

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	Advanced English and Public Health
COURSE NUMBER:	(Aeries)
CBEDS NUMBER:	(Aeries)
DEPARTMENT:	English
LENGTH OF COURSE:	Full Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	11 or 12
REQUIRED OR ELECTIVE:	Can be used to satisfy the (B) English requirement; Elective
PREREQUISITES:	Student in health pathway, at least one year of college-preparatory English

BOARD OF EDUCATION ADOPTION: (Date of Action Meeting)

COURSE DESCRIPTION:

Advanced English and Public Health is a college and career preparatory English course which integrates both the Common Core Standards for ELA and the CTE standards for the Health Science & Medical Technology industry sector. Advanced English and Public Health is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units -- health ethics, communication, health care, epidemiology and careers -- while applying their developing knowledge and skills in reading, writing, listening, and speaking. Upon completion of the Advanced English and Public Health course, students will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting making an informed decision on a given current health care issue, requiring them to determine which actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational health care standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

COURSE PURPOSE:

Advanced English and Public Health is an English course for 11th or 12th graders with integrated CTE standards as related to the Health Science and Medical Technology pathways. Content will include the ELA Common Core Standards integrated in conjunction with, and careers while also focusing on communication as it relates to our

global world. Students will be exposed to a rigorous upper graduate English course while learning the career technical education focus of medical pathways.

COURSE OUTLINE:

Unit 1-Introduction to Advanced English and Public Health: Ethics and Culture (9 weeks)

Essential Questions

- What knowledge do I currently possess to make an informed decision on a current health care issue?
- How does one decide what actions to take for appropriate health care from the perspective of the culture, society, family, and individual?
- What are the ethical responsibilities and implications surrounding medical technology advancements, research, and applications in a global society?

This unit will serve as a cursory introduction to the Advanced English and Public Health course and the ethical issues associated with the healthcare industry and medical field. The unit will start with a series of case studies introducing students to the need for a global understanding of ethical issues. Selected case studies are at the discretion of the instructor. Case studies on ethical issues in health care may include:

- Universal health care, insurance
- Genetic testing, stem cell research
- Euthanasia
- How we begin to make decisions about health

Students will respond to ethical dilemmas in both written and oral formats by analyzing the case study, becoming knowledgeable with all technical terms, arriving at the best conclusion given their current understanding of ethical situations, and participating in collaborative discussions with their classmates about the given case.

Students will transition into an in-depth study of ethics and culture, focusing on the ethical responsibilities and implications surrounding medical technology advancements, research, and applications in a global society. Students will explore foundational concepts of philosophy and ethics. Students will gain knowledge of rationalism in order to begin to form and justify their opinion on what actions need to be taken for appropriate health care to be administered in a given situation. Students will learn of Plato's "Hippias Minor" in order to establish a foundation for what is "objective", "transcendent", and "intelligible"; consequently students will be able to make decisions in consideration of the concepts of ethics, morality, and values. Students will discuss how Plato's belief of the sick and medicine impact current trends in health care. Students will read Kant's deontological approach and consider the notions of goodwill and duty; resulting in the

discussion of how this approach can affect decisions in health care. Students can begin to form opinions of the ethics of medical advancements, such as stem cell research and genetic engineering, based on the major philosophical beliefs.

Students will be required to gain a basic knowledge of health beliefs and practices in world religions such as Buddhism, Christianity, Hinduism, Islam, and Judaism in order to explore how various religious traditions view sickness, health, birth, and death. This knowledge will give them a better understanding of the plot and conflicts when reading *Mountains Beyond Mountains* (see assignments section). Students will be able to gain an understanding of the significance of cultural, philosophical, and religious beliefs within the given health care system. Students will analyze the development of Dr. Farmer's organization, Partners in Health, and analyze how individuals and events interact in a collaborative effort to improve health care and culture. Students will determine the meaning of words (technical meanings) and analyze how an author uses and refines the meaning of technical words over the course of a text. Students will recognize the ways in which the ethical and socio-economic consideration of individuals impacts the community and society.

