical quandaries.  |
| **Leadership Alignment**:  21st Century Skills: 1.A Think Creatively, 1.B Work Creatively with Others, 2.A Reason Effectively, 2.B Use Systems Thinking, 3.A Communicate Clearly, 3.B Collaborate with Others 4.A Access and Evaluate Information, 4.B Use and Manage Information5.A Analyze Media, 5.B Create Media Products7.A Adapt to Change, 7.B Be Flexible 8.A Manage Goals and Time, 8.B Work Independently 8.C Be Self-Directed Learners9.A Interact Effectively with Others, 9.B Work Effectively in Diverse Teams10.A Manage Products, 10.B Produce Results 11.A Guide and Lead Others, 11.B Be Responsible to Others12. A Global Awareness, 12.B Financial, Economic, Business and Entrepreneurial Literacy, 12.C Civic Literacy, 12.D Health Literacy CTE Core Leadership SkillsLeadership: Individual Skills 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences. 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies. Leadership: Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups to reach common goals. 2.2 The student will demonstrate knowledge of conflict resolution and challenge management. 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow. 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry. 2.5 The student will demonstrate a working knowledge of parliamentary procedure.2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.Leadership: Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.2 The student will demonstrate social responsibility in family, community, and business and industry. 3.3 The student will understand their role, participate in and evaluate community service and service learning activities. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life. 3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level. 3.6 The student will understand the importance of and utilize the components and structure of community-based organizations. 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization’s goals. |
| **Industry Standards and/or Competencies**: National Health Science Standards:2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting). 3.1.1 Differentiate healthcare delivery systems and healthcare related agencies.3.1.2 Examine the healthcare consumer’s rights and responsibilities within the healthcare system3.1.3 Analyze the impact of emerging issues on healthcare delivery systems3.1.4 Analyze healthcare economics and related terms4.3.1 Research levels of education, credentialing requirements, and employment trends in health professions. 4.3.2 Distinguish differences among careers within a health science pathway5.1.1 Analyze legal responsibilities and implications of criminal and civil law.5.2.1 Apply standards for the safety, privacy and confidentiality of health information. • HIPAA • Privileged communication 5.2.2 Describe advance directives. 5.2.3 Summarize the essential characteristics of a patient’s basic rights within a healthcare setting. 5.2.4 Differentiate informed and implied consent. 5.2.5 Explain laws governing harassment. 5.2.6 Describe the concept of scope of practice. 5.2.7 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report).6.1.1 Differentiate between ethical and legal issues impacting healthcare. 6.1.2 Identify ethical issues and their implications related to healthcare.6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients. |
| **Aligned Washington State Academic Standards** |
| **Educational Technology** | 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.6.d. Students publish or present content that customizes the message and medium for their intended audiences |
| **Health Education** | Describe laws related to accessing sexual health care services. H3.Se6.HSCompare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS |
| **English Language Arts: Common Core** | • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ELA W6 |
| **Science** |  |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
| 1. Asking questions 3. Planning and carrying out investigations 4. Analyzing and interpreting data 8. Obtaining, evaluating, and communicating information | LS1.A Structure and function 9-12LS1.B Growth and development of organisms 9-12LS3.B Variation of traits 9-12 | 2. Cause and effect: 4. Systems and system models |

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| **Unit 4:** Diverse Populations, Alternative medicine | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**: This unit starts a moment to look at normal human development, and differences between patients at different life stages. Then students examine considerations for providing the best possible care for individuals with CP, Autism, Downs Syndrome and other Developmental disabilities; LGBTQ+, Neurologically diverse, Homeless, ELL, etc. Then we examine Alternative Medicine with a lens that not only explores individual practices, but seeks to understand them scientifically and evaluate them for efficacy. |
| **Performance Assessments**:In a group students will develop a tool to better serve a special population. (ie a quick reference dictionary for ELL)Students will research the Background, Deployment and Efficacy of Alternative medicine, and present their findings to the class. They must include scholarly research and >1 interview with a local provider. |
| **Leadership Alignment**:  21st Century Skills: 1.A Think Creatively, 1.B Work Creatively with Others, 1.C Implement Innovations2.A Reason Effectively, 2.B Use Systems Thinking, 2.C Make Judgements and Decisions, 2.D Solve Problems3.A Communicate Clearly, 3.B Collaborate with Others 4.A Access and Evaluate Information, 4.B Use and Manage Information5.A Analyze Media, 5.B Create Media Products6.A Apply Technology Effectively 7.A Adapt to Change, 7.B Be Flexible 8.A Manage Goals and Time, 8.B Work Independently 8.C Be Self-Directed Learners9.A Interact Effectively with Others, 9.B Work Effectively in Diverse Teams10.A Manage Products, 10.B Produce Results 11.A Guide and Lead Others, 11.B Be Responsible to Others12. A Global Awareness, 12.B Financial, Economic, Business and Entrepreneurial Literacy, 12.C Civic Literacy, 12.D Health Literacy, 12.E Environmental Literacy CTE Core Leadership SkillsLeadership: Individual Skills 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences. 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.Leadership: Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups to reach common goals. 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry. 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings. Leadership: Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.2 The student will demonstrate social responsibility in family, community, and business and industry. 3.3 The student will understand their role, participate in and evaluate community service and service learning activities. 3.6 The student will understand the importance of and utilize the components and structure of community-based organizations.  |
