

Unit Title: Health Care Career Programs at Community Colleges

Grade Level: (example: 9, 10, 11, 12 or 7-8) **10-12**

Subject Area: (example: Science, Physics; English, Short Stories) *Health Care Careers*

Duration/Length/Number of class periods: (example: 5 class periods) **10 class periods**

Description: Career Pathways Course for high school students to learn about careers in Health Care. This unit will introduce five different health care careers (areas) that can be obtained at Community Colleges. Students will choose one career to research more in depth in a future unit.

Established Goals (National, State, Local): 4.3 Career Decision-making 4.31 Research levels of education, credentialing requirements, and employment trends in health professions. 4.32 Distinguish differences among careers within health science pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

What **Enduring Understandings** are desired? Health Care covers many different career paths, having an understanding of various skills and training needed for these careers is essential in career choice and planning. Independently navigating resources and information online is an essential skill for all students.

What **Essential Questions** will be considered? How will you determine which career path will be best for you? What can you do to prepare for your chosen healthcare career? What skills/training/degree/certification will you need for your career choice?

Students will know / be able to:

Compare and contrast the five different health care career paths, including potential workplaces, duties, wages, outlook, education, experience, education and skills required for this position. Students will use technology to access sources of information, ultimately leading them to a career of interest and outline a path to get there.

Description	Eo m a t e r i a l s	S u m m a r i z e	I n t r o d u c t o r y A c t i v i t y	L e a r n i n g A c t i v i t y	S t u d e n t T e c h n o l o g y U s e d	T e a c h e r T e c h n o l o g y U s e d	I S T E S t a n d a r d s
Units must include at least one of each formative, summative, introductory activity and learning activity. Check the	X	X	X	X	X	X	
Pre test and Post test			X		X	X	
Teacher lead Power Point Presentation on areas of Health Care, resources to navigate			X		X	X	
Teacher demonstrates Virtual Graphic Organizer as tool to gather information							
Students explore the 5 Health Care Careers from presentation: CNA, Dental Assistant, EMT, Radiology, Medical Coding.			X		X	X	
Students explore the HealthCare Careers from presentation. Each day, in small groups, the class will focus on researching one of the 5 careers; CNA, Dental Assistant, EMT, Radiology, Medical Coding. Small groups will follow guidelines to gather and record essential information each day.	X			X	X	X	X
Summative project which will be a visual graphic organizer to present gathered information to large group. May be done as group or individual.		X		X	X		X

Materials, tools and resources: Teacher: MacBook Air, elibraryMN, schoology, graphic organizer example, pre/post tests on schoology, rubric Students: Ipads, elibraryMN, schoology, (Poster board and post its for small group research) graphic organizer example
Unit Plan Author : Renee Combs, Harding High School, Saint Paul, renee.combs@spps.org
Additional credit given to: