

Middle-level CTE Learning Experience Title: Career Goals in Health Sciences Length of Lesson: 8 days (40 minute periods) Grade Level: 7-8	CTE Area: Health Sciences CTE Theme: Career and Community Opportunities CTE Content: Health Science Career Pathways Date Created: 8/27/2019
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PLANNING	
Curriculum Goal	Students explore future career possibilities by identifying the knowledge, skills, education, and training necessary for success within the health sciences field. Students examine data showing employment projections for health science careers. Students analyze the data and consider careers that will have the greatest shortages. Students investigate job tasks and requirements for positions in those health science careers. Students develop and present visuals to promote understanding of the careers amongst their classmates.
Essential Question(s)	What knowledge and skills are necessary to demonstrate introductory understanding of the influences that societal, economic, and technological changes have on employment?  What personal skills, abilities, and aptitudes are needed for success in health science careers?
National Standards	Common Career Technical Core Standards <a href="https://www.careertech.org/career-ready-practices">https://www.careertech.org/career-ready-practices</a> Career Ready Practices <ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee</li> <li>4. Communicate clearly and effectively and with reason</li> <li>10. Plan education and career paths aligned to personal goals</li> <li>11. Use technology to enhance productivity</li> <li>12. Work productively in teams while using cultural global competence</li> </ol> National Consortium for Health Science Education <a href="https://www.healthscienceconsortium.org/national-health-science-standards/">https://www.healthscienceconsortium.org/national-health-science-standards/</a> <ul style="list-style-type: none"> <li>Foundation Standard 2: Communications               <ul style="list-style-type: none"> <li>Demonstrate methods of delivering and obtaining information, while communicating effectively</li> </ul> </li> <li>Foundation Standard 4 Employability Skills               <ul style="list-style-type: none"> <li>Utilize employability skills to enhance employment opportunities and job satisfaction</li> </ul> </li> <li>Foundation Standard 8: Teamwork               <ul style="list-style-type: none"> <li>Identify roles and responsibilities of individual members as part of the healthcare team</li> </ul> </li> <li>Foundation Standard 10: Technical Skills               <ul style="list-style-type: none"> <li>Apply technical skills required for all career specialties and demonstrate skills and knowledge as appropriate</li> </ul> </li> </ul>
NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level

	<p><a href="http://www.p12.nysed.gov/cte/">http://www.p12.nysed.gov/cte/</a></p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>
Learning Objectives	<p>Career and Community Connections</p> <p>3. Employability Skills Students will</p> <ul style="list-style-type: none"><li>a) Identify personal characteristics such as abilities, interests, and values and examine how they might impact career choices</li><li>b) Describe characteristics and behaviors that enable individuals to contribute to the success of a group in a variety of community and work situations</li><li>c) List and describe employability skills and ways they benefit individuals in community and work situations</li><li>d) Demonstrate personal development of employability skills through practice of these skills in a variety of classroom applications</li></ul> <p>4. Career Plans Students will</p> <ul style="list-style-type: none"><li>a) Examine potential career choices to determine knowledge, skills, and abilities associated with each</li><li>b) Assess personal characteristics such as interests, abilities, and aptitudes in relation to characteristics associated with careers of interest</li></ul> <p>Health Science Career Pathways</p> <p>1. Health Science Pathways Students will</p> <ul style="list-style-type: none"><li>d) Explore the health care settings for health career pathways, such as hospitals, ambulatory, long-term care, home health care, medical dental, mental health, pharmacy, office, and clinic</li><li>e) Participate in classroom activities to identify personal interest, aptitude, and ability for skills required in health science career pathways</li></ul> <p>2. Health Science Workplace Expectations Students will</p> <ul style="list-style-type: none"><li>b) Compare and contrast the opportunities for individual initiative, teamwork, collaboration, and leadership in health science careers</li><li>g) Tell how health science careers are interdependent (i.e., relate to one another)</li></ul>

