

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS**

**A  
COURSE OF STUDY  
FOR**

**PEH650 CAREERS IN MEDICINE**

**APPROVED BY THE  
BOARD OF EDUCATION**

**July 19, 2012**

**Developed: August 1990**  
**Revised: June 2003**  
**August 2009**

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## **RATIONALE**

The course Careers in Medicine is an exploratory, full year, elective course open to eleventh and twelfth grade students. The curriculum is designed as an overview, allowing students to develop an awareness of career opportunities in the health care industry. Students will think critically and develop informed opinions to arrive at their own conclusions gaining practical experiences through hands-on, real-world application. Students will acquire transferable skills that can be applied to the present, as well as to future career choices in the health care field. This course is deliberately designed to be an interdisciplinary experience for students.

The goal of this course of study is to think critically, realistically, and creatively in an effort to plan for the future role they will play as global citizens in the 21<sup>st</sup> Century.

The instructional components of this course include:

- Medical terminology
- Current events in health
- Body systems
- Historical perspectives in medicine
- Diseases
- Cardio Pulmonary Resuscitation (CPR) and First Aid
- Health assessment
- Health screenings

Throughout the year, arrangements will be made for health career professionals to visit the students. Various related field trips will also be organized. The students will be able to observe selected health care professionals in on-the-job environments. It is expected that the student will gain sufficient knowledge of the various health careers to enable him/her to make an informed decision regarding a career goal.

## **MODIFICATIONS AND ADAPTATIONS**

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material that might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## GENERAL GOALS

### **The student will:**

1. develop an historical perspective regarding the evolution and future of the health care industry.
2. have the opportunity to explore a variety of health care professions.
3. develop a working vocabulary of medical terms, including commonly used prefixes, suffixes, and abbreviations.
4. shadow a medical professional to obtain first-hand knowledge of the duties and responsibilities of the health care team.
5. acquire some essential skills necessary to become a health care provider.
6. critically analyze media related to current issues in medicine.
7. recognize the need to adapt to the changing demands of the medical/health care profession.
8. understand how health care is influenced by the state of the economy, the values of society, the law of supply and demand, and technological development.



GRADING PROCEDURES  
Careers in Medicine PHS-PHHS

**STUDENTS' GRADES ARE BASED ON THE FOLLOWING:**

Tests/Quizzes which may include: 40%

- Medical terminology quizzes
- Tests

Homework/Classwork which may include: 60%

- Current events
- Debates
- Class participation
- Notebook
- Projects

Final Grade:

<b>Final Grade – Full Year Course</b>	
<p><b>Full Year Course</b></p> <ul style="list-style-type: none"> <li>• Each marking period shall count as 20% of the final grade (80% total).</li> </ul>	<p>The midterm and final assessments will each count at 10% of the final grade (20% of the final grade in total).</p>

## **BENCHMARK ASSESSMENTS**

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. \*Special Note: Only final exams are administered at the end of quarter courses and semester courses.

## **PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES**

**COURSE: PEH650**

**TITLE: CAREERS IN MEDICINE**

**IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.**

**The student will:**

1. identify and discuss milestones in the history of medicine and health.
2. define frequently used medical terms, prefixes, suffixes, and abbreviations; use all appropriate terms as part of each topic in the curriculum during discussion and written work.
3. debate, summarize and discuss, once per each week, new developments in health/medicine or medicine.
4. demonstrate skills and knowledge consistent with those in the American Red Cross (ARC) Community Cardio Pulmonary Resuscitation (CPR) and First Aid Course.
5. identify and describe major diseases.
6. identify, describe, and discuss various health careers.
7. identify and discuss the structure and function of body systems.
8. describe guidelines for recording medical observations.
9. describe the function of the mental health care team.
10. describe the administration of health care services.
11. demonstrate employability skills, work habits, and transferable skills.
12. identify career interests.
13. demonstrate the importance of academic and occupational skills.
14. explore a possible career path and determine if it is right for you, using self-made analytical tools.

15. perform analysis of blood typing and create dental impressions.
16. evaluate vision and hearing screening results to determine deficiencies in sensory organs.
17. identify career attributes.
18. analyze how ability, effort, and achievement are interrelated in terms of a career choice.
19. evaluate and develop strategies to reduce the incidence of injuries.
20. demonstrate proper body mechanics when moving the ill or injured.
21. demonstrate safe use of equipment or tools.
22. identify medical situations requiring the use of automated external defibrillators (AED).
23. assess the need for basic first aid.
24. analyze situations that require professional health care services.
25. assess the risks and benefits associated with alternative medicines.
26. recognize the role of the scientific community in responding to changing social and political conditions, and how scientific and technological achievements effect historical events.
27. investigate a health problem or issue using appropriate research methodology.

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<b>The student will:</b>		<b>Students will:</b>		
1. identify and discuss milestones in the history of medicine and health.	RST.11-12.1, 22, 4, 7, 8, 9, 19 WHST.11-12.2, 4, 7, 8, 9 5.1.12.C.1 9.4.12.H.5-7, 9, 10 9.4.12.H.23, 24 8.1.12.F.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>view a PowerPoint presentation on the history of medicine.</li> <li>Create their own timeline identifying the most significant medical achievement, then debate and support their position.</li> <li>Use the data bases in the bibliography and media center to prepare a research paper on a medical hero.</li> </ul>	Teacher assesses timeline  Teacher generated rubric  Analyze understanding through teacher generated questions	See Appendix B for timeline  Teacher assigns a medical hero
2. define frequently used medical terms, prefixes, suffixes, and abbreviations; use all appropriate terms as part of each topic in the curriculum during discussion and written work.	9.4.12.H.(2).1 9.4.12.H.(3).5,6 CRP 3	<ul style="list-style-type: none"> <li>view a <i>PowerPoint</i> providing images and text to support the definition demonstrate their understanding of the terminology using a variety of examples, e.g., in writing, current events, skits, etc.</li> </ul>	Teacher assesses for accuracy	See Appendix C

