Overview of Year

9th Grade Medical Science I Curriculum

Overview: Medical Science I is a survey course that introduces scholars to the fundamental concepts of Medical Science and Healthcare Careers. Scholars will be exposed to the various career pathways and occupations available inside this career cluster. Scholars will explore the history of healthcare & current trends, determine proper behavior and dress in a healthcare setting, begin to develop medical vernacular, and understand how the different healthcare professionals play a vital role in an individual's healthcare delivery. Scholars will attain basic health and patient care skills and become certified in Basic Life Support.

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE
Unit 1 Introduction to Medical Science		Unit 2 Career Pathway Clusters- Therapeutic and Diagnostic Services			Unit 3 Career Pathway Clusters- Health Informatics and Support Services		Unit 4 Career Pathway Clusters- Biotechnology Research and Development	Unit 5 Professional Standards & Characteristics of Health Care Workers	

Unit 1 Introduction to Medical Science	Enduring Understandings Scholars will understand that…	Essential Question Scholars will consider such questions as…
Mission/Vision Alignment Tenacious: Accesses resources necessary to get the job done Thinking Purposefully: Uses foundational knowledge and essential literacies to develop deeper understandings Advocacy: Accepts differences and listens to the voice of others	**U1:** Varying medical philosophies and scientific contributions from ancient through modern times have had a significant role in the development of our current healthcare practice. **U2:** The system theory can reveal if the overall mission of a healthcare system is successful by measuring patient satisfaction,	**EQ:** Is the healthcare system that we have the healthcare system we want?

Standards	productivity, cost effectiveness, and efficiency.	
Common Core Standards: CC.RST.1, CC.RST.2, CC.RST.3, CC.RST.4, CC.RST.7, CC.WHST.1, CC.WHST.2, Cc.WHST.4, CC.WHST.7, CC.WHST.9, CC.WHST.10	**U3:** A healthcare professional's role is to optimize an individual's state of health.	
Career Development & Occupational Studies Standards: CDOS.1, CDOS.2, CDOS.3a, CDOS.3b.1, CDOS.3b.2, CDOS.3b.3, CDOS.3b.4, CDOS.3b.5, CDOS.3b.6, CDOS.3b.7, CDOS.3b.8		
National Consortium for Health Science Education (NCHSE): NCHSE.1, NCHSE.2, NCHSE.3, NCHSE.4, NCHSE.5, NCHSE.6, NCHSE.7, NCHSE.8, NCHSE.9, NCHSE.10, NCHSE.11		

Performance Task: Scholars will research one national healthcare system of their choice, noting pros and cons of the system and assessing the system's success using the system theory. This information will be used as evidence to support students' claims for a Socratic seminar on the question "Is the current healthcare system we have the healthcare system we want?" This will be done in a fish bowl with tag in seminar model (MAC protocols) and will be recorded. The video will be published on the Teacher's website and scholars will reflect on their performance and concluding thoughts on the question.

Unit 2 Career Pathway Clusters- Therapeutic and Diagnostic Services	**Enduring Understandings** Scholars will understand that…	**Essential Question** Scholars will consider such questions as…

Mission/Vision Alignment Tenacious: Recognizes and takes advantages of opportunities to discover passion/interests Thinking Purposefully: Thinks creatively and critically to solve problems, make decisions or take action Advocacy: Respects and cares for others and works to build relationships **Standards** Common Core Standards: CC.RST.1, CC.RST.2, CC.RST.3, CC.RST.4, CC.RST.5, CC.RST 7, CC.RST.8, CC.WHST.2, CC.WHST.4, CC.WHST.6, CC.WHST.8, CC.WHST.9, CC.WHST.10 Career Development & Occupational Studies Standards: CDOS.1, CDOS.2, CDOS.3a, CDOS.3b.1, CDOS.3b.2, CDOS.3b.3, CDOS.3b.4, CDOS.3b.5, CDOS.3b.6, CDOS.3b.7, CDOS.3b.8 National Consortium for Health Science Education (NCHSE): NCHSE.1, NCHSE.2, NCHSE.3, NCHSE.4, NCHSE.5, NCHSE.6, NCHSE.7, NCHSE.8, NCHSE.9, NCHSE.10	**U1:** Professionals in Therapeutic Services work directly with patients, providing care, treatment, counseling, and health education information. **U2:** Professionals in the Diagnostic Services pathway use tests and evaluations to detect, diagnose, and treat diseases, injuries, or other physical conditions. **U3:** Medical and Health Science workers are respected professionals who require specialized knowledge and skills so that they can effectively work as a team to help individuals care for their health. **U4:** A Health Science professional may encounter some possible hazards, however, there are numerous precautions and regulations designed to reduce risks when dealing with these potential dangers.	**EQ:** What is the best Medical or Health Science career for me?