Vocabulary	Academic Salary, job outlook, benefit to community, career pathway, skill, ability, aptitude, interest	Content diagnostic services, health informatics, support services, therapeutic services, biotechnology research and development, hospitals, ambulatory, long-term care, home health care, medical dental, mental health, pharmacy, office, clinic, home health aide, nursing assistant, licensed practical nurse, phlebotomist, physical therapy assistant, dental assistant, health information technician, emergency medical technician, medical assistant, surgical technician	
Materials and Resources	Bureau of Labor and Statistics Healthcare Occupations Website (Day 1, 2, 3) <a href="https://www.bls.gov/ooh/healthcare/home.htm">https://www.bls.gov/ooh/healthcare/home.htm</a>  Guest speaker- teacher invited health care worker from the community (Day 1)  Exploring Careers Outline handout (attached) (Day 2-7)  The 10 Top Skills That Will Land You High-Paying Jobs by 2020, According to the World Economic Forum (Day 5) <a href="https://www.inc.com/melanie-curtin/the-10-top-skills-that-will-land-you-high-paying-jobs-by-2020-according-to-world-economic-forum.html">https://www.inc.com/melanie-curtin/the-10-top-skills-that-will-land-you-high-paying-jobs-by-2020-according-to-world-economic-forum.html</a>  Materials to make career visuals in electronic or physical formats (Day 6)		
<b>INSTRUCTION</b>	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	Day 1 Teacher writes the top 10 health science career opportunities for CTE grads according the Bureau of Labor and Statistics on the board See <a href="https://www.bls.gov/ooh/healthcare/home.htm">https://www.bls.gov/ooh/healthcare/home.htm</a> 1) Home health aide 2) Nursing assistant 3) Phlebotomist 4) Physical therapy assistant 5) Dental assistant 6) Health information technician 7) Emergency medical technician 8) Licensed practical nurse 9) Medical assistant	Day 1 Students get into groups of 2-3. Groups discuss what they know about each career field and jot that information down on a sheet of paper. Students choose two fields they would like to research further individually.	40minutes 10min

	<p>10) Surgical technician</p> <p>Teacher arranges students into groups of 2-3 students per group</p>		
Do-now/Hook	<p>Day 1</p> <p>Teacher invites a guest speaker to class: community health care worker. The career professional discusses their career pathway-knowledge, skills, abilities, and employability skills. The guest discusses the pros and cons of their job.</p>	<p>Day 1</p> <p>Students listen and take notes about being an employee in the health care field. Afterwards, students have a small group discussion regarding what they heard and how they think the information relates to their lives.</p>	30min
Procedure for Instruction/ Learning Activities	<p>Day 2</p> <p>Teacher demonstrates how to utilize the Bureau of Labor Statistics website  <a href="https://www.bls.gov/ooh/healthcare/home.htm">https://www.bls.gov/ooh/healthcare/home.htm</a></p> <p>Day 3</p> <p>Teacher reviews the components of the Bureau of Labor Statistics website  <a href="https://www.bls.gov/ooh/healthcare/home.htm">https://www.bls.gov/ooh/healthcare/home.htm</a> and reminds students to truly consider fields in which they are interested.</p>	<p>Day 2</p> <p>Students explore one career from the two they chose in the previous class. Students make notes on the Exploring Careers outline:</p> <ol style="list-style-type: none"> <li>1) Responsibilities</li> <li>2) Pathway to Career</li> <li>3) Pay</li> <li>4) Job Outlook</li> <li>5) Benefit to the Community</li> <li>6) State Data for NY</li> </ol> <p>Additionally, students watch the video associated with the career on the website and write a brief summary outlining the most vital information.</p> <p>Day 3</p> <p>Students explore the second career from the ones they chose on Day 1. Students make notes on the Exploring Careers outline:</p> <ol style="list-style-type: none"> <li>1) Responsibilities</li> <li>2) Pathway to Career</li> <li>3) Pay</li> </ol>	<p>40 minutes</p> <p>40 minutes</p>

