Middle-level CTE Learning Experience Title: Career Goals in Health Sciences  
Length of Lesson: 8 days (40 minute periods)  
Grade Level: 7-8

<table>
<thead>
<tr>
<th>PLANNING</th>
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<tbody>
<tr>
<td>Curriculum Goal</td>
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| 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  
[https://www.careertech.org/career-ready-practices](https://www.careertech.org/career-ready-practices)  
Career Ready Practices  
1. Act as a responsible and contributing citizen and employee  
4. Communicate clearly and effectively and with reason  
10. Plan education and career paths aligned to personal goals  
11. Use technology to enhance productivity  
12. Work productively in teams while using cultural global competence  
National Consortium for Health Science Education  
Foundation Standard 2: Communications  
Demonstrate methods of delivering and obtaining information, while communicating effectively  
Foundation Standard 4 Employability Skills  
Utilize employability skills to enhance employment opportunities and job satisfaction  
Foundation Standard 8: Teamwork  
Identify roles and responsibilities of individual members as part of the healthcare team  
Foundation Standard 10: Technical Skills  
Apply technical skills required for all career specialties and demonstrate skills and knowledge as appropriate |
| NYS Standards | New York State Career Development and Occupational Studies (CDOS) Standards  
Intermediate Level |
Learning Experience Template
March 2019

Learning Objectives

Career and Community Connections

3. Employability Skills
   Students will
   a) Identify personal characteristics such as abilities, interests, and values and examine how they might impact
      career choices
   b) Describe characteristics and behaviors that enable individuals to contribute to the success of a group in a
      variety of community and work situations
   c) List and describe employability skills and ways they benefit individuals in community and work situations
   d) Demonstrate personal development of employability skills through practice of these skills in a variety of
      classroom applications

4. Career Plans
   Students will
   a) Examine potential career choices to determine knowledge, skills, and abilities associated with each
   b) Assess personal characteristics such as interests, abilities, and aptitudes in relation to characteristics
      associated with careers of interest

Health Science Career Pathways

1. Health Science Pathways
   Students will
   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
   e) Participate in classroom activities to identify personal interest, aptitude, and ability for skills required in
      health science career pathways

2. Health Science Workplace Expectations
   Students will
   b) Compare and contrast the opportunities for individual initiative, teamwork, collaboration, and leadership
      in health science careers
   g) Tell how health science careers are interdependent (i.e., relate to one another)


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.

Standard 2: Integrated Learning
   Students will demonstrate how academic knowledge and skills are applied in the workplace and other
   settings.

Standard 3a: Universal Foundation Skills
   Students will demonstrate mastery of the foundation skills and competencies essential for success in
   the workplace.
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Academic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary, job outlook, benefit to community, career pathway, skill, ability, aptitude, interest</td>
<td>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</td>
<td></td>
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</tbody>
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| Materials and Resources | Bureau of Labor and Statistics Healthcare Occupations Website (Day 1, 2, 3)  
https://www.bls.gov/ooh/healthcare/home.htm  

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)  
Materials to make career visuals in electronic or physical formats (Day 6) |

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>What will the teacher do?</th>
<th>What will the students do?</th>
<th>How much time for each activity?</th>
</tr>
</thead>
</table>
| 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  
https://www.bls.gov/ooh/healthcare/home.htm  
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 |
10) Surgical technician

Teacher arranges students into groups of 2-3 students per group

<table>
<thead>
<tr>
<th>Do-now/Hook</th>
<th>Day 1</th>
<th>Day 1</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>30min</td>
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</table>

<table>
<thead>
<tr>
<th>Procedure for Instruction/ Learning Activities</th>
<th>Day 2</th>
<th>Day 3</th>
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</thead>
</table>
| Teacher demonstrates how to utilize the Bureau of Labor Statistics website ([https://www.bls.gov/ooh/healthcare/home.htm](https://www.bls.gov/ooh/healthcare/home.htm)) | Students explore one career from the two they chose in the previous class. Students make notes on the Exploring Careers outline:
1) Responsibilities
2) Pathway to Career
3) Pay
4) Job Outlook
5) Benefit to the Community
6) State Data for NY
Additionally, students watch the video associated with the career on the website and write a brief summary outlining the most vital information. | 40 minutes |

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<thead>
<tr>
<th>Procedure for Instruction/ Learning Activities</th>
<th>Day 3</th>
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</table>
| Teacher reviews the components of the Bureau of Labor Statistics website ([https://www.bls.gov/ooh/healthcare/home.htm](https://www.bls.gov/ooh/healthcare/home.htm)) and reminds students to truly consider fields in which they are interested. | Students explore the second career from the ones they chose on Day 1. Students make notes on the Exploring Careers outline:
1) Responsibilities
2) Pathway to Career
3) Pay | 40 minutes |
<p>| Day 4 | Teachers assist students as they complete their research independently. | 40 minutes |
| 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. | 40 minutes |
| 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. | 40 minutes |
| 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. | 40 minutes |
| 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. | 40 minutes |</p>
<table>
<thead>
<tr>
<th>Day 7</th>
<th>Day 7</th>
<th>Day 8 (Closure)</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
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</table>

**Differentiation**

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.

**Closure**

Teacher reviews the steps to creating career goals found on [https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx](https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx). Students work to create individual steps to reaching their career goals. Students will use the information on [https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx](https://www.careeronestop.org/ExploreCareers/Plan/set-goals.aspx) to examine SMART goals as well as information from the presentation notes.

**ASSESSMENT**

**College, Career, and Life Readiness Skills**

See below

Based on Middle-level Life/Career Rubrics available at [https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics](https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes Career Opportunities</td>
<td>Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.</td>
<td>Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.</td>
<td>Identifies career opportunities to determine requirements.</td>
<td>Unable to identify career opportunities and determine if personally interested.</td>
</tr>
</tbody>
</table>
## 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)

<table>
<thead>
<tr>
<th>Exploring Careers</th>
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<tbody>
<tr>
<td>Name: Career Choice #1</td>
</tr>
<tr>
<td>Responsibilities</td>
</tr>
<tr>
<td>Pathway to Career</td>
</tr>
<tr>
<td>Pay</td>
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<tr>
<td>Job Outlook</td>
</tr>
<tr>
<td>Benefit to the Community</td>
</tr>
<tr>
<td>--------------------------</td>
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<tr>
<td>State Data</td>
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<thead>
<tr>
<th>Exploring Careers</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Career Choice #2</td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Pathway to Career</td>
<td></td>
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<tr>
<td>Pay</td>
<td></td>
</tr>
<tr>
<td>Job Outlook</td>
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<td>Benefit to the Community</td>
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