AOHS Health Careers Exploration

Semester Planning Table

Use this table to map this course against your instructional calendar and to make note of key lesson attributes.

| Lesson Title | # of Class Periods | Summary of Lesson Assessments | Summary of Advance Prep |
| --- | --- | --- | --- |
| Lesson 1: Course Introduction | 2 | N/A | Determine how you would like students to set up notebooks for this course. We recommend a three-ring binder, spiral-bound notebook, or computer-based folder.  Review the Summary of Annual Course Updates (included in the Course Planning Tools section of the course materials), which describes significant changes to the course since the previous year.  Review the Required Equipment and Supplies list (also included in the Course Planning Tools section of the course materials) so you can gather the computer and medical supplies students will need to complete the activities in this course.  Review the Guest Speaker Guide (also included in the Course Planning Tools section of the course materials) to schedule the guest speakers needed for this course.  Note that guidance for NAFTrack Certification procedures is not included within the lesson plans for this course. Be sure to review the course’s NAFTrack Certification Course Guide, available in the NAFTrack Certification section of the course materials.  This course requires a specific set of computer-related equipment. These requirements are listed in Required Equipment for This Course (available in the Course Planning Tools section of the course materials). Consider reviewing this list with your school’s IT administrator before you begin. |
| Lesson 2: A Brief History of Medicine and Health Care | 4 | Poster that describes the use of the scientific method in a medical discovery [group work] | In Class Periods 2 and 3 students need computers with Internet access. |
| Lesson 3: Modern Health Career Pathways | 3 | Career profiles on three health careers [individual work] | In Class Periods 2 and 3, students need computers with Microsoft Word and Internet access. |
| Lesson 4: Prevention and Public Health | 6 | Flyer on a public health issue [group work] | Prior to the first class period, make sure you have an up-to-date video player such as Windows Media Player or Apple’s QuickTime Player to show a video to the class.  In Class Periods 3, 5, and 6 students need computers with Internet access.  Before Class Period 5, you will need to collect pamphlets and flyers on health topics from medical offices, community health centers, and/or pharmacies for students to review. You may also wish to ask students to bring in pamphlets or flyers. |
| Lesson 5: Culminating Project Launch | 4 | Informational profile of a disease or condition for culminating project [group work] | In Class Periods 1, 2, 3, and 4 students need computers with Internet access. |
| Lesson 6: Connecting Nutrition and Health | 5 | Professional profile sheet for a dietitian [individual work]  PowerPoint presentation informing a specific target audience about how MyPlate works [group work] | In Class Periods 4 and 5, students need computers with Internet access and Microsoft PowerPoint.  Arrange for a registered dietitian or a dietetic technician (if possible, a member of your academy’s advisory board) to speak to the class. This can be either in person or remote, using a technology such as Skype.  In the first activity of this lesson, students start tracking food and drink choices for five days. If your schedule requires you to teach this lesson over a period of fewer than five days, you may wish to adjust this activity accordingly. |
| Lesson 7: Visiting the Doctor | 6 | Specialist Reference Sheet [individual work] | Before Class Period 2, you will need to assemble the equipment necessary for students to take vital signs.  In Class Period 4, each student will need a computer with Internet access.  Before Class Period 5, arrange for a health care professional who works in a doctor’s office to speak to the class. The speaker can be a physician but can also be anyone who plays a professional role in a doctor’s office, including a medical assistant or a nurse practitioner. This can be either in person or remote, using a technology such as Skype. As an alternative, you may wish to arrange a visit to a doctor’s office.  Before Class Period 6, assemble a list of local health care professionals with contact information whom students can contact for interviews for their culminating project. You may also wish to assemble resources to help students locate additional contacts. You may want to tailor your list based on the diseases the groups in your class have chosen for their culminating projects. |
| Lesson 8: Symptoms and Tests | 4 | Quiz on basic information about diagnostic tests and the professionals who perform them [individual work] | Before the lesson, you may wish to look up examples of X-rays online to share with the class. Viewing X-rays will engage students and add value to the lesson. It may be possible to ask students who have copies of X-rays at home if they’d be willing to bring them into class to share. Keep in mind though that this would be a student sharing private medical information and it should remain optional.  Before Class Period 3, arrange for a radiologist, pathologist, or diagnostic technician (if possible, a member of your academy’s advisory board) to speak to the class. This can be either in person or remote, using a technology such as Skype. |
| Lesson 9: Nursing and Care | 6 | PowerPoint presentation on a type of nursing [group work]  Compiled notes from a culminating project group interview with a health care professional [group work] | In Class Period 4, students need computers with Internet access and Microsoft PowerPoint. |
| Lesson 10: Providing Patient Care | 6 | Student presentation on training patients in wound care [group work]  Professional profile sheet for culminating project [group work] | In Class Periods 3, 5, and 6, students need computers with Internet access and Microsoft PowerPoint.  Assemble the necessary equipment for students to dress a wound. |
| Lesson 11: Understanding Mental Health | 7 | Article about a common mental health disorder [individual work] | In Class Periods 4 and 5, students need computers with Internet access. |
| Lesson 12: Mental Health Professionals | 4 | Reference sheet about a mental health professional [individual work]  Poster that compares four mental health professionals [group work] | In Class Periods 2, 3, and 4, students need computers with Internet access.  Before Class Period 2, arrange for a mental health care professional (if possible, a member of your academy’s advisory board) to speak to the class. This can be either in person or remote, using a technology such as Skype. |
| Lesson 13: Working in a Dental Office | 8 | Reference sheet about a dental professional [individual work]  Compiled notes from a culminating project group interview with a health care professional [group work]  Professional profile sheet for culminating project [group work] | In Class Periods 2, 3, and 6, students need computers with Internet access.  Before Class Period 4, arrange for a dental hygienist (if possible, a member of your academy’s advisory board) to speak to the class. This can be either in person or remote, using a technology such as Skype.  Prepare to show a YouTube video during this lesson. If your school does not allow access to YouTube, you may wish to download the videos to your computer in advance using KeepVid (see [www.keepvid.com](http://www.keepvid.com/)) or a similar program. |
| Lesson 14: Health Informatics | 8 | Quiz on HIPAA [individual work]  Draft of culminating project pamphlet [group work] | In Class Periods 7, and 8, students will need computers with Microsoft Word (or a word processing program) and Internet access.  Make arrangements for advisory board members to visit the classroom and help students with their culminating project pamphlets during Class Periods 6 or 7, or arrange for students to email their pamphlet drafts to advisory board members for feedback.  Prior to Class Period 6, make copies of Teacher Resource 14.6, preferably in color. |
| Lesson 15: Personal Career Planning | 3 | Personal career timeline [individual work] | In Class Periods 1 and 2, students will need computers with Internet access. |
| Lesson 16: Project Presentation and Class Closure | 5 | Professional pitch to invited audience [group work]  Final version of culminating project pamphlet [group work]  **Note:** For students taking part in NAFTrack Certification, this lesson is where they will upload their culminating project work sample and where you administer the end-of-course exam. | Organize the public health fair that takes place in this lesson several weeks before the lesson begins (see Teacher Resource 16.1). |