



Dynamics of Healthcare



Length of Course: Full Year

Elective/Required: Elective

Credit Value: 5 Credits

Date Approved:

Written: Saad Syed



Understanding By Design Unit 1: Dynamics of Health Care

Title of Unit	Unit 1: The Health Care Team/ Overview of Careers	Grade Level	10
Curriculum Area	Health Care Career Exploration	Time Frame	30 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
9.2.12.C.1 Review career goals and determine steps necessary for attainment.			
9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<ol style="list-style-type: none"> 1. How can we take the current problems in health care (HC) and improve them to better suit the needs of patients? 2. How do the 15 HCPs work together to create a HC system? 3. How can an individual obtain certification or licensure in the HC field and what differentiates them? 4. Compare the fifteen HCPs referred to in #2 by describing basic activities performed in each, listing their specific duties, explaining their educational prerequisites, and reporting on current employment opportunities. 5. Distinguish between hierarchal and team health systems. How do the facilities available in HC influence health care? How must the different teams communicate and work together? 	<ol style="list-style-type: none"> 1. How can HCPs and teams build a better HC system? 2. How is it possible to create a HC system that combines all HCPs for the management and development of a better HC system? 3. How are the educational requirements for HCPs necessary to provide best in patient care? 4. As we move forward in the age of new scientific technology, how do these changes influence the HC system and what new HCPs may be needed to meet these changes? 	<ol style="list-style-type: none"> 1. Where is HC going in the future and how can we have adequately trained HCPs to meet the needs in a world that is constantly developing? 2. How do the role of HCP relate to providing superb patient care? 3. How do the requirements for HCP relate to your career goals? 4. How can we change HC facilities available to work well in providing effective yet inexpensive HC to Americans?
Related Misconceptions		
<p>There is controversy between HC practices in the United States and Europe, is our system meeting the needs of our nation’s citizens?</p>		



Knowledge	Skills
Students will know...	Students will be able to...
<p>The issues in modern day HC and research and work together to propose solutions for the modern day.</p>	<ol style="list-style-type: none"> 1. Construct stations in teams to raise awareness of the needs in term of HCPs. 2. Compare the HC system America had in the past and relate it to the changes President Obama implemented with that of other nations with outstanding HC practices. 3. Collaborate in teams to find solutions to the real-life problems faced in the HC system and propose solutions by research. 4. Organize a mock career day event.
Assessment Evidence (Stage 2)	
Performance Task Description	
<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ Performance • Standards 	<p style="text-align: center;">Solve: If our nation is to be the best in HC, how can we rectify the issues in our current system to meet the needs of the modern world to provide the best patient care possible?</p> <ul style="list-style-type: none"> - Do now/check your understanding questions will be recorded in journals as a way to communicate between student and instructor with feedback. - Creation of posters, PSAs, or other awareness raising methods to help relate our issues in HC to people and perhaps politicians. (Assessed via student created rubrics). - Exit tickets in which students write what they have learned and what they are confused about after each lesson. - 3 open ended quizzes to assess understanding 2 multiple choice and free response test to sum the unit.
Other Evidence	
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Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Student understanding of HCP may be limited, however, this is the perfect opportunity for them to build their knowledge and understanding.

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- The local Raritan Bay Medical Center will be used as an example and students will brainstorm to answer the question: What type of professionals are needed to help keep the hospital going. Most students will mention doctors and nurses, then they will be given questions to help guide further understanding such as: What if a patient cannot pay their bill, who works with that? Do the same type of doctors help all patients? Why is specialization important?

Students will...

- Research the different HCP that exist today and have a mock career day.
- Compare the HC system we had before the implementation of President Obama's "The Patient Protection and Affordable Care Act (PPACA)" to that of the present. Then compare the HC systems of the US to that of other nations such as the UK and Germany. Then students will reflect on their research to see which provide superb HC that is best suited to help patients.
- Research the issues and concerns of patients and HCPs to create awareness to the greater community.
- Propose solutions to the existing problems
- Predict trends in HC in the future and careers that will be needed.

By the various activities students will be able to think about the current HC system and how it influence their lives and their families. In addition, if they plan to pursue a career in the HCPs how will they become leaders to better help the community.



