



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1j

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Medical English Grade 12 1P, 2P

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Medical English 12 1P, 2P

Background/Rationale: “Public Health: Reading and Writing Your Way to a Healthier World” is a college preparatory grade twelve course integrated with Health Science and Medical Terminology within a twelfth grade English course. The purpose of this course is to provide students with an increasing and deepening knowledge of English Language Arts through the lens of a health care professional. Through research and the study of complex literature and informational text, students will develop an understanding of the causes and effects of public health issues, empowering them with the knowledge and skills to facilitate change through a variety of roles in the public health care field. Students will use reading, writing, speaking and listening skills effectively in order to evaluate health disparities and facilitate ethical intervention, adapting communication to audience and purpose. The course culminates with an enhanced awareness that empowers students to become public health leaders and professionals.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Medical English Grade 12 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

Medical English Grade 12 1P, 2P *EJS401, EJS402*

(Public Health: Reading and Writing Your Way to a Healthier World)

Segment	High School
Length of Course	One Year
Developed by	Michael Shaw
First Edition	Fall 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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TABLE OF CONTENTS

Page

SECTION ONE – GENERAL INFORMATION

Course Description	1
Rationale	1
Course Goals	1
California Common Core State Standards Grade 11-12	2
CTE Standards	5
HPHS Graduate Outcomes	6
Instructional Materials	6
Supplementary Materials	6
Suggested Average Time for Covering Major Units	7
Teacher Resources	7
Recommended Student Resources	7

SECTION TWO — COURSE UNITS

Unit I Introduction to Public Health	9
Unit II Community Health Programs	11
Unit III Gerontology: The Life Continuum.....	13
Unit IV Environmental Health Hazards.....	15
Unit V Disease.....	17

SECTION ONE — GENERAL INFORMATION

Public Health: Reading and Writing Your Way to a Healthier World (Medical English 12)

Course Description

Public Health: Reading and Writing Your Way to a Healthier World is a college preparatory grade twelve course integrated with Health Science and Medical Terminology within a twelfth grade English course.

Rationale

The purpose of this course is to provide students with an increasing and deepening knowledge of English Language Arts through the lens of a health care professional. Through research and the study of complex literature and informational text, students will develop an understanding of the causes and effects of public health issues, empowering them with the knowledge and skills to facilitate change through a variety of roles in the public health care field. Students will use reading, writing, speaking and listening skills effectively in order to evaluate health disparities and facilitate ethical intervention, adapting communication to audience and purpose. The course culminates with an enhanced awareness that empowers students to become public health leaders and professionals.

Course Goals

Upon completion of this course, students will be able to:

- Evaluate and analyze interventions to improve public health through close readings of complex, informational texts.
- Analyze and synthesize from various ethics journals and informational texts in order to create their own professional code of ethics.
- Make logical inferences from textual evidence about health determinants that may be risk factors for disease.
- Create a 3 – 5 page analytical essay based upon the prior textual evidence and health determinants.
- Create an action plan (guided by current policies and laws) for a community-based intervention addressing the risk factors relevant to their community,
- Work in health care teams while adhering to their ethical guidelines.
- Students will peer edit and create a rough draft of their Code of Ethics as a formative assessment of their application of their knowledge and ideas.
- Students will give an oral presentation which will assess the validity and impact of their information as well as their oral presentation skills. All assessments will be graded using a rubric.

- Students will create a variety of electronic presentations as well as a personal website.
- Students will be evaluated based upon their ability to analyze and synthesize their research in support of their programs and the cohesiveness of their community action plan.
- Students will be assessed on the craft, organization, validity, and feasibility of their interventions.

CALIFORNIA COMMON CORE ENGLISH STANDARDS FOR 11 - 12TH GRADE

READING LITERATURE

CCR-Lit 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR-Lit 2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCR- Lit 3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed).

CCR- Lit 4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCR- Lit 5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCR- Lit 6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. (e.g., satire, sarcasm, irony, or understatement)

CCR- Lit 7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCR- Lit 8 – Not applicable to literature

CCR- Lit 9 – Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCR- Lit 10 – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

READING INFORMATIONAL TEXTS 11-12

CCR- Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.

CCR-Info 2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCR-Info 3 – Analyze a complex set of idea or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the how an author uses and refines the meaning of a key term or terms over the course of a text. (e.g., how Madison defines *faction* in *Federalist* No. 10) (See grade 11/12 Language standards for additional expectations)

CCR-Info 5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- a. Analyze the use of text features in functional workplace documents (e.g., graphics, headers, captions).