<b>PROFICIENCIES/ OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>The student will:</b>		<b>Students will:</b>		
3. debate, summarize, and discuss at least once each week, new developments in health or medicine.	RST.11-12.10 WHST.11-12.10 9.4.12.H.22,23,24 5.1.12.C.1 SL.11-12.2,4,5 2.1.12.C.1 9.4.12.H.(3).5,6 8.1.12.E.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>• complete on a weekly basis a summary of an article.</li> <li>• locate reliable sources using the media center.</li> <li>• participate in a class discussion of current events. Selected students will report on the topical article they have selected.</li> <li>• participate in a class debate on current health issues.</li> <li>• acknowledge that all arguments will not have equal merit.</li> </ul>	Teacher evaluation of student's ability to support/defend their side of the debate topic	Use a source such as current newspapers, periodicals, or online sources

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p><b>The student will:</b></p>		<p><b>Students will:</b></p>		
<p>4. demonstrate skills and knowledge consistent with those in the American Red Cross (ARC) Community Cardio Pulmonary Resuscitation (CPR) and First Aid Course.</p>	<p>2.1.12.A.1,2 2.1.12.D.6 9.3.12.C.6 CRP 3</p>	<ul style="list-style-type: none"> <li>• read participant’s manual.</li> <li>• use KWL strategy to list prior knowledge of CPR.</li> <li>• view <i>PowerPoint</i> of history of CPR. view DVD depicting emergencies and how to respond.</li> <li>• practice CPR skills on mannequins.</li> <li>• videotape skills during practice sessions.</li> <li>• complete assignments in ARC Community CPR and First Aid Workbook.</li> <li>• demonstrate standard first aid skills, including care of wounds, bone, and joint injuries. demonstrate adult CPR skills.</li> </ul>	<p>Teacher and peer assessment of skills being performed Check sheet for feedback and guidance Grade Q&amp;As from participant’s manual Results from KWL Completion of when to call checklist</p> <p>Debrief students on emergency Action Steps Observation of student performance without prompting</p> <p>Completion of Participant’s Progress Log Review of videotapes by students and teacher</p>	<p>See Appendix E</p> <p><i>What you know...</i> <i>What you want to know...</i> <i>What you learned...</i></p> <p><b>Cardio Pulmonary Resuscitation</b></p> <p><b>CPR Skills/ Adult:</b></p> <ol style="list-style-type: none"> <li>1. open airway</li> <li>2. check for breathing and circulation</li> <li>3. perform rescue breathing</li> <li>4. perform chest compressions</li> <li>5. perform abdominal thrusts</li> <li>6. use automated external defibrillator</li> </ol>

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will:		Students will:		
				<p><b>CPR Skills/ Child:</b></p> <ol style="list-style-type: none"> <li>1. open airway</li> <li>2. check for breathing and circulation</li> <li>3. perform rescue breathing</li> <li>4. perform check compressions perform back blows</li> </ol>



<b>PROFICIENCIES/ OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>The student will:</b>		<b>Students will:</b>		
5. identify and describe major diseases.	2.1.12.A.1,2 2.1.12.C.1,2 5.3.12.A.6 9.4.12.H.5,6,7,9,10 8.1.12.A.2 8.1.12.E.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>view videos. complete Internet research related to major disease, including but not limited to: history, etiology, pathology, prognosis, symptoms, and treatment.</li> <li>research each of the major diseases will be researched, including current health articles, and discussed in class. Students must select one disease, with no duplications, and upon completion will make a presentation to the class.</li> </ul>	Project rubric generated by teacher	See Appendix F  See Resources for Course of Study  Presentation must utilize technology, e.g., <i>PowerPoint</i> , Internet, media center, bookmarked resources, etc.
6. identify, describe, and discuss various health careers.	9.3.12.C.1 9.4.12.H.52,55 8.1.12.A.1,2,4 8.1.12.C.1 8.1.12.E.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>use career forms to interview each guest speaker. Then file these forms and use them as a basis for their health career information file.</li> </ul>	Notebook check Teacher observations Peer assessment checklists Teacher-directed discussion Teacher-generated quizzes and tests Check sheet for feedback and guidance Classroom discussions	See Appendix D

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p><b>The student will:</b></p>		<p><b>Students will:</b></p>		
<p>6. (continued) identify, describe, and discuss various health careers.</p>		<ul style="list-style-type: none"> <li>• investigate a major health career cluster which will be accompanied with a skill project (including online resources):               <ol style="list-style-type: none"> <li>1. The medical cluster will require students to learn how to measure vital signs; including temperature, pulse, respirations, and blood pressure. The students will be able to discuss the significance of each measurement.</li> <li>2. The nursing cluster, which includes midwifery, will include the study of the 3 phases of pregnancy and the 3 stages of labor. Students will view childbirth video.</li> <li>3. The laboratory career cluster will provide students with an opportunity to type blood. They will be able to explain the significance of different blood types.</li> </ol> </li> </ul>	<p>Notebook check            Teacher observations            Peer assessment checklists            Teacher-directed discussion            Teacher-generated quizzes and tests            Check sheet for feedback and guidance            Classroom discussions</p> <p><b>The above Evaluations/Assessments apply to all Suggested Activities, Numbers 1 through 3.</b></p>	<p>Use media center or online resources</p>

<p><b>PROFICIENCIES/ OBJECTIVES</b></p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>The student will:</b></p>		<p><b>Students will:</b></p>		
<p><b>6.</b> (continued) identify, describe, and discuss various health careers.</p>		<p>4. provide the students with the opportunity to search for pathology in a series of x-rays.</p> <p>5. The respiratory therapy cluster will provide the students with an opportunity to use and understand respiratory exercise devices.</p> <p>6. The unit on rehabilitation will include several roles, which allow the students to be more sensitive to the experience of living with various disabilities.</p> <p>7. The dental cluster will include pouring of molds of teeth. The students will be able to identify the teeth and demonstrate proper brushing and flossing technique.</p>	<p>Notebook check Teacher observations Peer assessment checklists Teacher-directed discussion Teacher-generated quizzes and tests Check sheet for feedback and guidance Classroom discussions</p> <p><b>The above Evaluations/Assessments apply to all Suggested Activities, Numbers 4 through 7.</b></p>	