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Understanding By Design Unit 2

Dynamics of Health Care

Title of Unit	Personal/ Professional Qualities, Values, and Teamwork	Grade Level	10
Curriculum Area	Health Care Career Exploration	Time Frame	30 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



1. Construct a diagram to differentiate “occupation”, “profession”, and “professionalism”.
2. Deconstruct assumed values that HCPs of the past and construct what values are needed for the future.
3. Hypothesize individual set of values that are needed provide optimal patient care.
4. Defend points of views of HCP and patients and develop a code of ethics.
5. Recommend stress coping techniques when working in a highly demanding and critical workplace.
6. Compile and defend characteristics of a leader.
7. Design a method to stress the importance of nutrition, sleep, and hygiene habits to maintain good health.

1. How are occupations different from professions and do they require the same skills in the HC field?
2. How have core values changed in the last 70 years in terms of society, discrimination, and the rights of all people?
3. How can a code of ethics be developed?
4. How does stress affect the human body?
5. How can characteristics of leaders help society?
6. How does nutrition,

1. How is professionalism relatable to occupations and professions?
2. How have the changes in the core values of American society influenced the HC system?
3. How can a code of ethics ensure protection for both HCP and patients?
4. How can stress coping techniques help HCP and patients?
5. How can leaders change the HC system to provide best in patient care and lower health

Related Misconceptions



<p>Often, there is discrimination in the HC system, how can we eliminate these issues?</p>	<p>sleep, and hygiene influence the human body?</p>	<p>care costs? 6. How can changes in practices help to elevate stress and provide better health habits? How will this affect the amount of patients needing care?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<p>How practices in HC have changed in the last 70 years and how stress health habits influence the human body and the workplace.</p>	<p>Research how the human body is effected by stress. Develop a plan to help prevent stress in the life of individuals and the work place. Find errors in the HC system</p>	
<p style="text-align: center;">Assessment Evidence (Stage 2)</p>		
<p>Performance Task Description</p>		



<ul style="list-style-type: none">• Goal• Role• Audience• Situation• Product/ Performance• Standards	<p>Solve:</p> <ol style="list-style-type: none">1. With the many changes in the last 70 years in American society how can we develop a code of ethics that protect the rights of both HCPs and patients?2. Are trends in society causing too much stress in the lives of individuals and HCP, if so how can we help alleviate stress and preach better health practices? <p>Assessments:</p> <ol style="list-style-type: none">1. 3 journal entries2. Exit tickets3. Graphic organizer4. Poster/PSA on better health care practices (student created rubric)5. 2 quizzes6. 2 test
Other Evidence	
Learning Plan (Stage 3)	



<ul style="list-style-type: none">• Where are your students headed? Where have they been? How will you make sure the students know where they are going?• How will you hook students at the beginning of the unit?• What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?• How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?• How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?• How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?• How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	<ol style="list-style-type: none">1. Hook students if they feel that their individual rights have ever been different from other people.2. Venn diagram on ethical issues in society from the 1950's to modern day highlighting issues in the middle that have not changed. (Issues that have not changed can be used to propose a way to solve ethical issues.3. In groups, have students complete a graphic organizer on values that all Americans should hold, then apply those values to the health care system to create a code of conduct for HC professionals.4. Design a plan to help promote good values and then create posters to hang around the school to show the values we hold at AUL.5. In groups complete a graphic organizer on good health practices and stress.6. Evaluate how stress influences the human body and then think about our own lives and how we can help prevent stress7. Create posters/ PSAs on better health and destressing techniques that can be used.8. Write a letter to our school leaders/politicians on how to help our school develop good health and destress practices.
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Understanding By Design Unit 3



Dynamics of Health Care

Title of Unit	Ethical Issues and Legal Aspects in Health Care	Grade Level	10
Curriculum Area	Health Care Exploration	Time Frame	20 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
9.2.12.C.1 Review career goals and determine steps necessary for attainment.			
9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<ol style="list-style-type: none"> 1. Support or criticize the current ethical, legal, moral implications help in HC. 2. Develop basic rules of ethics in the HC system. 3. Assess the rights of patients 4. Defend or refute legislation that governs HC practices 5. Recommend changes in in Patients’ Bill of Rights 6. Evaluate HIPAA regulations 	<ol style="list-style-type: none"> 1. How do the ethical, legal, and moral implications in HC relate to the HC system? 2. How do we create rules of ethics in the HC system? 3. How do laws govern HC? 4. How can HIPAA regulations and the Patients’ Bill of Rights be amended to accommodate patients and HCPs? 	<ol style="list-style-type: none"> 1. How can we assess the problems in the ethical, legal, and moral issues in health care and propose solutions? 2. How do we create rules of ethics that are fair to all types of people? 3. Have the laws in HC been fair? Which laws should be revisited to improve the HC system?
Related Misconceptions		
<p>Many times cases in the judicial system create precedents that juristic HC practices, many times these are not appropriate for the changing times.</p>		
<p>Knowledge Students will know...</p>		<p>Skills Students will be able to...</p>



