



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
CAREER AND TECHNICAL EDUCATION**

HONORS DYNAMICS OF HEALTHCARE IN SOCIETY
Health Professions Pathway Program

Grade Level: 10

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 26, 2019
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FREEHOLD REGIONAL HIGH SCHOOL DISTRICT



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Honors Dynamics of Healthcare in Society

Course Description

Dynamics of Healthcare in Society provides an orientation to healthcare services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all healthcare providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

By completing this course students will be able to:

- Develop critical thinking skills and strategies for solving problems.
- Understand how various health team members function in diverse healthcare settings to serve the needs of individuals and society as a whole.
- Demonstrate the characteristics, behaviors, and attitudes of professionals.
- Clarify and analyze their own values and the values of others.
- Speak and write clearly, effectively, and forcibly.
- Detect and circumvent barriers that obstruct interpersonal communication.
- Analyze the fundamental questions and implications raised by selected ethical healthcare issues.
- Communicate effectively with patients, of all ages, from a variety of cultural backgrounds.
- Develop satisfactory personal and professional definitions of health, wellness, illness and disease and analyze factors that affect health status.
- Demonstrate an understanding of the evolution, nature and complexities of the U.S. healthcare delivery system.
- Differentiate among some of the key technical, economic, social, moral, legal, and political issues associated with biomedical technologies.
- Demonstrate an understanding of the complex problems that underlie the escalation of costs for healthcare in the U.S. and suggest ways of solving them.
- Analyze current healthcare policy issues and describe how particular factors and groups affect the formulation of healthcare policy.

Course Sequence and Pacing

Unit Title	Sections	Suggested Pacing
Unit 1: The Healthcare System in the United States	Section 1.1: U.S. Healthcare Topical Outline Section 1.2: Categories of Health Services Topical Outline Section 1.3: Paying for Health Services Topical Outline Section 1.4: Aging, Health, and Long-Term Care Section 1.5: Healthcare Reform Section 1.6: Medical and Health Information Technology	44 Sessions
Unit 2: Jobs and Careers	Section 2.1: Health Career Planning Section 2.2: Career Development	15 Sessions
Unit 3: Health Practitioners and Technicians	Section 3.1: Physicians, Surgeons, and Podiatrists Section 3.2: Physician Assistant Section 3.3: Emergency Medical Technicians and Paramedics Section 3.4: Nursing Section 3.5: Medical and Nursing Assistants Section 3.6: Home, Personal and Psychiatric Aides Section 3.7: Dentistry Section 3.8: Pharmacy Section 3.9: Dietetics Section 3.10: Health Education Section 3.11: Optometry Section 3.12: Communication Impairment Professionals Section 3.13: Occupational Therapy Section 3.14: Physical Therapy, Orthotists and Prosthetists Section 3.15: Athletic Trainers, Exercise Physiologists, and Kinesiotherapists	74 Sessions

	Section 3.16:Chiropractors Section 3.17:Alternative Therapy: Massage, Recreation, Art, Dance and Music Therapists Section 3.18:Radiation Technology Section 3.19:Diagnostics and Related Technology Section 3.20:Respiratory Care Practitioners Section 3.21:Mental Health Professionals Section 3.22:Social Workers Section 3.23:Genetic Counselors	
Unit 4: Healthcare Support Personnel	Section 4.1:Health Services Administration Section 4.2:Clinical Laboratory Personnel Section 4.3:Health Information Personnel	18 Sessions
Unit 5: Health Related Professions	Section 5.1:Veterinary Medicine and Other Careers Working with Animals Section 5.2:Occupational Health and Environmental Science	15 Sessions
Unit 6: Career Exploration and Planning	Section 6.1:Career Exploration and Planning	9 Sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course.</p> <ul style="list-style-type: none"> • Honors Dynamics of HealthCare In Society Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence • Appendix C: Interdisciplinary Connections 		

Honors Dynamics of Healthcare in Society Unit 1: The Healthcare System in the United States Section 1.1 U.S. Health Care Topical Outline: <ul style="list-style-type: none"> • Major historical events in healthcare • Healthcare trends • Technological impact on healthcare 	Suggested Pacing: 5 Sessions
NJSLS-SS Performance Expectations	
9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 1.1 [1] Discuss the changes in health problems of the US population.	
HDHS 1.1 [2] Discuss anticipated future changes in the health of the US population that will impact the healthcare system.	
HDHS 1.1 [3] Identify the role of the US government in the healthcare system.	