<b>PROFICIENCIES/ OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>The student will:</b>		<b>Students will:</b>		
6. (continued)		8. The thanatology cluster will include discussion of the career of a mortician/funeral director, devoting several classes to the subjects of death, dying, and euthanasia.	Notebook check Teacher observations Peer assessment checklists Teacher-directed discussion Teacher-generated quizzes and tests Check sheet for feedback and guidance Classroom discussions	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<b>The student will:</b>		<b>Students will:</b>		
7. identify and discuss the structure and function of body systems.	5.1.12.A.1,2,3 5.1.12.C.1-3 5.3.12.A.6 2.1.12.C.1 9.4.12.H.3,4,6,13 CRP 2- 4, 6-8, 11	<ul style="list-style-type: none"> <li>• define terms related to various body systems.</li> <li>• describe the function of each system.</li> <li>• investigate disorders of various body systems.</li> <li>• label structures of the human body.</li> <li>• diagram and identify structures of various body systems.</li> <li>• identify body structures on x-rays.</li> <li>• record vital signs in a patient’s chart.</li> </ul>	Completion of a teacher-assigned worksheet Analyze understanding through teacher-generated questions Student presentation of diagrams Self-assessment of the function of the circulatory system (blood pressure, heart rate, etc....) Identify body structures on x-rays	<b>Body Systems:</b> Circulatory System Respiratory System Digestive System Reproductive System Skeletal System Muscular System Nervous System Urinary System

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<b>The student will:</b>		<b>Students will:</b>		
7. continued		<ul style="list-style-type: none"> <li>• create medical observational recordings.</li> <li>• illustrate their understanding of anatomical position, anatomical plains, and human body cavities.</li> <li>• visit the “Bodies Exhibit”.</li> </ul>	Check for accuracy – “Bodies Exhibit” evaluation sheet Ability to record fluid intake and output Record vital signs in a patient’s chart Create medical observational recordings	
8. describe guidelines for recording medical observations.	5.1.12.A.1-3 5.1.12.B.1-4 5.1.12.D.1-3 9.4.12.H.5,6,7,9,10,14 9.4.12.H.(2).3,4 CRP 3	<ul style="list-style-type: none"> <li>• record vital signs in a patient’s chart.</li> <li>• create medical observation recordings.</li> <li>• perform vision screenings and audiometric tests. perform near vision tests. complete Ishihara test for color blindness.</li> </ul>	Assessed against a teacher-generated performance check list	
9. describe the function of the mental health care team.	2.1.12.C.1-4 5.1.12.A.1-3 CRP 3	<ul style="list-style-type: none"> <li>• define terms relating to mental health care.</li> <li>• describe various psychoneurotic disorders.</li> <li>• investigate the local availability of mental health care facilities and the services offered.</li> </ul>	Perform a psychosocial health assessment	Refer to <i>Health Careers Workbook</i>

<b>PROFICIENCIES/ OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>The student will:</b>		<b>Students will:</b>		
10. describe the administration of health care services.	2.2.12.D.1 2.2.12.E.1,2 9.4.12.H.(3).1-3 CRP 3	<ul style="list-style-type: none"> <li>• complete personal health history questionnaire.</li> <li>• complete new patient forms. debate various world health systems.</li> </ul>	Teacher check for accuracy  Teacher-generated rubric for a structured debate	
11. demonstrate employability skills, work habits, and transferable skills.	9.3.12.C.1,2,3,5,6,7 CRP 3	<ul style="list-style-type: none"> <li>• engage in a shadowing project.</li> <li>• log in the skills needed for their chosen career exploration.</li> <li>• reflect on skills that would be transferable to other medical fields.</li> </ul>	Assessed against a teacher-generated performance check list	See Appendix G
12. identify career interests.	9.3.12.C.1-7 9.4.12.H.3,4,5,6,7,9,10,55 8.1.12.A.1,2 8.1.12.B.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>• complete job shadowing project.</li> <li>• create a medical brochure using your career of interest.</li> </ul>	Teacher generated rubric	See Appendix G

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<b>The student will:</b>		<b>Students will:</b>		
13. demonstrate the importance of academic and occupational skills.	9.4.12.H.3,4,5,6,7,8,9,10,13 9.1.12.B.1 8.1.12.A.1-4 8.1.12.B.1 8.1.12.E.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>design a <i>PowerPoint</i> on a particular disorder to be presented at the class medical symposium.</li> </ul>	Teacher-generated rubric for teacher assessment and peer assessment	
14. explore a possible career path and determine if it is right for you, using self-made analytical tools.	9.3.12.C.1-7 9.4.12.H.3,4,5,6,7,9,10,55 SL.11-12.1 WHST.11-12.1,4 CRP 3	<ul style="list-style-type: none"> <li>interview a health care professional. generate questions for the interview.</li> <li>prepare a reflective piece on, "Could this be an appropriate career for you?"; defend your career choice. report to class.</li> </ul>	Teacher-generated rubric	
15. perform analysis of blood typing and create dental impressions.	5.1.12.A.1-3 9.4.12.H.62 CRP 3	<ul style="list-style-type: none"> <li>examine synthetic blood to learn about blood typing.</li> <li>create a dental mold to learn about dentition.</li> </ul>	<b>Teacher Criteria:</b> Ability to identify ABO and Rh blood groups Ability to identify the different types of teeth Compare and contrast deciduous and permanent teeth	
16. evaluate vision and hearing screening results to determine deficiencies in sensory organs.	5.1.12.A.1-3 2.1.12.A.1,2 2.1.12.C.1,2 SL.11-12.4 9.4.12.H.49,50,62 9.4.12.H.(2).1 8.1.12.A.1 8.1.12.E.1 CRP 3	<ul style="list-style-type: none"> <li>perform a variety of vision and hearing examinations.</li> <li>generate a screening graph and review reporting findings.</li> </ul>	Teacher checks graphing of hearing screening to identify deficiencies  Accuracy of recording visual acuity in right and left eyes	