<ol style="list-style-type: none"> 1. Cases in the judicial system that create precedents in HC regulations. 2. Rules of ethics and Patients’ Bill of Rights 3. HIPAA regulations 4. How amendments can be made to provide better patient care 	<ol style="list-style-type: none"> 1. Research laws in HC 2. Assess how laws of the past need to be changed to accommodate the values we hold to me moral today 3. Modify laws 4. Evaluate rights of individuals
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ Performance • Standards 	<p style="text-align: center;">Solve: Should legislation that govern the HC system be revisited? How can we change the legislation to be ethical and moral based on the standards we have set in the previous unit?</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. 3 journal entries 2. Exit tickets 3. Graphic organizer 4. Poster/PSA on why legislation needs to change (student created rubric) 5. 2 quizzes 6. 1 test
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Other Evidence

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Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
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- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

1. Present a general question: Are all laws fair and moral and protect the rights of individuals? (to start with it is ok for students to think outside of the HC field) Present the 2nd amendment and have the students create a venn diagram in groups on why the 2nd was created and how it protected people at the time it was created. Then, ask if the 2nd amendment still protects the rights of people.
2. Have a mock trial on the 2nd amendment with half the class for it and the other class proposing a change to the amendment. (Think in terms of if the law is protecting all citizens)
3. Research at least 5 judicial precedents that may require a change for modern times.
4. Write a letter to our senators addressing the need for change.
5. Evaluate HIPAA regulations and Patients' Bill of Rights and integrate the values the class holds.

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Understanding By Design Unit 4

Dynamics of Health Care



Title of Unit	History and Evolution of Health Care	Grade Level	10
Curriculum Area	Health Care Exploration	Time Frame	20 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<ol style="list-style-type: none"> 1. How has medicine changed over time? 2. How have events in HC that changed the world? 3. How have the causes and treatment of diseases changed overtime? 4. How have scientists/ individuals contributed to advancements in HC? 5. How did the medical discoveries from the 17th through 21st centuries change the way people thought of HC? 	<ol style="list-style-type: none"> 1. How have medicals practices changed over time from the first civilization to modern day? 2. How have major events in HC allowed for better patient care? 3. How does disease spread? 4. How did the scientific community contribute to advancement in science? 	<ol style="list-style-type: none"> 1. How did the Greek/Romans practice medicine compared to the middle ages? How did the middle ages practice medicine compared to modern times? 2. How have ethical and rights of patients changed? 3. How did we treat disease in the past compared to today? 4. How did individual scientists contribute to changes in HC?
Related Misconceptions		
<p>Many people think that in the past humans did not know much about medicine, however, as we discover more about the past we realize that the ancients performed surgeries and laid the base for great achievements.</p>		
<p>Knowledge</p> <p>Students will know...</p>		<p>Skills</p> <p>Students will be able to...</p>



<ol style="list-style-type: none"> 1. How HC has changed from the start of communities to modern times. 2. How different ideas from various scientists contributed to the improvement of health practices 3. How diseases spread and how treatments methods have changed due to advancement. 	<ol style="list-style-type: none"> 1. Research to compare health practices of the past and today 2. Use logic and reasoning to create a timeline of events 3. Evaluate under what social ideologies led to discoveries and trends in medical practices
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p style="text-align: center;">Solve:</p> <ol style="list-style-type: none"> 1. Based on the evolution of practices in medicine from ancient times to modern times, how were the needs of patients met and how can we improve on practices today? 2. How did individuals contribute to medicine and were there findings justified? <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Journal entries 2. Exit tickets 3. Graphic organizers 4. Group work on researching scientists and creating a wall timeline 5. 2 quizzes 6. 1 test
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Other Evidence

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Learning Plan (Stage 3)



Where are your students headed?
Where have they been?
How will you make sure the students know where they are going?

How will you **hook** students at the beginning of the unit?

What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?

How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?

How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

How will you **assess**

1. Start with the question: If most of the amazing medical discoveries have happened in the last 100 years or so, then what did people do before in ancient civilizations?
 - Have students research (in pairs or individually) Greek and Roman civilizations but allow some students to explore Ancient Chinese, Ancient Arab, Mayan, Incan, and Native Americans.
2. For this unit group higher level students together and allow them to research the lesser known civilizations. Allow them all to research medicine practices of that time to create an informative poster on important discoveries.
3. After students complete the poster have them organize themselves based on time and hang the timeline.
4. Discuss what they have learned from the research
5. Pick 4 common diseases that were prevalent in ancient times and have students evaluate the treatment method that were used and then assess the effectiveness of the treatment.
6. Three Journal articles on an Ancient disease and if the treatment was effective and the logic or lack of logic to use that treatment.