	<p>Day 4          Teachers assist students as they complete their research independently.</p> <p>Day 5          Teacher places students in groups of three and gives them access to “The 10 Top Skills That Will Land You High-Paying Jobs by 2020, According to the World Economic Forum” available at <a href="https://www.inc.com/melanie-curtin/the-10-top-skills-that-will-land-you-high-paying-jobs-by-2020-according-to-world-economic-forum.html">https://www.inc.com/melanie-curtin/the-10-top-skills-that-will-land-you-high-paying-jobs-by-2020-according-to-world-economic-forum.html</a>.</p> <p>Day 6          Teacher places students in groups of 3-4 based on their choices of the most interesting career (from Day 4. )          Teacher assists students in group work as needed.</p>	<p>4) Job Outlook          5) Benefit to the Community          6) State Data for NY          Additionally, students should watch the video associated with the video and write a brief summary outlining the most vital information.</p> <p>Day 4          Students compare the two career fields they chose to research and decide which of these fields sound the most interesting to them and why.          Students write a reflection in their student journal, outlining the positives of the field they chose to be their favorite.          Students should share their reflections with another member of the class.</p> <p>Day 5          Students join their groups of three and together read the article “The 10 Top Skills That Will Land You High-Paying Jobs by 2020, According to the World Economic Forum.”          They examine the ten World Forum’s employability skills as listed in the article.          Students write a journal entry to describing how each of the ten skills could be important in their chosen field.</p> <p>Day 6          Students will work in groups of 3-4 to make a visual about their chosen career field.          The group's visual should include specific jobs, educational requirements, settings, salaries, outlook, and needed employability skills.</p>	<p>40 minutes</p> <p>40 minutes</p> <p>40minutes</p>
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	<p>Day 7          Teacher places students in the previous day's group. The teacher will ask each group to display their visual for the class to examine. Teacher asks one spokesperson from each group to share the researched information while all other students in the class make notes regarding what they like/dislike about the career.</p> <p>Day 8 (Closure)          Teacher reviews the steps to creating career goals found on <a href="https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx">https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx</a></p>	<p>Day 7          Students return to their Day 6 groups. Each group of students will choose a spokesperson to present their visual from Day 6. While one group is presenting, all other students should be jotting notes about what they like/dislike about the career option being presented. At the end of all presentations, students will have time to debrief with their group members.</p> <p>Day 8          Students work to create individual steps to reaching their career goals. Students will use the information on <a href="https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx">https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx</a> to examine SMART goals as well as information from the presentation notes.</p>	<p>40minutes</p> <p>40 minutes</p>
Differentiation	<p>Students will be placed in groups as heterogeneously as possible. The teacher will monitor groups and differentiate instruction, as necessary, to ensure that all students' needs are met. All directives in student Individual Education Plan (IEP) and 504 plans will be followed.</p>		
Closure	<p>Teacher reviews the steps to creating career goals found on <a href="https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx">https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx</a>. Students work to create individual steps to reaching their career goals. Students will use the information on <a href="https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx">https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx</a> to examine SMART goals as well as information from the presentation notes.</p>		
<b>ASSESSMENT</b>			
College, Career, and Life Readiness Skills	<p>See below          Based on Middle-level Life/Career Rubrics available at <a href="https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics">https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics</a></p>		

Performance Measure  
 Analyzes Career Opportunities

Exemplary  
 Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.

Proficient  
 Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.

Developing  
 Identifies career opportunities to determine requirements.

Beginning  
 Unable to identify career opportunities and determine if personally interested.

Middle-level CTE  
 Learning Experience Template  
 March 2019

Makes Connections  
 Between Work and  
 Needs of Community

Easily and accurately  
 describes how work products  
 and services benefit the  
 community.

Describes how work  
 products and services  
 benefit the community.

See some connection in how  
 work products and services  
 benefit the community.

Fail to understand how work  
 products and services benefit the  
 community.

Manages Time to  
 Complete Tasks by  
 Deadline

Completes work ahead of  
 schedule by creating a plan  
 to finish early.

Completes work on time by  
 using time management  
 skills.

Completes work on time with  
 reminders and supervision.

Rarely completes work on time;  
 fails to use time management skills.

Seeks information on  
 Career Opportunities

Extensively uses a variety of  
 reliable sources and personal  
 networks to inquire and  
 locate information on career  
 opportunities.

Uses a variety of reliable  
 sources and personal  
 networks to inquire and  
 locate information on career  
 opportunities.

Makes limited use of reliable  
 sources and/or personal  
 networks to inquire and  
 locate information on career  
 opportunities.

Fails to use reliable sources and  
 personal networks to inquire and  
 locate information on career  
 opportunities.

Exploring Careers Outline (Day 2-7)

Exploring Careers	
Name:	Career Choice #1
Responsibilities	
Pathway to Career	
Pay	
Job Outlook	

Benefit to the Community	
State Data	

Exploring Careers	
Name:	Career Choice #2
Responsibilities	
Pathway to Career	
Pay	
Job Outlook	

Benefit to the Community	
State Data	