<b>PROFICIENCIES/ OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>The student will:</b>		<b>Students will:</b>		
17. identify career attributes.	SL.11-12.1-3 9.3.12.C.1-7 9.4.12.H.3,4,5,6,7,9,10,23 24,55 8.1.12.A.2 8.1.12.E.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>• interview classroom guest speakers.</li> <li>• job-shadow a medical professional.</li> <li>• construct a brochure pertaining to a specific medical career. This brochure will outline educational requirements, certifications, job duties, and personality traits.</li> </ul>	Completion of interview worksheets for guest speakers assessed against criteria Oral presentation outlining the tasks completed during the job-shadowing project assessed against teacher- generated rubric Preparation of a brochure on a medical career assessed against teacher- generated rubric	See Appendix G
18. analyze how ability, effort, and achievement are interrelated in terms of a career choice.	9.3.12.C.1-10 9.4.12.H.3,4,55 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>• visit Career Resource Center to identify students career attributes.</li> <li>• engage in a career attributes assessment.</li> <li>• analyze the computer-generated graphs to identify career clusters with personal aspirations.</li> </ul>	Teacher observation with feedback and guidance	School Resource Center
19. evaluate and develop strategies to reduce the incidence of injuries.	2.1.12.C.1,2 2.1.12.D.6 5.3.12.A.6 9.4.12.H.62,63 9.4.12.H.(4).1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>• participate in the American Red Cross training.</li> <li>• learn prevention strategies to decrease risk of breathing emergencies.</li> <li>• identify universal safety precautions to prevent disease transmission.</li> </ul>	Debriefing on emergency action steps Observe students ability to properly put on and remove disposable gloves and using breathing barriers	

<b>PROFICIENCIES/ OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>The student will:</b>		<b>Students will:</b>		
20. demonstrate proper body mechanics when moving the ill or injured.	9.4.12.H.(2).7 9.4.12.H.(4).1 9.4.12.H.62,63 CRP 3	<ul style="list-style-type: none"> <li>participate in reciprocal practice and skills scenario sessions.</li> </ul>	Teacher observation of skills on ARC checklist	American Red Cross
21. demonstrate safe use of equipment or tools.	9.4.12.H.62,63 9.4.12.H.(4).1 CRP 3	<ul style="list-style-type: none"> <li>learn to properly place and inflate blood pressure cuffs to avoid unnecessary discomfort.</li> <li>be responsible using stethoscopes and thermometers by demonstrating how to properly clean and handle as they perform vital sign evaluations.</li> </ul>	Teacher checklist of cues and steps for each vital sign  Peer evaluation of skill performance	
22. identify medical situations requiring the use of automated external defibrillators.	2.1.12.D.6 9.4.12.H.(4).1 9.4.12.H.62,63 CRP 3	<ul style="list-style-type: none"> <li>operate the AED trainers as instructed by the American Red Cross Training DVD.</li> </ul>	American Red Cross checklist for skill performance.	Automatic External Defibrillation
23. assess the need for basic first aid.	2.1.12.D.6 9.4.12.H.(4).1 9.4.12.H.62,63 CRP 3	<ul style="list-style-type: none"> <li>watch video segments on soft tissue injuries, burns, injuries to muscles joints, and bones along with other medical emergencies.</li> <li>practice emergency procedures to control bleeding.</li> <li>perform splinting using soft, anatomical, and hard splints.</li> </ul>	Written exam on first aid  American Red Cross Skill Checklist.	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<b>The student will:</b>		<b>Students will:</b>		
24. analyze situations that require professional health care services.	2.1.12.D.6 9.4.12.H.(4).1 9.4.12.H.62,63 9.4.12.H.(1).4 CRP 3	<ul style="list-style-type: none"> <li>• understand the emergency action steps for check, call, and care.</li> <li>• practice providing care for conscious, unconscious, and choking victims.</li> </ul>	Teacher assesses decision making skills	
25. assess the risks and benefits associated with alternative medicines.	2.1.12.A.1,2 2.1.12.B.1,2 2.1.12.C.1,2 SL.11-12.1 5.1.12.A.1-3 5.1.12.D.1 CRP3	<ul style="list-style-type: none"> <li>• engage in a jigsaw activity focusing on alternative and complementary medicines.</li> <li>• view the “Alternative Fix” video, taking notes on key practices.</li> <li>• interview guest speakers in this field.</li> </ul>	Debriefing activity	CJIMS Video Streaming
26. recognize the role of the scientific community in responding to changing social and political conditions, and how scientific and technological achievements affect historical events.	9.4.12.H.(5).1,4 CRP 3	<ul style="list-style-type: none"> <li>• compare universal and private health care.</li> <li>• understand the role of the Food and Drug Administration.</li> <li>• interview public health care professionals, then complete an Interview Worksheet.</li> <li>• explore careers in medical research and development.</li> <li>• create a Venn diagram of health care systems.</li> </ul>	Teacher observation  Discussion questions  Completed interview packet  Teacher observation/ completed checklist  Completed Venn Diagram	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<b>The student will:</b>		<b>Students will:</b>		
27. investigate a health problem or issue using appropriate research methodology.	2.1.12.C.1,2 9.4.12.H.3,4,5,6,7,9,10,13 22,23,24 SL.11-12.1 5.3.12.A.6 WHST.11-12.1,2,4,7,8,9 8.1.12.A.1,2 8.1.12.E.1 CRP 2-4, 6-8, 11	<ul style="list-style-type: none"> <li>• write current event summaries.</li> <li>• participate in a <i>PowerPoint</i> medical symposium.</li> <li>• contribute to debates on ethical issues in medicine.</li> </ul>	Teacher evaluation of current event summary using rubric. Peer and teacher assessment using symposium rubric. Student's ability to verbalize stance using previously learned medical	Use media center database

## BIBLIOGRAPHY

### SOURCES:

#### Textbooks

Gerdin, J. *Health Careers Today*. St. Louis, Missouri. Saunders/Mosby, 1999.

### SUPPLEMENTAL TEXTBOOK MATERIALS:

*First Aid/CPR/AED for Schools and Community*, American Red Cross, 2006.

### VIDEO SOURCES:

Central Jersey Instructional Media Services (CJIMS Video) Discovery  
Education Streaming

### BIBLIOGRAPHY continued

### RESOURCES:

#### Websites

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<http://www.bls.gov/OCO/>

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[www.teenhealthfx.com](http://www.teenhealthfx.com)

**APPENDIX A AUTHENTIC  
ASSESSMENT**

## **SAMPLE AUTHENTIC ASSESSMENT**

### **First Aid/Cardio Pulmonary Resuscitation (CPR)/Automated External Defibrillation (AED)**

#### **Scenario:**

You are working at a busy outdoor nursery. You notice that several people are standing around an adult who has collapsed. You do not suspect a head, neck, or back injury. The scene is safe. You tell another employee to call 9-1-1 and get the automated external defibrillator, as you continue to check the adult for life-threatening conditions.

