

<b>Unit Title: Introduction to Health Care Careers:</b> Certified Nursing Assistant
<b>Grade Level:</b> Adult ESL – low-intermediate
<b>Subject Area:</b> ESL Occupational Prep
<b>Duration/Length/Number of class periods:</b> 5 days - 90 min. classes
<b>Description:</b> Occupational prep class for ELLs (low-intermediate) to learn about six health care careers. This unit is one week of an eight-week course.
<b>Established Goals (National, State, Local):</b> CCR Reading – Informational Text (RI) 1-3 CCR Language 1-2 CCR Speaking & Listening 1-2 CCR Writing 4 TIF – Develop a Future Pathway, Skills 1-3 Northstar Digital Literacy – Basic Computer Skills, Email and World Wide Web

**What Enduring Understandings are desired?**  
Technical training is required for many health care careers, but the soft skills are important for all careers. Independently locating and utilizing information online is an essential skill for all students.

**What Essential Questions will be considered?** How can you prepare for a career as a CNA? Would this be a good career for you? Why or why not? Why are soft skills important?

**Students will know / be able to:**  
Describe the career of a CNA, including potential workplaces, duties, wages, outlook, education, experience and soft skills required for this position. Determine if this career would be of interest and outline a path to get there.

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>						
	<u>Formative</u>	<u>Summative</u>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<u>ISTE Standards</u>
Pre- and post-survey for CNA career	X	X	X	X	X	X	3
Day 1) Work in groups of three or on a team. Students will work in groups of	X			X			

three to complete and introductory activity using assigned roles. Focus on listening and gathering information to report out. Students will receive a checklist of tasks for each role and a dialogue.							
Day 2) Work in groups of three or on a team. Students will work in groups of three to complete the ADL chart completion activity using assigned roles. Focus on listening and gathering information to report out. Students will receive a checklist of tasks for each role and a dialogue.	X			X			
Day 3) Work in groups of three or on a team. Students will work in groups of three to complete the pain scale activity using assigned roles. Focus on listening and gathering information to report out. Students will receive a checklist of tasks for each role and a dialogue.	X			X			
Day 4) Work in groups of three or on a team. Students will work in groups of three to complete the helping a patient sit up activity using assigned roles. Focus on listening and gathering information to report out. Students will receive a checklist of tasks for each role and a dialogue.	X			X			
Day 5) Work in groups of three or on a team. Students will work in groups of three to complete the feed a patient activity using assigned roles. Focus on listening and gathering information to report out. Students will receive a checklist of tasks for each role and a dialogue.	X			X			
Pre- and post-rubric for completion of five key tasks: Day 1) work in groups of three or on a team; Day 2) use an ADL chart; Day 3) use a pain scale; Day 4) help a patient sit up; Day 5) feed a patient	X	X	X	X			6
Spelling quiz for CNA terms		X		X	X	X	6

<b>Materials, tools and resources: <a href="http://spps.hubbs.org">spps.hubbs.org</a></b>
<b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) :</b> Carlynn Miller-Gore – <a href="mailto:carlynn.miller.gore@gmail.com">carlynn.miller.gore@gmail.com</a>
<b>Additional credit given to - adapted from curriculum created by Laura Rutmanis and Renada Rutmanis</b>