Performance Task: Scholars will collaboratively explore a career in the Therapeutic or Diagnostic Services Pathways that they have very little prior knowledge about. These scholars will be considered the experts on that career. New collaborative groups will be formed having only one expert from each career researched (jigsaw). Each expert will give a 2 minute "elevator pitch" about the career they explored in these new groups. Each elevator pitch will be recorded and

edited for a Therapeutic & Diagnostic Services Video that will be shared on the Teacher website. Pitches will be self and peer assessed based on collaboratively determined criteria.

Unit 3 Career Pathway Clusters- Health Informatics and Support Services	Enduring Understandings Scholars will understand that…	Essential Question Scholars will consider such questions as…
Mission/Vision Alignment Tenacious: Recognizes and takes advantages of opportunities to discover passion/interests Thinking Purposefully: Thinks creatively and critically to solve problems, make decisions or take action Advocacy: Communicates effectively for different purposes and audiences through a variety of media **Standards** Common Core Standards: CC.RST.1, CC.RST.3, CC.RST.4, CC.RST.7, CC.WHST.2, CC.WHST.4, CC.WHST.8, CC.WHST.9, CC.WHST.10 Career Development & Occupational Studies Standards: CDOS.1, CDOS.2, CDOS.3a, CDOS.3b.1, CDOS.3b.2, CDOS.3b.3, CDOS.3b.4, CDOS.3b.5, CDOS.3b.6, CDOS.3b.7, CDOS.3b.8 National Consortium for Health Science Education (NCHSE): NCHSE.1, NCHSE.2, NCHSE.3, NCHSE.4, NCHSE.5, NCHSE.6,	**U1:** Careers in the Health Informatics pathway include many different types of positions, from health care administrators to those responsible for managing patient data. **U2:** Careers in the Supportive Services pathway provide a therapeutic environment for the delivery of health care and offer a full range of career opportunities from entry level to management and include both technical and business/professional careers. **U3:** Health Science workers are respected professionals who require specialized knowledge and skills so that they can effectively work as a team to help individuals care for their health. **U4:** A Health Science professional may encounter some possible hazards, however, there are numerous precautions and regulations designed to reduce risks when dealing with these potential dangers.	**EQ:** What is the best Medical or Health Science career for me?

NCHSE.7, NCHSE.8, NCHSE.9, NCHSE.10, NCHSE.11		

Performance Task: Scholars will individually research and develop a visual for a gallery walk presentation about a chosen career in the Support Services or Health Informatics Pathways. Scholars will participate in a gallery walk of their peers' work noting important aspects of the career and things they wonder or have questions about on a capture sheet. Questions will be shared out and each individual will signify one of the questions as a burning question, obtain further information to help answer the question and present their findings to the class. Scholars will use a collaboratively determined set of criteria to assess their own visuals. Scholars will review their peers' work and leave at least one "plus" and one "arrow" to help all improve their visuals. Pictures of visuals will be formatted into a slide show and shared on the Teacher website.