#### **Task:**

You will comply with and perform to the American Red Cross standards required for life saving skills. *In detail, explain the 6 emergency action steps that need to be taken.*



## CRITERIA FOR ASSESSMENT

STEPS	PERFORMED	NOT PERFORMED
<b>Step 1</b>		
Turn on the AED and prepare it for use.		
<b>Step 2</b>		
Wipe the adults chest dry.		
<b>Step 3</b>		
Attach the AED pads to the adults bare chest		
<b>Step 4</b>		
Make sure no one, including you is touching the person.		
<b>Step 5</b>		
Push the "analyze" button if necessary		
Let the AED analyze the heart rhythm		
<b>Step 6</b>		
Shock Advised		
Make sure no one, including you is touching the person.		
deliver the shock by pushing "shock" button if necessary		
After shock, give 5 cycles of CPR for about 2 minutes		
Give care based on conditions found.		

\*Source: *First Aid/CPR/AED for Schools and Community*, American Red Cross, pp. 98-101, 2006. 27

## FEEDBACK AND GUIDANCE CHECK SHEET

### Checking an Ill or Injured Person (ARC Chapter 3)



### CONSCIOUS VICTIM

Rescuer: \_\_\_\_\_ Observer: \_\_\_\_\_

ACTION	DONE WITHOUT REMINDER	REMINDED	NOT DONE
Check the scene			
Obtain consent			
Call 9-1-1			
Question victim			
Check head to toe			

*\*Source: First Aid/CPR/AED for Schools and Community, American Red Cross, pp. 36-38, 2006.*

### UNCONSCIOUS VICTIM

Rescuer: \_\_\_\_\_ Observer: \_\_\_\_\_

ACTION	DONE WITHOUT REMINDER	REMINDED	NOT DONE
Check the scene			
“Are You ok?”			
Call 9-1-1			
Position victim on back			
Open Airway (tilt head, lift chin) Check for signs of life			
No breathing – 2 rescue breaths			

PEH650 CAREERS IN MEDICINE

Breathing recovery position	–			
Scan body				

\*Source: *First Aid/CPR/AED for Schools and Community*, American Red Cross, pp. 39-43, 2006.

Practice the assisted walk, two rescuer seated carry, and the blanket drag. Each person in the group should be a rescuer for each of the three moves unless they have a back problem.

**AMERICAN RED CROSS**  
**CARDIO PULMONARY RESUSITATION PEER ASSESSMENT**  
**Feedback and Guidance Check Sheet**  
**Adult Unconscious CPR and Choking**

<b>NO MOVEMENT OR BREATHING</b>	<b>RESCUER:</b>		<b>OBSERVER:</b>
	<b>Done Without Reminder</b>	<b>Reminded</b>	<b>Not Done</b>
<b>Action</b>			
<b>Check Scene</b>			
<b>Check Person</b>			
<b>Call 9-1-1</b>			
<b>Open Airway (tilt head, lift chin)</b>			
<b>Check for signs of Life - 10 Seconds</b>			
<b>2 Rescue Breaths (chest rises)</b>			
<b><i>NO SIGNS OF LIFE...</i></b>			
<b>30 Chest Compressions for a Total of 5 Sets</b>			
<b>Repeat 2 Breaths and 30 Compressions for a Total of 5 Sets</b>			
<b><i>IF THE FIRST TWO BREATHS DID NOT GO IN...</i></b>			
<b>Re-Tilt Head and Try 2 More Breaths</b>			
<b>30 Compressions</b>			
<b>Look for an Object</b>			
<b>Remove, if Object is Seen</b>			

<b>Try 2 More Breaths</b>			
<b><i>IF BREATHS GO IN...</i></b>			
<b>Check for Signs of Life</b>			
<b><i>IF BREATHS DO NOT GO IN...</i></b>			
<b>Repeat, from Re-Tilt</b>			

\*Source: *First Aid/CPR/AED for Schools and Community*, American Red Cross, pp. 74-75, 2006.

**APPENDIX B MEDICAL  
MILESTONES**



## MEDICAL MILESTONES

<b>1000s</b>	First School of Medicine established in Salerno, Italy
<b>1200s</b>	First strict measures for control of public hygiene instituted
<b>1300s</b>	First dissection of human corpse
<b>1400s</b>	First recorded regulations for midwives
<b>1500s</b>	First scientific study of human anatomy published
<b>1600s</b>	Blood circulation first described Bacteria discovered
<b>1700s</b>	First law requiring licensed medical practitioners Obstetrics established as a separate branch of medicine Vaccination against smallpox developed (1776)
<b>1800s</b>	First practical anesthetic, ether, introduced (1842) Diagnostic tools, such as microscope, thermometer, and x-rays, invented Germ theory introduced (1879) Rabies vaccine discovered (1885)
<b>1900s</b>	Major blood types (O, A, B and AB) identified First antibiotic drug, penicillin, discovered (1928) First successful polio vaccine (1950s) Birth control pill introduced (1960) First successful heart transplant (1967) First test-tube baby born (1978) AIDS first recognized by the Centers for Disease Control and Prevention (1981) (the first AIDS-like cases were identified more than a century earlier, 1872) Scientists clone sheep (1997)

**APPENDIX C MEDICAL  
VOCABULARY**



## CAREERS IN MEDICINE VOCABULARY LIST

Each vocabulary term, prefix, and suffix was selected for its relevance to the curriculum. Appropriate terms are integrated into every lesson. Students will be encouraged to use these terms in their discussion of each topic.