Students will delve into research by examining a healthcare case study, which prominently features a cultural or religious issue, from a non-fictional source. The case studies will be analyzed to address the ethical dilemmas, rationale of treatments, and effectiveness of outcome. Students will read the case study to extrapolate key elements in order to write an informative report that introduces the topic clearly and provides concrete details and citation where appropriate to thoroughly explain the case. Students will conduct research in order to understand new vocabulary and be able to effectively communicate the task at hand. Then, using prior knowledge of philosophical methods of reasoning, rationale, and validity, students will create an alternative outcome. Lastly, the students will engage in discussions having researched the material in order to respond thoughtfully to diverse perspectives and resolve contradictions when possible.

Unit 2 - Health Care (9 weeks)

Essential Question: What aspects of health care are crucial to a society?

This unit of Advanced English and Public Health will address the societal and global issues of healthcare and its significance to any community. Students gain an understanding of how the economy, culture, technology, and sociological and psychological processes influence modern health care. Students will research medical insurance, access to healthcare, quality of care and delivery, and policy changes. Students will analyze and evaluate the effectiveness of the structure an author uses in developing healthcare policy; students will determine if the policy is clear, convincing and engaging. Students will delineate and evaluate health care laws and policies through the use of reasoning and utilizing the knowledge of the previous unit. Students will use

technology to produce, publish, and revise hypothetical health care policies in response to articles found in medical journals, newspaper articles, speeches and statements, and conference presentations addressing current issues within the healthcare system. Students will begin to investigate global healthcare and how actions and choices can have far-reaching consequences for our own and others' health. Students will inspect societal and policy issues and filter for bias. Students will read a thematically-related novel, such as Jodi Picoult's *Change of Heart*, *My Sister's Keeper*, Chris Crutcher's *Deadline*, or John Gunther's *Death Be Not Proud*. They will trace and evaluate themes and character development throughout the novel and draw connections to current issues in health care that may impact their community.

Unit 3 - Epidemiology (10 weeks)

Essential Question: How does geographical location and socioeconomic status affect the experience of health, disease, and prevention?

This unit of Advanced English and Public Health will address how geographic location and socioeconomic status affect the experience of health, disease, and prevention at a global and a personal level. To understand the ramifications and implications of global pandemics and the umbrella organizations responsible for aid and assistance at local and global levels, students will gather relevant information from multiple authoritative sources such as the World Health Organization (WHO), UNICEF, Center for Disease Control (CDC), United Nations, the World Bank, The Global Fund, United States Army Medical Research Institute for Infectious Diseases (USAMRIID), and the Red Cross. Preventive policies and public health decisions on immunizations, vaccinations, and medical aid during outbreaks will be evaluated, analyzed, and critiqued using case study scenarios.

To begin, it is necessary for students to comprehend how Public Health is a primary concern and responsibility for government entities. As a public health provider or consumer it is essential to understand the mechanics of contagion that occur during a pandemic and the protections presently in place to prevent and, if necessary, treat an outbreak. Disease pandemics have become of major concern to the world. In the 21st century, plagues have the potential of spreading across the world in a period of 24 hours and can often recur in specific geographical areas. Through literature, both fiction and nonfiction, students will learn the sequence of events, from vector exposure to pandemic, and connect to the scientific process of handling a pandemic and the careers associated with that field.

Through analysis of nonfiction and fictional sources in literature and film, students will create a portfolio exploring the understanding of contagion through the lens of the public health official. First, by using a variety of writing and mapping techniques to coherently sequence the events in explaining a pandemic/epidemic while maintaining a consistent

tone, students will analyze the sequence of events in the movie *Outbreak* - a fictional account of an Ebola-like virus - to understand the rudimentary aspects of vectors, contagion, and the various governmental agencies called upon in the United States to respond to such an event. Next, the students will view the first episode of Stephen King's *The Stand* from the TV miniseries. Through event mapping, analysis, and an essay comparing and contrasting the sequence of events, students will develop an understanding of the events of contagion and the possible consequences in large populations that have to be addressed by medical professionals. Secondly, the students will read Richard Preston's *The Hot Zone* and chronicle the nonfictional events in the book, recording the government agencies interactions, the medical professionals involved, and the threat levels of epidemic comparing and contrasting to *Outbreak* and *The Stand*. In summation, the students will research newspaper and magazine articles chronicling the last few outbreaks of Ebola virus in the world and analyzing the steps taken to keep it from becoming a pandemic. Students will analyze the sequence of these events and explain how specific individuals and ideas interact and develop over the course of the event citing strong, thorough textual evidence to support their analysis. These assignments will comprise the first section of the portfolio: *Anatomy of a Pandemic*.