CCR-Info 6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCR-Info 7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCR-Info 8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses.)

CCR-Info 9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCR-Info 10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

WRITING 11-12

CCW 1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

CCW 2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- d. Use precise words and phrases, tilling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW 4 – Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCW 5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCW 6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCW 7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW 8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes.**

CCW 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

CCW 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE 11-12

CCL – 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references as needed.

CCL – 2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

CCL – 3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCL – 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase.

CCL – 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text
- b. Analyze nuances in the meaning of words with similar denotations.

CCL – 6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING 11-12

CCSL – 1 – Initiate and participate effectively in a range of range of collaborative discussions with diverse partners on topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives, synthesize comments and claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSL – 2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSL – 3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

CCSL – 4 – Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.
- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.

CCSL – 5 – Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL – 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS

1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields

2.0 - Understand Public Health and related issues

3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking

4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).

- 5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
- 6. 0 - Determine what aspects of health care are crucial to society
- 7. 0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
- 9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
- 10. 0 - Consider and research careers in the health care industry

HPHS PRIDE OUTCOMES FOR MEDICAL ENGLISH 12

Powerfully Prepared for College and Career (by):

- Demonstrating proficiency in the ability to prepare college-level research papers
- Turning in high quality, legible, and completed work
- Preparing to continue their education and career goals beyond graduation

Responsible Citizen (by):

- Turning in all assignments on time
- Coming prepared to class with all of the necessary items and ready to learn
- Maintaining organization of all English handouts and assignments
- Treating all students with patience and respect
- Advocating for themselves in a mature and appropriate manner

Independent Critical Thinker (by):

- Generating and answering complex questions that require multiple steps and synthesis of various sources of information
- Incorporate varying viewpoints to arrive at logical, well-reasoned conclusions
- Successfully use guidelines (rubrics) to organize and accurately evaluate the task(s) presented to you

Determined Life Long Learner (by):

- Being intrinsically motivated to answer complex questions that are not necessarily within the given curriculum
- Staying motivated to achieve proficiency in topics

Excellent Communicator (by):

- Completing various projects that are complete and thorough
- Acting and speaking professionally in the classroom
- Demonstrating knowledge, use and pronunciation of correct English and scientific terms when speaking and writing
- Using various media and computer programs to enhance presentations and discussions

INSTRUCTIONAL MATERIALS:

Holt Literature and Language Arts Sixth Course

SUPPLEMENTARY MATERIALS:

(See individual units)

SUGGESTED TIME FOR COVERING MAJOR UNITS

Unit I, Course Introduction:

- APA Style and Research Review..... 5 Days
- Create a Code of Ethics..... 6 Days
- Analytical Essay/ Presentation: Risk Factors for Disease..... 10 Days
- Collaborative Project (with presentations)..... 10 Days

Total Time for unit..... 31 Days

Unit II, Community Health Programs:

- Informational Essay (with research lab work).....10 Days
- Multi-media Presentation.....10 Days
- Brochure.....7 Days
- Advocacy Campaign.....14 Days

Total Time for Unit.....41 Days

Unit III, Gerontology:

- Create a Website.....12 Days
- Argumentative Essay.....5 Days
- Compare / Contrast Essay.....7 Days
- Public Service Announcement.....10 Days

Total Time for Unit.....42 Days

Unit IV, Environmental Health Hazard

- Analytical Essay.....7 Days
- Online Research essays prep / practice for Mock Trial.....15 Days
- Argumentative Essay (Court case examination).....10 Days
- Mock Trial (Environmental Hazards Court only).....10 Days

Total Time for Unit.....42 Days

Unit V, Disease

- Cause and Effect Essay.....7 Days
- Close Read and Annotation of Case Studies.....5 Days
- Dialectical Journal.....3 Days
- Personal Health Journal (Running concurrently with unit).....2 Days

- Three page Fictional Case Study.....6 Days
 - 5-7 page Final Case Study (with research).....10 Days
 - Student Case Study Presentation7 Days
- Total** time for Unit.....40 Days

TEACHER RESOURCES

Holt Literature and Language Sixth Course Instructor Edition

RECOMMENDED STUDENT RESOURCES

Holt Literature and Language Arts Sixth Course

SECTION TWO — COURSE UNITS

UNIT I – Introduction to Public Health

In this introductory unit, students will be instructed in proper APA format for all research outlines as well as papers. Students will work collaboratively in public health teams to examine and suggest ways to improve health care within the local community.

