

Statewide Healthcare Curriculum Contextualized Reading Module

Unit I: Reading

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Assessment of prior reading skills knowledge</p> <p>2. Utilize computer lab in order to become familiar with resources and learn search skills</p>	<p>Diagnostic pretest and development of learning plans</p> <p><i>TV411</i> and search engines</p>	<ul style="list-style-type: none"> • Discuss reading skills, especially in connection with GED® and healthcare occupations • Use: <i>Top 50 Reading Skills</i> by Judith Gallagher. Contemporary, McGraw Hill, 2006. • Use: Outcome 1, Activity #1 • CARS: <i>Reading</i>—Unit 1: The Reading Process—Lesson 1: What is Reading & Lesson 2: Pre-Reading & Lesson 3: During Reading & Lesson 4: After Reading • Computer lab • Introduction to computer use if students are lacking skills; use of tutors if only a few need extra assistance; also have peer tutoring in class • Introduce email as a communication tool and make sure all students have an email account (to be used in future for group homework projects and sharing of resources) • In computer lab, enter website <i>TV411.org</i> using computer projector Use: Outcome 2, Activity #2 	<p>Student pretest</p> <p>Survey orally in class prior to computer use</p> <p>Hands on/Have students email teacher and other students</p> <p>Teacher observation</p>

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<p>3. Search for medical articles using search techniques</p>	<p>Google and/or other search engines to search for medical articles</p>	<ul style="list-style-type: none"> • Students engage in searching for information on healthcare topics • Use: Outcome 3, Activity #3 	<p>Worksheet completion, article selection process and teacher observation</p>
<p>4. Discuss and describe hospital types, structure and careers available; summarize health articles</p>	<p>Informative articles on hospitals from lesson and individual internet research; hospital organizational chart</p>	<ul style="list-style-type: none"> • Use of KWL chart • Identifying healthcare jobs in hospitals • Learning about hospital structure • Critical thinking on positives and negatives of hospitals and healthcare jobs • Researching one job and summarizing information • Use: Outcome 4, Activity #4 (complete lesson plan) for this outcome 	<p>Class discussions</p> <p>KWL chart</p> <p>Hospital worksheet</p> <p>Teacher Observation</p>

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<p>5. Identify main idea and details of healthcare articles</p> <p>Use reading strategies to locate information</p> <p>Use critical thinking skills to analyze articles</p>	<p>Healthcare industry guidelines; patient safety; HIPAA requirements</p>	<ul style="list-style-type: none"> • Initial class discussion on articles. Include context, intended audience, etc. Model using an article and finding main idea and details • Use reading strategies from initial reading assessment utilizing <i>Top 50 Reading Skills</i> by Judith Gallagher. Contemporary, McGraw Hill, 2006 • Divide class into groups of 3 or 4 and have each student present the article they chose during outcome 3 • Student group analysis, prompted by teacher as needed, as to whether articles are accurate and up to date • Each group votes on <u>one</u> article they like best to present to the class • Class discussions regarding articles with teacher emphasis on critical thinking • Class discussion on what makes a good article and class developed rubric • Vote on which article best meets their criteria • i-Pathways: <i>Language Arts: Reading</i>—Unit 1: Understanding Nonfiction—Lesson 1: Understanding Nonfiction • CARS: <i>Reading</i>—Unit 3: Reading Comprehension Skills—Lesson 1: Main Idea & Lesson 2:Details 	<p>Teacher observation</p>

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<p>8. Determine author's purpose</p> <p>Analyze characters</p> <p>Follow plot, make inferences, predictions, and create probing questions</p>	<p><i>Code Blue: A Tale of Compassion, Power and Politics</i> Health Science Edition 3 Traemus Books, 2009</p> <p>Power points aligned with each chapter. (teacher resources from Traemus Books)</p>	<ul style="list-style-type: none"> • Introduce text. Have students briefly skim Preface through Chapter 1 • During discussion, point out that this text is fiction, and ask students how they think it may increase their health care knowledge • i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 1: Understanding Point of View • i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 2: Identify Different Types of Characterization • i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 3: Analyze Elements • CARS: <i>Reading</i>—Unit 5: Purpose and Tone—Lesson 3: Reading for Pleasure <p><u>Note to Instructors:</u> Many times in the world of work, there is no <u>one</u> “right answer.” One of the objectives of this textbook novel is to help students become comfortable in dealing with situations involving ambiguity. To operate successfully in a healthcare environment, one must have the ability to ask relevant questions and identify one or more possible solutions before deciding on a course of action. These questions are designed to stimulate thought. The answers provided are only guidelines to be used in directing classroom discussion (from teacher resources for <i>Code Blue</i>) The publisher also offers a Solutions manual with possible answers to discussion questions and additional activities</p>	<p>Teacher observations</p>