Understanding the roles given to medical practitioners based in a government context requires a deeper understanding of the organizations and their philosophies for handling possible or actual pandemics. Emphasis is placed on the United Nations and the Center for Disease Control. This is the second section of their portfolio: *Understanding Who's the Boss During Pandemics*. Students will explore and define the various global agencies and their responsibilities for public health on a global scale. Finally, students will apply what they have learned about disease pandemics to real-world applications of specific diseases by creating a multimedia presentation synthesizing the first two parts of their portfolio. The project will comprise the third section of the portfolio. They will be required to select, research, and report on a specific disease from its historical perspective and how it was addressed by the agencies we have studied. This project will encourage analysis of various health care policies from different organizations in which grasping the point of view requires distinguishing what is directly stated versus what is really meant. Students will demonstrate knowledge of how two or more policies from the same period treat similar themes or topics related to disease prevention. Given a specific pandemic/epidemic, students will present information, findings, and supporting evidence conveying a clear and distinct perspective so listeners can follow a line of reasoning, and understand opposing perspectives.

Prevention is generally the better alternative to loss of life due to disease and an important aspect of Public Health. Currently there is a raging debate as to the efficacy or harm that vaccinations provide for the public. As a global citizen living in the United States, each family chooses whether to safe-guard their family from preventable diseases through vaccinations or to not participate and rely on "herd immunity" for protection. Currently herd immunity is becoming challenged as a viable means of prevention because more families are opting out of participating in the vaccination

programs. Fears that vaccinations can cause other disease states or medical conditions, such as autism, can result in children dying unnecessarily. In this lesson students will practice their research and analysis skills by reading and recording the various arguments for and against the practice of vaccination using standard debate protocols. Students will take sides, research, and argue the merits of the situation. They will also develop and practice the skill of discerning high-quality reliable and valid information as published on the Internet versus unreliable information. As a possible extension, the ethical debate over immunization for the flu as required by the government (to prevent a possible outbreak and protect national security) from a health practitioner perspective versus that of a private citizen can be explored. The debate and supporting evidence constitutes the final section of the portfolio: Is An Ounce of Prevention Worth a Pound of Cure? At the conclusion of the debate, students will be asked to write a two-page position paper elucidating their feelings about the topics from a personal and from a medical practitioner's perspective.

Unit 4: Communication (4 weeks)

Essential Question: How do I gather, analyze, and respond to incoming global medical information to effectively communicate with others in the healthcare industry?

This unit of Advanced English and Public Health will focus on the career technical requirements of the medical profession and teaches how one gathers, analyzes, and responds to incoming global medical information to effectively communicate with others in the health science and medical technology industry. Students will read current event articles (see assignments section for more details) and respond by keeping journals, writing letters to editors, and practicing good communication skills. Students will be expected to cite evidence that supports an analysis of what the given medical terminology says explicitly and to analyze medical journals and articles to form an objective summary of the text.

This unit will focus on reading with precise and accurate interpretation of texts using medical journals, files, online articles, and related literature. Students will incorporate experienced reading strategies, such as utilizing prefixes and context to understand meaning, and develop appropriate applications of terminology and language from the healthcare field while focusing on the format and housing of health and medical records.

In this unit, students will write and establish a formal style and objective tone in analysis about a given text. Gathering relevant information from multiple print and digital sources, students will assess strengths and limitations of sources in terms of task, purpose, and audience. They will integrate appropriate information into the text selectively to maintain the flow of ideas, avoid plagiarism, and overreliance on any one source, and then present through discussion and multimedia presentations their interpretations utilizing peer evaluation to validate their process. In this way, the multitude of safety regulations, current trends in medicine, and current appropriate legislation and legal issues will be analyzed and learned for application in the medical context. Emphasis will be on the

debate over health care delivery, its stakeholders, and inherent issues at the government, local, provider, family, and individual levels.