Instructional Materials

Holt Literature and Language Arts - Sixth Course

The Purdue University Online Writing Lab APA Style Guide

Supplemental Materials

American Nurses Association Code of Ethics

“Examples of Successful Community-Based Public Health Interventions” at www.cahpf.org

Standards Addressed

CCSS Reading Standard: 1, 4, 7

CCSS Writing Standards: 1a-c, 2a,b, 4, 6, 8, 9

CTE Standards: 1, 2, 4, 6, 8

Instructional Objectives

- Students will examine and use the Purdue Online Writing Lab (OWL) APA style guide to construct a research paper.
- Students will research and develop a code of professional ethics.
- Students will evaluate and analyze possible interventions to improve public health in their local community.
- Students will work in collaborative units to create action plan for community intervention health strategies.

Suggested Activities

1. Introduction to APA Style Guide

Students examine the Purdue University Online Writing Lab (OWL). Proper APA style is examined including in-text citation, reference, appendices and other format and style structures.

2. Create a Code of Ethics

Students form public health teams and analyze various ethical guidelines in order to create their own code of professional health care ethics. Using this code, students will respond to potential ethical dilemmas.

3. Analytical Essay and Presentation

Students research health determinism and risk factors for diseases in their community. Students will write a 3-5 page (double-spaced) analytical essay, not including title and reference page.

4. **Collaborative Project: Community Based Interventions**

Students work in collaborative teams, adhering to their ethical guidelines, to write an action plan for a community-based intervention. Action Plans are presented to the class and graded with a standard rubric.

Suggested Assessment

- Test on APA style guide and format of college-level research paper
- Peer Review and standardized essay scoring rubric for all essays and papers.

UNIT II – Community Health Programs

In this unit, students evaluate public health policies and programs of the past and present to prepare them for developing a community advocacy plan that targets a specific community health need. By close reading of textbooks, public health journals and literary works, students will compare and contrast past social movements and current methods of public health education and disease control.

Instructional Materials

- Holt Literature and Language Arts - Sixth Course. *A Modest Proposal*, by Jonathan Swift. *Top of The Food Chain*, by T. Coraghessan Boyle.
- *Inside The Outbreaks* by Mark Pendergrast
- Shelley, Mary *Frankenstein*

Supplemental Materials

- *Health Disparities Based on Socioeconomic Inequities (On-line journal)*.
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

Standards Addressed

CCSS Reading Standards: 1, 2, 6, 9, 10

CCSS Writing Standards: 1, 1a, b, 2a – f, 4, 5

CTE Standards: 2, 4, 6, 8

Instructional Objectives:

Students will be able to:

- Use proper APA format in essays and research papers
- Students will write and informational
- Define specific medical terms which appear in the various texts and literary works (medical vocabulary)
- Create a Code of Proper Ethical Behavior
- Annotate various text and literary works
- Compare and contrast past social movements and current methods of public health education.
- Become advocates for change by analyzing community health needs
- Write and implement a public health awareness proposal
- Compose a variety of essays
- Create a brochure on their Community Action Plan
- Create a multimedia presentation on ways to halt the spread of epidemics through strong public health programs

- Present their findings for the Collaborative Project with an oral report before the class

Suggested Activities:

1. **APA and Research Introduction:** Using information from the Purdue Online Writing Lab (OWL) as well as other instructional materials, students will analyze and construct a proper APA format research paper. This will include two rough drafts as well as the finished paper. Skills needed for proper research (citation, annotation, etc.) will also be covered.
2. **Informational Essay:** Compose a 4-6 page college-level research (Informational) paper in proper APA format. Paper will include in-text citations, as well a title page, reference pages and informational charts and graphs as needed.
3. **Multi-media presentation (Power Point):** Create a presentation on halting the spread of individual epidemics. Surveillance, prevention, intervention and planning will be examined in detail.
4. **Book Study:** Students read *Frankenstein* and write a 8-10 page paper examining the parameters of what determines ethical medical research: Individual rights or the good of the greater community?
5. **Brochure:** Students will construct brochures on their Community Action Plan. Students will then present the brochures before the class.
6. **Advocacy Campaign:** Students will construct a Public Health Awareness Proposal that uses *at least three rhetorical strategies* and which target a specific population and specific public need. Campaign will be presented in class for peer review and analysis.

Suggested Assessments:

- APA Style Guide, and standardized rubrics (depending on type of paper or essay) will be used on all written assignments
- Campaign will be peer reviewed on in class using an Oral Presentation rubric
- Book Study will be graded using the “Short Form” book report as well as ethical analysis questions.
- Brochure presentation will be graded with HPHS standard Oral Presentation rubric.