Abcess	cyanosis	incision	
Abrasion	decubitis	intravenous	reflex
Acoustic	defecate	laceration	rupture
Adipose	dehydration	lacrimation	saline
Allergy	denture	lateral	septic
Alleviate	debilatory	lucid	sterile
Alopecia	dermatitis	malignant	supine
Ambulatory	diagnosis	manipulate	suppository
Amnesia	disoriented	mastectomy	syncope
Analgesic	distention	meninges	syndrome
Anatomy	dysphagia	metastasis	tachycardia
Anorexia	dyspnea	morbidity	therapeutic
Antidote	ecchymosis	mortality	thrombus
Antipyretic	edema	myocardial infarction	topical
Antiseptic	emaciation	myopia	trauma
Anus	embolus	occlusion	ulcer
Apathy	emesis	oriented	vertigo
Arrhythmia	epistaxis	orifice	auscultation
Aseptic	etiology	otic	Contraindication
Atrophy	excoriation	palpation	Contusion
Autopsy	exfoliation	Pap smear	Convalescence
Benign	expectorate	pathology	Convulsion
Biopsy	Fahrenheit	percussion	hyperopia
Bradycardia	febrile	perforation	hypertension
C.V.A	flexion	pharmacology	hypertrophy
Cardiac	fracture	phobia	immune
Catheterization	gait	physiology	prognosis
Centigrade	gastric	placebo	prone
Chemotherapy	gerontology	placenta	prophylaxis
Congenital	gestation	plasma	prosthetic



PEH650 CAREERS IN MEDICINE

Contagion  
Contaminate

glucose  
gynecology

pneumonia  
prenatal

psychosomatic

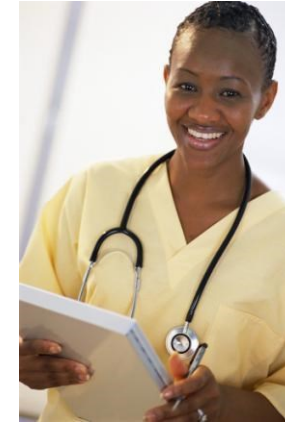




**CAREERS IN MEDICINE PREFIXES LIST**

<b>a-</b>	without
<b>ab-</b>	away from
<b>ambi-</b>	toward
<b>an-</b>	both
<b>ante-</b>	without
<b>anti-</b>	before
<b>auto-</b>	against, opposing self
<b>bi-</b>	two, both
<b>brady-</b>	slow
<b>con-</b>	with
<b>contra-</b>	against
<b>cryo-</b>	cold
<b>dys-</b>	bad, out of order, painful
<b>erythro-</b>	red
<b>ex-</b>	out, away from
<b>hemi-</b>	half
<b>hyper-</b>	above, more than
<b>hypo-</b>	under, beneath
<b>inter-</b>	between
<b>intra-</b>	within
<b>leuk-</b>	white
<b>melan-</b>	black
<b>macro-</b>	large
<b>micro-</b>	small
<b>neo-</b>	new
<b>para-</b>	beside
<b>peri-</b>	around
<b>post-</b>	after, behind
<b>pre-</b>	before, in front of
<b>pro-</b>	in front of

<b>sub-</b>	under over,
<b>supra-</b>	above
<b>tachy-</b>	fast



## CAREERS IN MEDICINE SUFFIXES LIST

<b>-ac</b>	pertaining to
<b>-algia</b>	pain
<b>-centesis</b>	surgical puncture
<b>-ectomy</b>	removal of
<b>-emia</b>	blood condition
<b>-genic</b>	originating from
<b>-gram</b>	record
<b>-graphy</b>	recording
<b>-iasis</b>	condition, resulting
<b>-ic</b>	pertaining to
<b>-ist</b>	one who practices
<b>-itis</b>	inflammation of
<b>-lysis</b>	loosening, destruction of
<b>-megaly</b>	enlargement
<b>-ologist</b>	specialist, in the study of
<b>-ology</b>	study of
<b>-oma</b>	tumor
<b>-orrhoea</b>	discharge
<b>-osis</b>	condition of
<b>-ostomy</b>	opening into
<b>-otomy</b>	incision
<b>-pathy</b>	disease of
<b>-penia</b>	decrease or deficiency
<b>-plasty</b>	surgical repair
<b>-plegia</b>	paralysis
<b>-sclerosis</b>	hardening
<b>-scopy</b>	look, observe
<b>-spasm</b>	involuntary contraction
<b>-stasis</b>	halting
<b>-stenosis</b>	narrowing



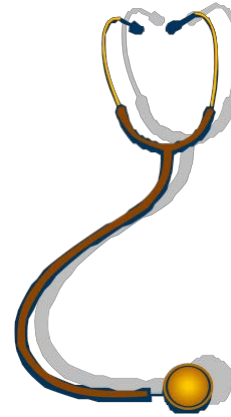
## CAREERS IN MEDICINE ABBREVIATIONS

<b><u>A</u></b>	before	<b>OU</b>	both eyes no
<b><u>C</u></b>	with	<b>NKA</b>	known allergy
<b><u>P</u></b>	after	<b>pc bc</b>	after meals
<b><u>S</u></b>	without		before meals
<b>Bid</b>	twice a day	<b>PE</b>	physical examination
<b>Tid</b>	three times a day	<b>prn</b>	as needed
<b>Quid</b>	four times a day every	<b>npo</b>	nothing by mouth
<b>Qd</b>	day	<b>Tx</b>	treatment
<b>Bp</b>	blood pressure	<b>Sx po</b>	symptom by
<b>Dx</b>	diagnosis		mouth
<b>cc</b>	cubic centimeter	<b>IM</b>	intramuscular
<b>g</b>	grams	<b>IV</b>	intravenous
<b>gtt</b>	drops	<b>OD</b>	right eye
<b>h</b>	hour	<b>OS</b>	left eye
<b>hx</b>	history		

## **APPENDIX D CAREERS IN MEDICINE - CAREERS**



## CAREERS IN MEDICINE - CAREERS



Allergist  
Anesthesiologist  
Colon, Rectal Surgeon  
Dermatologist  
Practitioner in emergency Medicine  
Practitioner in Family Medicine  
Gastroenterologist  
Gynecologist  
Immunopathologist  
Internist  
Neurologist

Obstetrician  
Oncologist  
Ophthalmologist  
Orthopedic Surgeon  
Otorhinolaryngologist  
Pathologist  
Pediatrician  
Physiatrist  
Plastic Surgeon  
Practitioner of Preventative Medicine  
Proctologist  
Psychiatrist  
Radiologist

Practitioner of Sports Medicine  
Surgeon Thoracic

Surgeon Urologist

## **APPENDIX E**

### **C P R SKILLS SHEET (Cardio Pulmonary Resuscitation)**



## FEEDBACK AND GUIDANCE CHECK SHEET

### Checking an Ill or Injured Person (ARC Chapter 3)

#### CONSCIOUS VICTIM

Rescuer: \_\_\_\_\_ Observer: \_\_\_\_\_

ACTION	DONE WITHOUT REMINDER	REMINDED	NOT DONE
Check the scene			
Obtain consent			
Call 9-1-1			
Question victim			
Check head to toe			

\*Source: *First Aid/CPR/AED for Schools and Community*, American Red Cross, pp. 36-38, 2006.