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Understanding By Design Unit 5

Dynamics of Health Care

Title of Unit	Professional Development and Decision Making	Grade Level	10
Curriculum Area	Health Care Exploration	Time Frame	30 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<ol style="list-style-type: none"> 1. How cultural understandings can allow for professionalism. 2. Analyze the way various genetic, environmental and behavioral factors affect people’s concepts of health, illness, and disease? 3. How can health, wellness, illness, and disease be used to promote good health? 4. How does mental health relate to the states of life and death and dying? 5. How can HC providers show respect and help patients in all life stages? 6. How can we identify and remove prejudice and stereotypes from the HCPs. 7. How can alternative HC play a part in patient care? 	<ol style="list-style-type: none"> 1. How do the terms culture, ethnicity, and race differ? 2. How does where we come from influence how we treat disease? 3. How does culture and wellness play a role in overall health? 4. How does mental health change as we age and come close to dying? 5. How does respect play a role in all life stages? 6. How do stereotypes and prejudice play a role in the HCPs? 7. How is alternative HC important? 	<ol style="list-style-type: none"> 1. How does cultural awareness influence HC practices? 2. How do “cultural” treatments influence the actual health of patients? 3. How can we take away cultural prejudice and create better health awareness? 4. How can we provide support and help those that are dying? 5. How can we promote awareness and respect in our own lives? 6. How can we make sure alternative HC is proven scientific and effective in patient care?
Related Misconceptions		
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>	



<ol style="list-style-type: none"> 1. How culture influences human health. 2. How to promote good health habits 3. Understand the different life stages and how mental health can change. 4. The issues pertaining to dying and death 5. How respect plays an integral part of the HC system. 6. How alternative medicine can help patients. 	<ol style="list-style-type: none"> 1. Research culture and health 2. Create awareness on health 3. Evaluate the states of life 4. Support how respect influences better workplace practices and HC.
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Assessment Evidence (Stage 2)

Performance Task Description

<p>Goal</p> <p>Role</p> <p>Audience</p> <p>Situation</p> <p>Product/ Performance</p> <p>Standards</p>	<p>Solve:</p> <ol style="list-style-type: none"> 1. Can cultural health practices cause more harm than good? 2. Do humans maintain the same mental capabilities through out all life states? 3. How can respect create a better HC system? 4. How can alternative medicine play a role in healing? <p>Assessments:</p> <ol style="list-style-type: none"> 7. Journal entries 8. Exit tickets 9. Graphic organizers 10. Group work on researching scientists and creating a wall timeline 11. 2 quizzes 12. 2 test
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Other Evidence

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Learning Plan (Stage 3)



Where are your students headed? Where have they been? How will you make sure the students know where they are going?

How will you **hook** students at the beginning of the unit?

What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?

How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?

How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

1. Have students think about an old cultural remedy that they may have received as a child.
2. Discuss why we have these remedies and if they are effective.
3. Research health practices to implement in school and have students make posters or give a few min presentation during morning announcements.
4. Have students compare the different life stages and talk about the mental ability in each stage and how we change.
5. Discuss the scientific process of dying?
6. Have students create a code of ethics for the care of dying patients
7. Research and assess alternative medicine available to patients.



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Understanding By Design Unit 6

Dynamics of Health Care

Title of Unit	Infection Control and Safety	Grade Level	10
Curriculum Area	Health Care Exploration	Time Frame	15 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<ol style="list-style-type: none"> 1. How are microorganism beneficial/ not beneficial? 2. How is infection spread? Chain of infection 3. How do safety precautions help HCPs are safe? 4. How do antiseptic, disinfection, and sterilization differ? 5. How does the CDC and OSHA help prevent disease transmission? 	<ol style="list-style-type: none"> 1. How do microorganism help us? How do they cause harm? 2. How does the chain of infection spread disease? 3. How can the use of antiseptic, disinfectants, and sterile substances prevent spread of disease? 4. How do the rules of the CDC and OSHA help prevent disease? 	<ol style="list-style-type: none"> 1. How is over use of antibiotics harming us? 2. Where in the chain of transition can HCPs help to prevent the spread of disease? 3. How can the use of these substances cause harm if they are intended to help? 4. How can we statistically prove that the CDC and OSHA actually help prevent disease?
Related Misconceptions		
<p>Knowledge</p> <p>Students will know...</p>		<p>Skills</p> <p>Students will be able to...</p>