Students are required to maintain specific high-level standards of record-keeping. By understanding and completing electronic records students will gain applied knowledge of the healthcare field which will help them communicate with other professionals and their patients in the future. Students will broaden their scope of understanding and evaluate and critique current trends in healthcare communications. They will give oral reports on articles, health and medical journals, and online resources, conveying a clear and distinct perspective so listeners can follow a line of reasoning, opposing perspectives and style. Students will review and debate current laws, policies, and regulations in the health science and medical technology field, including sexual harassment. Sexual harassment is particularly important for students working in the medical field because of the sensitive nature in dealing with patients.

Unit 5: Advanced English for Public Health and Your Career (4 weeks)

Essential Questions : What do I need to consider and research when preparing for a career in the health industry, and how can I showcase what I have learned in this course in employment applications and interviews?

In this unit of Advanced English and Public Health, students hypothesize and reflect on the question, “What do I need to consider and research when preparing for a career in the health science and medical technology industry?” Students will adapt speech and writing to a variety of contexts and tasks, demonstrating what they have learned throughout the course about formal English writing.

This unit will focus on labor market analysis of health careers, non-traditional medical careers, and economic access to those careers. Additionally, medical industry soft skills such as critical thinking, ethics, integrity, professional behavior, and confidentiality will be addressed.

In this unit, students will research and present career trends in health care by utilizing the Department of Labor web site and US Bureau of Labor Statistics. Students will develop medical industry workability skills, such as work ethics, problem solving, responsibility, and professional behaviors. Students will develop career portfolios using a formal tone of oral and written English to convey a vivid picture of the candidate. The portfolios will contain one page resumes, college and work applications, cover letters, and awards. Students will practice interview skills through mock interviews in which they demonstrate an ability to answer interview questions in part using the extensive knowledge they have built up throughout the course Re: medical ethics, rights to healthcare, and other concepts studied throughout the course.

KEY ASSIGNMENTS:

Unit 1 - Key Assignments

To gain a broader perspective of the ethical issues in health care, students will:

1. Read a case study or excerpt of an ethical issue in health care, such as universal health care, insurance, genetic testing, stem cell research, or euthanasia. Write a persuasive essay that paraphrases the authors' argument and identifies points of view within the ethical issue (2 pages - Formative).]
2. Create a multimedia presentation that summarizes a key ethical issue and then form a persuasive argument for one side of that issue. Engage in small group discussions and debates of issues, citing evidence and support for their views (Summative Presentation).

To lay the foundation for ethical decision making, students will:

3. Learn the concept of rationalism: In order to begin to justify their opinion on what actions need to be taken for appropriate health care to be administered in a given situation, students will read excerpt from Philosophy, Book 1, Descartes' "Meditations." Evaluate the argument for validity and rationalism. Write an expository summary about excerpt (1 page - Formative).
4. Learn the concepts of ethics, morality, and values: Read excerpts from Philosophy, Book 1, Plato's "Hippias Minor." Students will discuss how Plato's belief of the sick and medicine impact current trends in health care and analyze and evaluate their arguments for validity and understanding. Student will write a composition that compares and contrasts Descartes' argument to Plato's (2 pages - Formative).
5. Understand the concept of Kant's deontological (act – oriented) approach from Philosophy, Book 1. Read excerpts from Kant's "Theory of Categorical Imperative." Consider the notions of good will, duty, and maxims. Discuss in a group how this approach can affect decisions made in health care.
6. Formulate an ethical decision: Read excerpt from Philosophy, Book 1, James Christian's "Philosophy: An Introduction to the Art of Wondering," to examine a systematic approach in answering ethical questions by analyzing the theories of formalism, relativism, and contextualism. Evaluate how this form of reasoning could be applied to the student's case study in Unit 1. Students will write a revision to their persuasive essay (from assignment 1) that reflects the insertion of the new philosophical approaches to decision making. Students must cite the philosopher and their method of thought (3 pages - Formative).
7. Read Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World by Tracy Kidder. Explore world religions: Create a matrix to show characteristics, similarities, and differences of Christianity, Buddhism, Hinduism, Islam, and Judaism. Include in the matrix how Dr. Farmer would have