Unit 4 Career Pathway Clusters- Biotechnology Research and Development	**Enduring Understandings** Scholars will understand that…	**Essential Question** Scholars will consider such questions as…
Mission/Vision Alignment <u>Tenacious</u>: Recognizes and takes advantages of opportunities to discover passion/interests <u>Thinking Purposefully</u>: Thinks creatively and critically to solve problems, make decisions or take action <u>Advocacy</u>: Speaks confidently and is willing to respectfully voice opinions to advocate for self and others **Standards** <u>Common Core Standards</u>: CC.RST.1, CC.RST.3, CC.RST.4, CC.RST.5, CC.RST.9, CC.WHST.1, CC.WHST.2, CC.WHST.4, CC.WHST.8, CC.WHST.9, CC.WHST.10 <u>Career Development & Occupational Studies Standards</u>:	**U1:** Careers in the Biotechnology Research & Development pathway involve bioscience research and development as it applies to human health; these scientists may study diseases to discover new treatments or invent medical devices used to assist patients. **U2:** Health Science workers are respected professionals who require specialized knowledge and skills so that they can effectively work as a team to help individuals care for their health. **U3:** A Health Science professional may encounter some possible hazards, however, there are numerous precautions and regulations designed to reduce risks when dealing	**EQ:** What is the best Medical or Health Science career for me?

CDOS.1, CDOS.2, CDOS.3a, CDOS.3b.1, CDOS.3b.2, CDOS.3b.3, CDOS.3b.4, CDOS.3b.5, CDOS.3b.6, CDOS.3b.7, CDOS.3b.8 National Consortium for Health Science Education (NCHSE): NCHSE.1, NCHSE.2, NCHSE.3, NCHSE.4, NCHSE.5, NCHSE.6, NCHSE.7, NCHSE.8, NCHSE.9, NCHSE.10, NCHSE.11	with these potential dangers.	

Performance Task: Scholars will organize and participate in their own Socratic seminar based on an article of their choice on a biotechnology research and development topic. Scholars will form small groups of at least 3-4 based on their choice of article. Scholars will read and annotate the article individually and write several open-ended questions that can be used in the seminar. Scholars will appoint a job to each person of the group (i.e. Timekeeper, Facilitator, etc.) so that the seminar discussion stays on topic and runs smoothly. Scholars will reflect on their prior knowledge and experiences, the ideas and discussions had during the seminar, and their thoughts about biotech research and development careers for the future. Audio recordings will be shared on the Teacher website.

Unit 5 Professional Standards & Characteristics of Health Care Workers	Enduring Understandings Scholars will understand that…	Essential Question Scholars will consider such questions as…
Mission/Vision Alignment Tenacious: Defines goals and develops a plan to meet them Thinking Purposefully: Produces work that meets college and work place standards Advocacy: Identifies and utilizes skills to support self and others globally **Standards** Common Core Standards: CC.RST.1, CC.RST.2, CC.RST.3, CC.RST.4, CC.RST.6, CC.WHST.2, CC.WHST.4, CC.WHST.5,	**U1:** Medical and Health Science workers must maintain basic professional standards such as proper dress, behavior, and hygiene. **U2:** Medical and Health Science workers are respected professionals who require specialized knowledge and skills so that they can effectively work as a team to help individuals care for their health. **U3:** Characteristics of Medial and Healthcare workers include honesty,	**EQ:** How can a candidate increase the chance of being hired for a job in the Medical Science Field?

CC.WHST.8, CC.WHST.9, CC.WHST.10	empathy, dependability, life-long learner, and team player.	
Career Development & Occupational Studies Standards: CDOS.1, CDOS.2, CDOS.3a, CDOS.3b.1, CDOS.3b.2, CDOS.3b.3, CDOS.3b.4, CDOS.3b.5, CDOS.3b.6, CDOS.3b.7, CDOS.3b.8		
National Consortium for Health Science Education (NCHSE): NCHSE.1, NCHSE.2, NCHSE.3, NCHSE.4, NCHSE.8, NCHSE.10, NCHSE.11		

Performance Task: Scholars will prepare a cover letter and resume for a medical or healthcare career they are most interested in at the time and participate in a mock interview as a candidate with an outside community member. The cover letter and resume will be kept in a digital folder so that scholars can update throughout their high school career. Outside community members will give students immediate feedback. Interviews will be taped and collaborative conversation protocol will be used in small groups so that students can review and reflect on the process.