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<p>9. Practice note-taking skills and learn healthcare vocabulary</p>	<p>Note-taking skills, vocabulary</p>	<ul style="list-style-type: none"> • Use: Outcome 9 , Activity #5 Use activity for the first two chapters of <i>Code Blue</i> and follow through the rest of the book with note-taking binder for students to do as in this activity or on their own • Students will learn note-taking skills, vocabulary, critical thinking through use of note-taking worksheets and binders. This process will continue throughout reading of <i>Code Blue</i> • CARS: <i>Writing</i>—Unit 5: Introduction to Referencing Material—Lesson 1: Gathering Information and Citing Resources & Lesson 3: Summarizing, Paraphrasing and Quoting Directly from Outside Source 	<p>Student note-taking binder</p> <p>Flash cards</p>
<p>10. Help struggling learners increase Tier 2 academic vocabulary</p>	<p>EBRI lessons</p>	<ul style="list-style-type: none"> • If students (especially English Language Learners) are having vocabulary difficulty with non-healthcare words, teachers can use tutors and/or give explicit vocabulary instruction using Tier 2 academic words. • If staff/tutors/faculty are trained in Evidence Based Reading Instruction (EBRI), they can follow their program. <p>If not, there are other resources: http://www.thecenterweb.org/alrc/reading-pub.html Resource for academic work list vocabulary lessons from the Adult Learning Resource Center in Northern Illinois (from above website)</p> <p>Evidence Based Reading Instruction (EBRI): As a way to support teachers and others who are teaching academic vocabulary to adult learners, complete vocabulary units have been developed and edited by ALRC staff. Each unit covers ten academic words and includes the following components:</p>	

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<p>10. Help struggling learners increase Tier 2 academic vocabulary (Continued)</p>		<ul style="list-style-type: none"> • Word list with meanings and examples to use for direct instruction of word meanings • Answer keys for Matching and Fill-in activities • Matching Activity • Fill-in-the-Blank Activity (1 blank) • Fill-in-the-Blanks Activity (2 blanks) • Sentence Completion Activity • True/False and Why Activity • Yes/No and Why Activity • Suggested Writing Prompts <p>Teachers may use these activities as is or adapt them for their own classes.</p> <ul style="list-style-type: none"> • Other good resources are the Townsend Press Vocabulary Series books including <i>Vocabulary Basics</i>, <i>Groundwork for a Better Vocabulary</i>, and <i>Building Vocabulary Skills</i>. 	
<p>11. Learn Greek and Latin roots used in medical terminology</p>	<p><i>Code Blue</i>, Pages 25-26</p>	<ul style="list-style-type: none"> • Continue with study of these roots as began in Activity #5 • CARS: <i>Reading</i>—Unit 2: Vocabulary and Word Skills—Lesson 1: Understanding Word Parts (Roots/Prefixes/Suffixes) 	<p>Individual student assessment worksheets</p>

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<p>12. Evaluate learning and prioritize needs; problem solve to provide suggestions for future students</p>	<p>All course material and handouts Internet research</p>	<ul style="list-style-type: none"> • Use: Outcome 12, Activity #12 • Students will meet in groups to discuss what worked and didn't work for them in this course • They will evaluate books and materials, timeframe, place, etc. • They will give advice to future students • Teacher will compile comments on worksheets and present as a whole to the students, then give them an opportunity to write any additional comments on a blank page • In groups of 6, have students make lists of advice for future students • Have groups break into groups of 3 and meet with students from other groups to combine lists (eliminating duplicates and adding new items) 	<p>Final pages of advice</p>