- been able to treat patients with the same illnesses as described in the novel based on their beliefs (Graphic Organizer: 1 page per religion).
8. Analyze central themes and ideas of the text, the development of Dr. Farmer's organization, Partners in Health, and how individuals and events interact in a collaborative effort to improve health care and culture. Students write narratives to explain Dr. Paul Farmer's experiences, struggles, and accomplishments in a well-structured sequence of events (10 pages - Summative).
 9. Read non-fiction informational text from medical journals, domestic policy speeches, and statements in the following areas: genetic engineering, euthanasia, stem cell research, AIDS/HIV, Third World access to health care, nutrition, media and advertising; to analyze a complex set of ideas or sequence of events to justify how decisions are made considering ethical, religious, and cultural values. Write expository piece on findings (2 pages - Formative).
 10. Define the four fundamental principles of medical ethics: Nonmaleficence, beneficence, autonomy and justice. Complete "Informed Consent Module" at <http://www.research.umn.edu/consent/mod1med/mod1sec1.html> to apply the principles of medical ethics (Formative).
 11. Jigsaw *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* by Oliver Sacks. The case studies in this text will be analyzed to address the ethical dilemmas, rationale of treatments, and effectiveness of outcome. Using prior knowledge of philosophical methods of reasoning, rationale, and validity, create an alternative outcome; presented orally or written (5 pages - Summative).
 12. Introductory research into a healthcare case study which prominently features a cultural or religious issue - read the case study to extrapolate key elements in order to write an informative report that introduces the topic clearly and provides concrete details and citation where appropriate to thoroughly explain the case. Then, the report will transition so the students support their claim of support or opposition to the course of action that was taken (7 pages - Summative).

Unit 2 - Key Assignments

To explore social issues, current events, and trends in health care today, students will:

1. Overview of general health care topics: Using Internet and print sources, students will research current topics in health care. They will evaluate a variety of informational texts and media, such as medical journals, newspaper articles, speeches, conference presentations, or policy statements to determine central issues in healthcare today. They will write objective summaries of the issues, cite their sources, and present their findings to their peers (2-3 pages - Formative).
Detailed Personal Research and Response: Through a point/counterpoint response journal, students will follow current issues in health care as they are presented in a variety of informational texts and media, such as medical journals, newspaper articles, speeches, conference presentations, or policy statements.

Students will read and analyze viewpoints and arguments on current issues, responding to them in a critical as well as personal way. In this process, they will read a variety of viewpoints, paraphrase the authors' arguments, compare and contrast, and interpret and respond to issues in their journal. Students will engage in small and large group discussions and debates of issues, citing evidence, and support for their views (Journal Length 10-15 pages - Formative).

2. Thematic Connections in Literature: Students will read a thematically-related novel, such as Jodi Picoult's *Change of Heart*, *My Sister's Keeper*, Chris Crutcher's *Deadline*, or John Gunther's *Death Be Not Proud*. They will trace and evaluate themes and character development throughout the novel and draw connections to current issues in health care. They will also analyze and evaluate the effectiveness of the structure the author uses (Literature-Based Paper, 4-8 pages - Summative).
3. Real World Project and Application: Using research from the overview of general health care topics, students will reformat information to present to an audience of the general public in the form of a patient education pamphlet or a Public Service Announcement (PSA).
4. In-depth Viewpoints Project: Students will develop an in-depth analysis of one particular healthcare issue. They will look closely at essential questions surrounding the issue using a database, such as the SIRS Knowledge Source, www.proquestk12.com, to find essential questions and suitable texts. Students will summarize the issues, paraphrase the arguments involved, cite evidence in support of each position, compare and contrast the opposing viewpoints, and develop a response based on their research. Students will present their conclusions in a multimedia format (Summative Presentation).

Unit 3 - Key Assignments

To complete the first section of the portfolio, *Anatomy of a Pandemic*, students will:

1. View both the film *Outbreak* and the first episode of Stephen King's *The Stand*. Using a Venn diagram, students will compare and contrast the viewings (Formative).
2. Read the novel *Hot Zone* by Richard Preston and create a plot diagram that traces the sequence of events that occur in the first chapters of *Hot Zone*, which reflect how a pandemic can spread rapidly (Formative).
3. Create a timeline behind the outbreak of Ebola in Africa from *Hot Zone* and compare with events from all viewings.
4. Compare the Ebola outbreak from *Hot Zone* with recent outbreaks of Ebola in Central Africa using the CDC website. Students will write an essay that compares and contrasts the portrayal of events in the fictional and nonfictional sources (3 page - Summative).