UNIT III: Gerontology: The Life Continuum

One social determinant that affects health care outcomes is age. This unit examines the physical, social, and psychological aspects of the elderly as students read, analyze and discuss diverse texts that examine personal and institutional influences in gerontology. Students synthesize and evaluate entitlement plans and programs designed for later years, such as Medicare, Medicaid and Social Security in compare and contrast essays. To understand social gerontology and how living situations and end of life care impact disease, students will investigate alternative living options, such as family assisted living, community assisted living, skilled nursing facilities and hospice care and determine the validity of programs available to community members. Various forms of literature on aging and death will also be examined.

Instructional Materials

- Dickenson, Emily *“Because I Could Not Stop For Death”*.
- Donne, John *“Death Be Not Proud”*
- Faulkner, William *“A Rose for Emily”*
- Holt Literature and Language Arts - Sixth Course *“The Lake Isle of Innisfree”* and other poems by William Butler Yeats
- Shakespeare, William. *King Lear*

Supplemental Materials

- Auden, W. H. "Stop All the Clocks"
- Buettner, Dan. "The Island Where People Forget to Die" New York Times
- *The Forgetting, A Portrait of Alzheimer's*. PBS, Frontline (video)
- *Life and Death in Assisted Living*. PBS Frontline (video)
- *The Trip to Bountiful* (video).

Standards Addressed

CCSS Reading Standards: 1, 2, 4, 11, 12

CCSS Writing Standards: 1 a-f, 3a-d 4, 5, 6, 7, 8, 9, 10

CTE Standards: 2, 3, 4, 6, 7, 8,

Instructional Objectives

- Students will research and write an argumentative and a compare / contrast essay.
- Students will read and analyze a variety of diverse texts and sources of information dealing with aging and the growing challenges facing society.
- Students research, evaluate and synthesize various entitlement

- programs designed for later years in life
- Students will develop a Public Service Announcement (PSA) as well as a Multi-media presentation.

Suggested Activities

1. **Create a Web Site:** Students will create a Public and Community Health Website that will examine gerontology and its social implications.
2. **Argumentative essay:** Students will do a close read and analysis of “*A Rose For Emily*” as well as annotate the reading. Students will identify setting and theme, and evaluate the perceptions of the protagonist. Students must then write an essay that argues or defends how Emily contributes to her community.
3. **Compare / Contrast Essay:** Students will view PBS Frontline video *Life and Death in Assisted Living*. Students will create interview questions associated with assisted living. Questions should address issues associated with assisted living. Question should address common threats to loss of independence, safety, medication management and lifestyle.
4. **Public Service Announcement:** Students will analyze Social Security, Medicare, Medicaid and three other private insurance offerings and evaluate the effectiveness of each program. Students should assess how these policies, regulations and programs impact older adults as well as their caregivers.
5. **Multi Media Presentation (PSA):** Students will read selected articles and differentiate between normal changes in functioning adults due to aging and pathological changes leading to disease. Student will examine issues such as depression, suicide and Alzheimer’s. Students will create a multimedia presentation of this information in the form of a video, Power Point or other preapproved media.

Suggested Assessments

- Standardized rubrics (depending on the type of written assignment) will be used to grade all written work.
- PSA and Multi Media Presentation will use HPHS Oral Presentation Rubric as well as rubrics for both forms of electronic presentations.

Unit IV: Environmental Health Hazards

In this unit, students evaluate the human health impact of the environmental factors of food quality through close reading and analysis of *The Jungle* by Upton Sinclair and other supplemental articles, as well as legislation and regulations which impact the all areas of the environment. They will use this analysis to write a 3-5 page essay. Students will evaluate the factors of water quality by reading excerpts from the book *A Civil Action* by Jonathan Harr and add a description of scientific issues and major events to the Multi Media presentation they created in Unit Three. Students will also hold a mock trial based upon the environmental information which they have gathered.

Instructional Materials

- Holt Literature and Language Arts - Sixth Course. *The Chimney Sweeper* from *Songs of Innocence* and *Songs of Experience*.
- Harr, Jonathan. *A Civil Action*
- Sinclair, Upton. *The Jungle*

Supplemental Materials

- *A Civil Action* (video)
- Hamburg, Margaret A. M.D., *Remarks at the PhRMA 52nd Annual Meeting* (available online)
- Lynn, Joanne *Sick to Death and Not Going to Take it Anymore*.