#### UNCONSCIOUS VICTIM

Rescuer: \_\_\_\_\_ Observer: \_\_\_\_\_

ACTION	DONE WITHOUT REMINDER	REMINDED	NOT DONE
Check the scene			
“Are You ok?”			
Call 9-1-1			
Position victim on back			

Open Airway (tilt head, lift chin) Check for signs of life			
No breathing – 2 rescue breaths			
Breathing – recovery position			
Scan body			

\*Source: *First Aid/CPR/AED for Schools and Community*, American Red Cross, pp. 39-43, 2006.

Practice the assisted walk, two rescuer seated carry, and the blanket drag. Each person in the group should be a rescuer for each of the three moves unless they have a back problem.

**AMERICAN RED CROSS**  
**CARDIO PULMONARY RESUSITATION PEER ASSESSMENT**  
**Feedback and Guidance Check Sheet**  
**Adult Unconscious CPR and Choking**

<b>NO MOVEMENT OR BREATHING</b>	<b>RESCUER:</b>		<b>OBSERVER:</b>
	<b>Done Without Reminder</b>	<b>Reminded</b>	<b>Not Done</b>
<b>Action</b>			
<b>Check Scene</b>			
<b>Check Person</b>			
<b>Call 9-1-1</b>			
<b>Open Airway (tilt head, lift chin)</b>			
<b>Check for signs of Life - 10 Seconds</b>			
<b>2 Rescue Breaths (chest rises)</b>			
<b><i>NO SIGNS OF LIFE...</i></b>			
<b>30 Chest Compressions for a Total of 5 Sets</b>			
<b>Repeat 2 Breaths and 30 Compressions for a Total of 5 Sets</b>			
<b><i>IF THE FIRST TWO BREATHS DID NOT GO IN...</i></b>			
<b>Re-Tilt Head and Try 2 More Breaths</b>			
<b>30 Compressions</b>			
<b>Look for an Object</b>			

<b>Remove, if Object is Seen</b>			
<b>Try 2 More Breaths</b>			
<b><i>IF BREATHS GO IN...</i></b>			
<b>Check for Signs of Life</b>			
<b><i>IF BREATHS DO NOT GO IN...</i></b>			
<b>Repeat, from Re-Tilt</b>			

\*Source: *First Aid/CPR/AED for Schools and Community*, American Red Cross, pp. 74-75, 2006.

## APPENDIX F

### DISEASES

## CAREERS IN MEDICINE DISEASES

Acne  
Allergies  
Alopecia  
Amyotrophic Lateral Sclerosis  
Anemia  
Anorexia  
Anthrax  
Anxiety Disorders  
Appendicitis  
Arthritis  
Asperger Syndrome  
Asthma  
Attention Deficit Disorder  
Autism  
Bedwetting  
Bipolar Disorder  
Blindness  
Bronchitis  
Bulimia  
Cancer  
Celiac Disease

Cerebral Palsy  
Chickenpox Chronic  
Fatigue Syndrome Cystic  
Fibrosis  
Deafness  
Depression  
Disbetes  
Dyslexia  
Down Syndrome  
Dyscalculia  
Dysgraphia  
Eating Disorders  
Endometriosis  
Epilepsy  
Fifth Disease  
Glaucoma  
Heart Disease  
HIV and AIDS  
Hypoglycemia  
Inflammatory Bowel Disease  
Influenza

Learning Disabilities  
Lou Gehrig's Disease  
Lupus  
Measles Mental  
Retardation  
Mononucleosis  
Motion sickness  
Multiple Sclerosis  
Muscular Dystrophy  
Myasthenia Gravis  
Orthorexia  
Rubella  
SARS  
Scoliosis  
Sickle Cell Anemia  
Speech Disorders  
Spina Bifida  
Tonsillitis  
Tourette Syndrome  
Vertigo

**APPENDIX G MARKING**

**PERIOD PROJECTS**





### **Role Play**

## **CAREERS IN MEDICINE**

### **Health Heroes**

1. Select a person who has made a significant contribution toward the preservation of health or the treatment of disease.
2. Create a three-minute skit portraying the person as themselves, while covering the following information:
  - a. Biographical information such as date of birth, birth place, birth order, family situation, etc...
  - b. Why was this discovery important in the history of health and medicine?
  - c. What would the world be like today if that discovery had not been made?
  - d. What were the obstacles and conflicts this person encountered when making this medical contribution?
  - e. Was there any trait, personality characteristic, or background situation that made it more likely that this person would make this contribution?
3. Include a bibliography citing all sources (3 source minimum)
4. Students will be assigned a specific presentation date.

## **RESEARCH PAPER**

**Health Heroes****Student:** \_\_\_\_\_**Teacher:** \_

<b>CATEGORY</b>	<b>ADVANCED PROFICIENT</b>	<b>PROFICIENT</b>	<b>PARTIALLY PROFICIENT</b>	<b>NOT YET DEMONSTRATING</b>
<b>Organization (5x)</b>	Information is very organized with well constructed paragraphs and subheadings	Information is organized with well constructed paragraphs	Information is organized but paragraphs are not well constructed	The information appears to be disorganized
<b>Information (10x)</b>	All topics are addressed and all questions answered The report is a minimum of 3 double-spaced pages The font does not exceed 12 pt.	All topics are addressed and most questions answered with at least 2 sentences about each	All topics are addressed and most questions answered with 1 sentence about each	One or more topics were not addressed The paper is less than 3 double-spaced pages, And/or the font exceeds 12 pt.
<b>Quality of Information (5x)</b>	Information clearly relates to the main topic It includes several supporting details and/or examples	Information clearly relates to the main topic It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic No details and/or examples are given	Information has little or nothing to do with the main topic
<b>Sources (2.5x)</b>	All sources are accurately documented in the bibliography A minimum of 3 sources have been cited At least 1 non-Internet cite has been used	All sources are documented but not in the desired format Less than 3 sources have been documented	All sources are accurately documented but many are not in the desired format Less than 2 sources have been cited	Some sources are not accurately documented

<b>Mechanics (2.5x)</b>	No grammatical, spelling or punctuation errors Paper contains cover sheet and bibliography	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling or punctuation errors	Many grammatical, spelling or punctuation errors
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## CAREERS IN MEDICINE

### Create a Brochure Describing a Medical Profession

One way people learn about places, people, or things that they do not know is by reading about them. But what if they don't have time to read a whole book or they just want a quick overview of the subject? Businesses often use brochures to inform, educate, or persuade — quickly. They use a brochure to grab the reader’s attention and get them interested enough to want to know more.