To complete the second section of the portfolio, Understanding Who's the Boss During Pandemics, students will:

1. Understand global actions of organizations with pandemics. Students will create a matrix that summarizes the mission statements and identifies the decision-makers/policy holders from various global organizations such as WHO, CDC, UN, UNICEF, World Bank, Global Fund, and USAMRIID (Formative).
2. View the pandemic map, Outbreaks Global Incident Map, found at <http://outbreaks.globalincidentmap.com/home.php>. Students will learn the locations of Third World countries. Students will analyze the pandemic map and correlate disease and their prominence in Third World countries. After studying these facts, students will match diseases to locations of third world countries on an objective assessment (Summative).
3. Pandemics in our world today - Students will read the two articles listed below on pandemics and answer document based questions to understand the difference in approaches over time between two organizations (Formative).
 - a. Article 1: Global Pandemics and Human Security: Strategies for Today and Tomorrow www.un.org/dpi/ngosection/annualconfs/56/moghalu.pdf
 - b. Article 2: Slowing the Next Pandemic: Survey of Community Mitigation Strategies
http://www2c.cdc.gov/podcasts/media/pdf/EID_04-08_Koonin_PanFluSurvey.pdf
4. Summarize the philosophies of the UN and CDC regarding pandemics. Compare and contrast the differences in philosophy of the UN and CDC regarding pandemics. Compare and contrast how the UN and CDC prepare the world for future occurrences (2 pages - Formative).

To complete the third section of the portfolio, students will:

1. In groups, create a multimedia presentation (PowerPoint) and/or a written research report (4 pages) that incorporates a comprehensive genesis and history of disease within a country and the course of action taken by the responding global organization. Students will include their opinions using evidence from previous assignments. This summative report will follow MLA guidelines. Groups will be assigned one of the following categories:
 - a. Haiti or South America and Cholera
 - b. Pakistan and Malaria
 - c. China and SARS
 - d. Mexico and the World and H1N1
 - e. Africa and Tuberculosis
 - f. US and Hanta Virus
 - g. Africa and HIV/AIDS
 - h. Panama and Yellow Fevers

To complete the fourth section of the portfolio, Is an Ounce of Prevention Worth a Pound, students will:

1. Prepare for a class debate on the efficacy of childhood vaccinations. Students will pick or be assigned roles representing a variety of viewpoints on infant and childhood vaccinations and debate the controversy of vaccinations and immunizations based on prior information studied in the unit using the following assignments for preparation (Formative)
2. Explore and analyze the CDC website for background information on vaccinations and immunizations, emphasizing the vocabulary related to the science of vaccination, immunity, herd immunity, vector, etc. at Center for Disease Control and Prevention - Vaccines and Immunizations Page: www.cdc.gov/vaccines and Healing Arts - Children's Vaccines: Research the Risks for Children and Possible Neurological Consequences: www.healing-arts.org/children/vaccines/
3. Students will use the relevant vocabulary to fill in and annotate a blank immunization card (Formative).
4. View RX for Survival: A Global Health Care Challenge, Episode 3 "Delivering the Goods" and complete accompanying worksheet.
5. As an extension, students can debate the choice of government to mandate immunizations in the name of national defense taking on the perspective of a medical practitioner compared to a private citizen.
6. Complete their portfolio on disease by writing a position paper discussing their feelings about vaccinations as a private citizen and as a medical practitioner using evidence from their experience to support their conclusions (2 pages - Formative).

Unit 4 - Key Assignments

To learn how to effectively communicate with others in the healthcare industry, students will:

1. Write a letter to the editor. Students pick a highly debated topic to write to an editor and write a persuasive response in their own voice and with their own opinion. They must take a firm stance on the issue and give specific details and examples in the letter (1 page, min. 250 words).
2. Keep journals and "quick-write" reflections on various articles read throughout unit. Students will read weekly current event articles that are relevant to the healthcare field and write a response. At the end of the unit, the students will select at least three of their best quick-write reflections and responses to turn into a complete portfolio (min. 2 paragraphs, 250-300 words – Formative).