Standards Addressed

CCSS Reading Standards: 1, 2, 3

CCSS Writing Standards: 1a-d, f, 2a-b, 3a-e

CCSS Speaking and listening Standards: 2, 4a-b, 6

CTE Standards:

Instructional Objectives

- Students will analyze different factors that impact food quality in the United States
- Students will close read *The Jungle* and prepare a 3-5 page paper
- Students will analyze and discuss (small group) *A Civil Action*
- Students will research online legal cases involving environmental pollution.
- Students will research state and federal environmental regulations

Suggested Activities

1. Analytical Essay:

Students read and analyze *The Jungle* by Upton Sinclair. Quote analysis and connections will be used as a formative assessment to determine depth of knowledge of food safety and its implications. Students submit a rough draft as well as a finished paper totaling 5-7 pages. Quote analysis will be used as the formative assessment.

2. Argumentative Essay: Environmental Hazards that Cause Disease

Students research a court case based upon an environmental hazard that has caused disease in a community, providing an argument for either the plaintiff or the defendant. Students write a 5-7 page argument essay detailing the data and evidence used in the court case to make their argument. Students must correctly cite their sources and include a reference page.

3. Mock Trial: Environmental Hazards Court Case

Students use the knowledge they have acquired about the environmental health issue they have researched for their argumentative essay to plan and present an argument. Students must present a specific claim and create a cohesive and logical sequence of evidence and possible counterclaims to support the argument presented.

Suggested Assessments

- Standardized rubrics (depending on the type of written assignment) will be used to grade all written work.
- Mock Trial will be judged by the classroom “Jury” using both the HPHS Oral Presentation Rubric and a questionnaire (“Did the plaintiff prove their case?”)

UNIT V DISEASE

This unit will focus on holistic concepts of acute and chronic diseases and how individuals and public health institutions can work together to promote wellness and decrease disease. After examining public health strategies, health care disparities, demographic and environmental issues in previous units, students will synthesize and apply this knowledge in a final culminating project that highlights prevention and intervention strategies for one particular disease.

Instructional Materials

- Center for Disease Control and Prevention “*Social Determinants of Health.*”
- Holt Literature and Language Arts - Sixth Course “*No Witchcraft for Sale*” by Doris Lessing.
- Morre, Lorrie. “*Cancer: The only People here: Canonical Babbling in PEED ONK.*” Available online.
- Shilts, Randy. *And the Bond Played On*

Supplemental Materials

- Somserset, W. *Sanatorium*
- Packard, Randall. *The Making of a Tropical Disease: A Short History of Malaria* (selected chapters)
- World Health Organization. “*WHO Health Impact Assessment.*”
- *Yesterday* – Global Aids Film

Standards Addressed

CCSS Reading Standards: 1, 2, 3, 4, 7
CCSS Writing Standards: 1a-c, 2a-b, 3a-e, 4, 5,
CTE Standards: 2, 3, 4, 6, 8

Instructional Objectives

- Students will research, synthesize and present information from a wide variety of sources.
- Students will present research information in a cause and effect essay.
- Students will examine and report on various causes of a particular disease.
- Students will keep a journal recording and assessing behaviors that may lead to acquiring diseases.
- Students will keep a personal health journal.
- Students will close read and annotate online case studies.
- Students will create their own fictional case studies.

- Students will present their fictional case study before the class.
- Students will create a final 5-7 page research paper.

Suggested Activities

1. Students close read and annotate case studies on tuberculosis and diabetes using the information provided at the CDC website. Students compare and contrast risk factors that affect an infectious and a chronic disease.
2. Students write a 3-5 page properly cited cause and effect essay that identifies specific social determinants that affect these diseases and propose possible solutions.
3. Students will read excerpts from sections of fiction and nonfiction and create a dialectic journal in order to illustrate the themes of stigma, discrimination, and long term suffering of diseases.
4. Students will keep a personal health journal in which they identify one personal health goal. Journal is kept for three weeks and students reflect on their behavior change.
5. Using the information gathered, students will create their own case study as informative text citing evidence of identified risk factors, diagnosis and prognosis as well as prescription for prevention and change.

Suggested Assessments

- Students will be graded on close reading / annotation skills by the use of an HPHS rubric (“Advanced” to “Emerging”).
- All papers or essays will be graded using proper APA format as well individual rubrics (depending upon type of paper or essay).
- Journals (both dialectic and personal) will be rubric graded.
- Final case study presentation will be graded using the HPHS Oral Presentation Rubric.