| **Industry Standards and/or Competencies**: National Health Science Standards:1.3.2 Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting). 3.1.3 Analyze the impact of emerging issues on healthcare delivery systems6.2.1 Discuss religious and cultural values as they impact healthcare.6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients.9.1.4 Investigate complementary and alternative health practices as they relate to wellness and disease prevention9.2.1 Discuss physical, mental, social and behavioral development and its impact on healthcare. |
| **Aligned Washington State Academic Standards** |
| **Educational Technology** | 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.6.d. Students publish or present content that customizes the message and medium for their intended audiences |
| **Health Education** | Explain why people with disorders need support services. H3.So2.HS Identify supportive services for people with eating disorders. H1.So2.HS Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa Describe how self-harm or suicide impacts other people. H1.So6.HSb Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa Describe laws related to minors accessing mental health care. H3.So6.HSb Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS |
| **English Language Arts: Common Core** | • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ELA W6Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ELA W8 (9-10) |
| **Science** |  |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
| 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 8. Obtaining, evaluating, and communicating information |  | \*Relative to individual research assignments1. Patterns. 2. Cause and effect: 3. Scale, proportion, and quantity. 4. Systems and system models. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering. 6. Structure and function.  |

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| **Unit 5:** Career Exploration 2: Work Safety, PPE, Professionalism, Internship | **Total Learning Hours for Unit:** 25 (intern)  |
| **Unit Summary**: This unit spans the length of the seconds semester and is primarily focused on preparation and engagement in a work study program. We cover PPE and bloodborne pathogens. Students then become paired up, according to interest with local providers. Before sending them out we cover expectations and being a “good worker” (I need to improve this terminology). We also take and interpret vitals. They shadow for a total of 15 hours over the course of 2 months.  |
| **Performance Assessments**:In preparation for the internship, students will keep accurate and useful notes, demonstrate skills and display knowledge on written quizzes. We have discussions about work expectations. During their internship students retain and complete log sheets; perform research; and share in class. The year culminates with a presentation on their internship which covers the responsibilities and requirements of a specific career in healtchcare. |
| **Leadership Alignment**:  21st Century Skills: 1.A Think Creatively, 1.B Work Creatively with Others2.A Reason Effectively, 2.B Use Systems Thinking, 2.C Make Judgements and Decisions3.A Communicate Clearly, 3.B Collaborate with Others 4.A Access and Evaluate Information, 4.B Use and Manage Information6.A Apply Technology Effectively 7.A Adapt to Change, 7.B Be Flexible 8.A Manage Goals and Time, 8.B Work Independently 8.C Be Self-Directed Learners9.A Interact Effectively with Others, 9.B Work Effectively in Diverse Teams11.A Guide and Lead Others, 11.B Be Responsible to Others12. A Global Awareness, 12.B Financial, Economic, Business and Entrepreneurial Literacy, 12.C Civic Literacy, 12.D Health LiteracyCTE Core Leadership SkillsLeadership: Individual Skills 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences. 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies. Leadership: Group Skills 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups to reach common goals. 2.2 The student will demonstrate knowledge of conflict resolution and challenge management. 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow. 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry. 2.5 The student will demonstrate a working knowledge of parliamentary procedure. 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations. 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings. Leadership: Community and Career Skills 3.1 The student will analyze the roles and responsibilities of citizenship. 3.2 The student will demonstrate social responsibility in family, community, and business and industry. 3.3 The student will understand their role, participate in and evaluate community service and service learning activities. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life. 3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level. 3.6 The student will understand the importance of and utilize the components and structure of community-based organizations. 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization’s goals. |
| **Industry Standards and/or Competencies**: National Health Science Standards:2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting). 4.4.1 Develop components of a personal portfolio.4.2.1 Apply employability skills in healthcare.7.1.1 Explain principles of infection transmission7.1.2 Differentiate methods of controlling the spread and growth of pathogens7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations. 7.2.2 Demonstrate principles of body mechanics during patient care.7.3.1 Apply safety techniques in the work environment.7.4.2 Comply with safety signs, symbols, and labels |
| **Aligned Washington State Academic Standards** |
| **Educational Technology** | 1.b. Students build networks and customize their learning environments in ways that support the learning process.1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.7.b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. |
| **Health Education** | Identify physical and psychological responses to stressors. H1.So3.HSAdvocate for ways to manage or resolve interpersonal conflict. H8.So4.HS Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS Demonstrate effective communication skills to express emotions. H4.So4.HS  |
| **English Language Arts: Common Core** | • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ELA W6 |
| **Science** |  |
| **Science and Engineering Practice** | **Disciplinary Core Idea** | **Crosscutting Concept** |
| 1. Asking questions (for science) and defining problems (for engineering) 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 8. Obtaining, evaluating, and communicating information |  | \*Relative to specific Job Shadow program1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them. 2. Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts. 3. Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system’s structure or performance. 4. Systems and system models. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering. 5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems’ possibilities and limitations. 6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.  |