To illustrate the current trends in electronic records, students will:

1. Fill out several different electronic records and explore the local medical technology communication systems by visiting health care providers. By understanding and completing these electronic records students will get applied knowledge of the healthcare field which will help them communicate with other professionals and their patients in the future (Formative).
2. Argue the pros and cons of medical electronic records. In developing their argument, they will consider and include their experiential observation with additional online research. After research and observations, students will select a pro or con side of electronic medical records and present their arguments through in-class oral debates. Students will be able to gather and use the terminology taught in this unit and with this assignment with other professionals in the healthcare field (Summative).

To understand sexual harassment and OSHA regulations, students will:

1. Produce skits or multimedia presentations on sexual harassment and OSHA regulations. Students will be assessed on these laws, policies, and regulations to comply with CTE guidelines. Sexual harassment is all about communication: verbal, nonverbal, and visual. When students enter the workforce it is important they understand what sexual harassment is and the legal ramifications of their actions and actions of others. It is extremely important working in the medical field because of the sensitive nature in dealing with patients (Summative Presentation).

Unit 5 - Key Assignments

To prepare for a career in the health care and medical industry, students will:

1. Create a digital and hard copy career portfolio that contains a cover letter, one-page resume, college application, work application, frequently asked interview questions, thank you note, certificates and awards, two letters of recommendation, and three references.
2. Present their portfolios during a mock interview to industry partners invited by the teacher.
3. Participate in two mock phone interviews.
4. Take notes and respond to guest speakers from the medical industry by writing reflections and personal narratives that incorporate what they have learned in Advanced English for Public Health.
5. May participate in a college and career fair.
6. Write a research paper on the career of their choice including roles and responsibilities of that career, what education is needed, what the labor market demand is for that career, and if it is a non-traditional career for that student (2 pages – Formative).
7. Read excerpts from *What Color is Your Parachute?* to better understand what

career choices may fit the student's style. The outcome of this assignment will be a personal essay in which they use what they have read in the novel to generate three career choices in which they are interested. They will explain the three career choices and use details from the novel to describe how these three choices are relevant to them (min. 5 paragraphs – Formative).

8. Go online using US Bureau of Labor Statistics: www.bls.gov and Job Search: www.jobs.ca.gov to research job statistics.

INSTRUCTIONS METHODS and/or STRATEGIES:

1. Project Based Learning
2. Guided Inquiry Projects
3. Modeling
4. Direct Instruction
5. Research

ASSESSMENTS INCLUDING METHODS and/or TOOLS

1. Project based learning, graded by rubric
2. Cumulative unit presentations
3. Unit exams
4. Essays
5. Portfolios

INSTRUCTIONAL MATERIALS:

Title: *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*

Publication Date: 2009

Publisher: RandomHouse Reader's Circle

Author(s): Tracy Kidder

Usage: Read in entirety or near entirety

Title: *Hot Zone: A Terrifying True Story*

Publication Date: 1999

Publisher: Anchor Press

Author(s): Richard Preston

Usage: Read in entirety or near entirety

Title: *Death Be Not Proud*

Edition: 2007

Publication Date: 1949

Publisher: Harper Perennial Modern Classics

Author(s): John Gunther
Usage: Read in entirety or near entirety

Title: *The OSHA Handbook: The Guidelines For Compliance In Health*

Edition: 3rd

Publication Date: 2002

Publisher: Delmar Cengage Learning

Author(s): Barbara Acello

Usage: Read in entirety or near entirety

Title: *My Sister's Keeper*

Edition: 2005

Publication Date: 2004

Publisher: Washington Square Press

Author(s): Jodi Picoult

Usage: Read in entirety or near entirety

Title: *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*

Edition: 1998

Publication Date: 1970

Publisher: Touchstone

Author(s): Oliver Sacks

Usage: Read in entirety or near entirety

Title: *Deadline*

Publication Date: 2007

Publisher: Harper Teen

Author(s): Chris Crutcher

Usage: Read in entirety or near entirety

Title: *Change of Heart*

Publication Date: 2008

Publisher: Washington Square Press

Author(s): Jodi Picoult

Usage: Read in entirety or near entirety

Title: *Philosophy, Book 1*

Publication Date: 2010

Publisher: The Center for Learning

Author(s): The Center for Learning

Usage: Read in entirety or near entirety

Title: *What Color is Your Parachute? 2011: A Practical Manual for Job-Hunters and Career-Changers*