**Task:**

Create a brochure about a medical profession that informs, educates, or persuades. The brochure is not an in depth study of a topic, but it should give enough information to grab and keep the reader’s interest from start to finish.

A brochure may cover a broad topic, but it shouldn't contain so much information that it overwhelms the reader. Choose 2 to 3 key points about a medical profession to describe. If there are other important elements, consider listing them in a simple bullet list or chart somewhere in your brochure.

In addition to what your brochure says, you must decide the best format to present your information. Different formats work best for brochures with lots of text, lots of pictures, small blocks of text, lists, charts, or maps. You'll need to find the format that works best for your information.

**Brochure Checklist:**

Many of the items in this list are optional. You must decide which ones are appropriate for your brochure.

Name of Medical Profession	Lists, charts
----------------------------	---------------

Address	Key benefits (2-3)
Phone Number	Mission Statement.
Web Page Address	History
Headline that creates curiosity, states a major benefit, or otherwise entices the reader to open and read your brochure	Logo
Headline that states the name of the product, project, or described process	Graphic image(s) (including purely decorative elements)
Subheads	Photographs of product, place, people
Short, easy to read blocks of text	Diagram, flow chart

**CAREERS IN MEDICINE  
DISEASE  
RESEARCH PAPER**



1. Select a disease that you are interested in studying.
2. Research the disease and write a paper at least three full pages (double-spaced, one inch margins, and no larger than 12 pt. font).
3. Include a title page that should include your name, Careers in Medicine, date submitted, and submitted to Mr or Mrs....
4. Include a bibliography citing all sources (3 source minimum)
5. Print out all material used and submit with paper

6. Create a *PowerPoint* presentation (5 slide minimum) to be presented to the class on ...

7. The paper and *PowerPoint* presentation should be submitted on the due date.

## CAREERS IN MEDICINE Shadow Project

This project requires that you shadow or follow a health care worker on the job for a minimum of 4 hours. You must submit your selection by \_\_\_\_\_  
\_\_\_\_\_. All students are required to do their own project and may not shadow a period together. You may submit the project in any format. Some  
suggested formats include; booklet, poster, *PowerPoint*, brochure. All projects are due by  
\_\_\_\_\_.

TOPIC	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOT YET DEMONSTRATING
<b>Describes Work Day (x5)</b>	Describes complete and detailed picture of work day.	Presents a partial picture of work day	Presents poor or incomplete picture of work day	No attempt to describe work day
<b>Expectations/ Impressions (x5)</b>	Compares and contrasts expectation of experience to actual experience	Makes some effort to compare and contrast expectation to experience	Little effort to compare or contrast actual experience	No effort to compare or contrast experience
<b>Advantages of Career (x2.5)</b>	Includes at least 5 advantages of the career	Includes 3-4 advantages of the career	Includes 1-2 advantages of the career	No advantages of career included
<b>Disadvantages of Career (x2.5)</b>	Includes at least 5 disadvantages of the career	Includes 3-4 disadvantages of the career	Includes 1-2 disadvantages of the career	No disadvantages of the career included
<b>Interview (x.2.5)</b>	Documents 5 questions that were asked and includes responses	Documents 3-4 questions that were asked and includes responses	Documents 1-2 questions that were asked and includes responses	No questions or responses documented
<b>Reflection (x5)</b>	Gives detailed, supported, introspective reasons for a desire to enter/not enter the field	Gives only superficial reasons for a desire to enter or not enter the shadowed career.	Gives poor or irrelevant reasons to enter/not enter the shadowed field.	No reasons to enter or not enter the shadowed career given
<b>Quality (x1.25)</b>	Finished project is original, well-presented, and well-organized	Finished project is neat and shows some effort	Finished product is sloppy and disorganized	Poorly Presented

<b>Submitted on Time (x1.25)</b>	Submitted on or before	Submitted on or before	Submitted after _	Not submitted
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Student: \_\_\_\_\_ Date: \_\_\_\_\_



## CAREERS IN MEDICINE Guest Speaker Information Sheet

Guest: \_\_\_\_\_ Health Career: \_\_\_\_\_

### Educational Preparation

High School: \_\_\_\_\_

Post High School: \_\_\_\_\_

Duties and Responsibilities: \_\_\_\_\_

Personal Qualifications: \_\_\_\_\_

Career Advantages: \_\_\_\_\_

Career Disadvantages: \_\_\_\_\_

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**License and/or Certifications:** \_\_\_\_\_

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**Continuing Education:** \_\_\_\_\_

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**Salaries in the NJ Area:** \_\_\_\_\_

**Dress Requirements:** \_\_\_\_\_ **Hours of Work:** \_\_\_\_

**Diversity of Job:** \_\_\_\_ **Opportunities:** \_\_\_\_

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**APPENDIX H STANDARDS**

## HYPERLINKS TO STANDARDS

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
1	<a href="#">Visual and Performing Arts</a>	July 9, 2014	September 2015
2	<a href="#">Comprehensive Health and Physical Education</a>	July 9, 2014	September 2015
3	<a href="#">English Language Arts</a>	May 4, 2016	September 2017
4	<a href="#">Mathematics</a>	May 4, 2016	September 2017
5	<a href="#">Science</a>	July 9, 2014	Grades 6-12 Sept. 2016
			Grades K-5 Sept. 2017
6	<a href="#">Social Studies</a>	July 9, 2014	September 2015
7	<a href="#">World Languages</a>	July 9, 2014	September 2015
8	<a href="#">Technology</a>	October 1, 2014	September 2015
9	<a href="#">21st Century Life and Careers</a>	October 1, 2014	September 2015