<ol style="list-style-type: none"> 1. How microorganism spread disease 2. How chemical substances kill microorganisms 3. The role of the CDC and OSHA 	<ol style="list-style-type: none"> 1. Research how various diseases spread 2. Evaluate different method of disease prevention and suggest the best option. 3. Compare the legal aspects of the CDC and OSHA
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Assessment Evidence (Stage 2)

Performance Task Description

<p>Goal</p> <p>Role</p> <p>Audience</p> <p>Situation</p> <p>Product/ Performance</p> <p>Standards</p>	<p>Solve:</p> <ol style="list-style-type: none"> 1. How can we intervene in the chain of disease transmission to prevent the spread of disease causing microorganism? 2. How can we improve on the rules set by the CDC and OSHA to further improve HC? <p>Assessments:</p> <ol style="list-style-type: none"> 13. Journal entries 14. Exit tickets 15. Graphic organizers 16. Group work on researching scientists and creating a wall timeline 17. 2 quizzes 18. 2 test
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Other Evidence



Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

How will you **hook** students at the beginning of the unit?

What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?

How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?

How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

1. Start by asking if I came to work sick how is it possible to spread disease. Is it better for me to stay home?
2. In groups have students pick a common microorganism to research and give a graphic organizer to help students.
3. Assess the methods disease spread
4. Create an awareness PSA or poster to put in the hallway
5. Investigate Zika and how the CDC helps control the spread
6. Create suggestions for the CDC and OSHA to further improve HC.



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Understanding By Design Unit 7

Dynamics of Health Care

Title of Unit	Health Care Systems/Economics	Grade Level	10
Curriculum Area	Health Care Exploration	Time Frame	30 days
Developed By	Saad Syed		
Identify Desired Results (Stage 1)			
Content Standards			
<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical



<ol style="list-style-type: none"> 1. How do different HC facilities work together to make up the HC system? 2. How does the government help HC facilities? 3. How are patients expected to pay for HC? 4. How can managed care further help patients in the United States? 5. How is the use of computers and technology assisting HCPs? 	<ol style="list-style-type: none"> 1. How are different HC facilities able to work together? 2. How do government programs help HC facilities? 3. How payments are collected from patients and what are the options? 4. How can we develop programs to help patients recover and improve their health to reduce hospital costs? 5. How does the use of technology help HCP provide the best HC? 	<ol style="list-style-type: none"> 1. How can we improve the connections within the HC facilities to improve patient care? 2. How can you justify government involvement in HC? Should HC always be privatized? 3. How can we help to reduce HC costs? Should HC be free? 4. With the use of technology, the privacy of patients can be jeopardized , how can we prevent this?
Related Misconceptions		
<p>Knowledge</p> <p>Students will know...</p>		<p>Skills</p> <p>Students will be able to...</p>



<ol style="list-style-type: none"> 1. How different HC facilities work together. 2. How the government influences the HC system. 3. How money is collected 4. How technology is used in HC 	<ol style="list-style-type: none"> 1. Research different HC facilities 2. Link how they assist each other 3. Propose how government helps of disturbs HC systems 4. Assess if the use of computers and technology has more pros or cons
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Assessment Evidence (Stage 2)

Performance Task Description

<p>Goal</p> <p>Role</p> <p>Audience</p> <p>Situation</p> <p>Product/ Performance</p> <p>Standards</p>	<p>Assessments:</p> <ol style="list-style-type: none"> 19. Journal entries 20. Exit tickets 21. Graphic organizers 22. Group work on researching scientists and creating a wall timeline 23. 2 quizzes 24. 2 test
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Other Evidence

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Learning Plan (Stage 3)



Where are your students headed? Where have they been? How will you make sure the students know where they are going?

How will you **hook** students at the beginning of the unit?

What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?

How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?

How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

1. Group students and give them a map of a hospital and have them organize all the HCPs needed to make the hospital work. Then have the students walk around and look at each other's ideas to see what they missed. (give students random supplies to create a model of the hospital similar to what was done in PD)
2. Discuss with students what they missed or what they did not realize about the hospital. Then give them a real hospital map and discuss the different areas of specialization.
3. Have students research how much procedures at the hospital cost from simple checkups, surgeries, and cancer treatment. In groups, have them devise a plan how to lessen hospital costs and provide payment options.
4. Discuss privacy issues and how technology would influence that.
5. Have students make a poster of the latest technology used in the HC systems.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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