Publication Date: 2010

Publisher: Ten Speed Press

Author(s): Richard N. Bolles

Usage: Read in entirety or near entirety

Supplemental Instructional Materials:

Articles/Printed Resources:

Global Pandemics and Human Security: Strategies for Today and Tomorrow

www.un.org/dpi/ngosection/annualconfs/56/moghalu.pdf

Slowing the Next Pandemic: Survey of Community Mitigation Strategies

http://www2c.cdc.gov/podcasts/media/pdf/EID_04-08_Koonin_PanFluSurvey.pdf

Health Care and World Religions: A Handbook for Health Care Professionals

<http://www.creativeartisticnuance.com/uniite/brochure/HCWRBooklet/HCWRBooklet.pdf>

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Videos/Movies:

Outbreak, 1995

RX for Survival: A Global Health Care Challenge, TV mini-series, 2005

The Stand, TV series, 1994

PowerPoint:

1. Sexual Harassment
2. How to Provide Necessary/Appropriate Documentation
3. Creating and Using Job Portfolio

Websites:

Center for Disease Control -

<http://www.cdc.gov/vhf/ebola/outbreaks/history/chronology.html>

www.cdc.gov/vaccines/

Healing Arts - www.healing-arts.org/children/vaccines/

Outbreaks Global Incident Map - <http://outbreaks.globalincidentmap.com/home.php>

United Nations - www.un.org/dpi/ngosection/annualconfs/56/moghalu.pdf

“Informed Consent Module” -

<http://www.research.umn.edu/consent/mod1med/mod1sec1.html>

World Health Organization - www.who.int

UNICEF - www.unicef.org

World Bank - www.worldbank.org

The Global Fund - www.theglobalfund.org

Red Cross - www.redcross.org

United States Army Medical Research Institute for Infectious Diseases -

www.usamriid.army.mil

CTE/Career Resources:

US Bureau of Labor Statistics - www.bls.gov

Job Search - www.jobs.ca.gov

Online Resume Builder

EDD - Employment Development Department - www.edd.ca.gov

Department of Labor - www.dol.gov

California Workforce Investment Board - www.cwib.ca.gov

SIRS Knowledge Source - www.proquestk12.com

ADDITIONAL SUGGESTED RESOURCES

Textbooks:

Philosophy, Book 2 The Center for Learning The Center for Learning, 2010 Ed. (2010)

Foreign Body Robin Cook Putnam Adult, 2008 Ed. (2008)

Frankenstein Mary Shelley Qualitas Classics, 2010 Ed. (1818)

Medical Detectives Berton Roueche Truman Talley Books/Plume, 1991 Ed. (1947)

Five Little Pigs: A Hercule Poirot Mystery Agatha Christie Black Dog & Leventhal Publishers, 2007 Ed.(1941)

Ghost Map: The Story of London's Most Terrifying Epidemic--and How It Changed Science, Cities, and the Modern World Steven Johnson Riverhead Books, Penguin Group, 2006 Ed. (2006)

Another Day in the Frontal Lobe: A Brain Surgeon Exposes Life on the Inside Katrina Firlik Random House, 2007 Ed. (2006)

Outbreak Robin Cook Berkley Books, 1991 Ed. (1987)

Movies:

Patch Adams, 1998

Medicine Man, 1992

Lorenzo's Oil, 1992

The Secret of Life, TV series by David Suzuki, 1993

Websites:

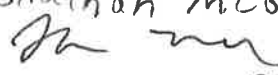
Survey Monkey - www.SurveyMonkey.com

For Honors Distinction:

CORRESPONDING NON-HONORS COURSE: English III &/or English IV

DIFFERENCES in HONORS/NON-HONORS COURSES: This course was developed by the University of California Curriculum Integration (UCCI) Initiative. This honors course integrates CTE standards as related to the Health Science and Medical Technology pathways. Students are exposed to rigorous upper graduate English course while learning the career technical education focus of medical pathways.

Committee Members:

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