Honors Dynamics of Healthcare in Society Unit 1: The Healthcare System in the United States Section 1.2 Categories of Health Services Topical Outline: <ul style="list-style-type: none"> • Overview of the US Healthcare System • Categories of Healthcare Services • Healthcare Facilities • Development of Hospitals and Services Provided • Ambulatory Care • Behavioral Health Services • Consumer Rights • Public Health Services • 21st Century Healthcare 	Suggested Pacing: 8 Sessions
NJSLS-SS Performance Expectations	
9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.	
9.1.12.RMI.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 1.2 [1] Compare and contrast the healthcare system of the US to that of other developed countries.	
HDHS 1.2 [2] Compare and contrast financing and governing of: private, public, and volunteer healthcare facilities.	
HDHS 1.2 [3] Discuss the five broad categories of healthcare services in the US.	
HDHS 1.2 [4] Discuss the purposes of the federally funded primary health centers and free clinics.	
HDHS 1.2 [5] Describe the structure of the US Department of Health and Human Services (HHS).	
HDHS 1.2 [6] List the 6 major points of the Patient Care Partnership	
HDHS 1.1 [7] Describe: ambulatory care, public health, and behavioral health services.	

Honors Dynamics of Healthcare in Society
Unit 1: The Healthcare System in the United States
Section 1.3 Paying for Health Services Topical Outline:

Suggested Pacing: 8 Sessions

- **Healthcare Financing**
- **Payments to Healthcare Providers**
- **Government Funded Health Insurance**
- **History of Health Insurance in the US**
- **Managed Care**
- **Private Health Insurance in the US**
- **Healthcare Expenditures**
- **Effect on Healthcare Providers**

NJSLS-SS Performance Expectations

9.1.12.RMI.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.1.12.RMI.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process of filing an insurance claim.

9.1.12.RMI.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 1.3 [1] Discuss the financial aspects of the public healthcare system.

HDHS 1.3 [2] Compare and contrast Medicare, Medicaid, and the CHIP Program

HDHS 1.3 [3] Compare and contrast the traditional and contemporary methods of provider reimbursement for healthcare services.

HDHS 1.3 [4] Differentiate between PPO, HMO and EPO health insurance plans.

Honors Dynamics of Healthcare in Society Unit 1: The Healthcare System in the United States Section 1.4 Aging, Health, and Long-Term Care:	Suggested Pacing: 7 Sessions
<ul style="list-style-type: none"> • Future demographic changes and the impact on healthcare needs • The common health problems of an aging population • Medicare • Medicaid for Older Adults • Long Term Care • Community Programs for Older Adults • Future Healthcare Professionals 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.	
9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.1.12.RMI.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 1.4 [1] Describe the projected demographic changes in the US through 2050.	
HDHS 1.4 [2] Describe the impact of aging and disease on IADL and ADL.	
HDHS 1.4 [3] Discuss the various long term care options available to the aging population	
HDHS 1.4 [3] Compare and contrast Medicaid and Medicare benefits for older adults.	
HDHS 1.4 [4] Discuss the importance of health literacy in the provision of quality healthcare.	
HDHS 1.4 [5] Explain how the change in demographics will impact the skills, training, and education of future healthcare providers	

Honors Dynamics of Healthcare in Society Unit 1: The Healthcare System in the United States Section 1.5 Healthcare Reform:	Suggested Pacing: 7 Sessions
<ul style="list-style-type: none"> • Overview of Healthcare Reform • Affordable Care Act 	
NJSLS-SS Performance Expectations	
9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
(6.1.12.CivicsPI.14.d Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 1.5 [1] Describe the changes in healthcare since 2010 related to the Affordable Care Act (ACA).	
HDHS 1.5 [2] Summarize the eligibility requirements for the ACA.	
HDHS 1.5 [3] Discuss the impact of the ACA on the US healthcare system.	

Honors Dynamics of Healthcare in Society
Unit 1: The Healthcare System in the United States
Section 1.6 Medical and Health Information Technology:

Suggested Pacing: 7 Sessions

- **Medical Technology**
- **Health Information Technology**

NJSLS-SS Performance Expectations

9.3.HL-HI.2 Describe the content and diverse uses of health information

8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

9.3.HL-HI.3 Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

9.3.HL-HI.1 Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.

(9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users)

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 1.6 [1] Compare and contrast medical technology and health information technology.

HDHS 1.6 [2] Provide examples of innovations in medical technology and health information technology.

HDHS 1.6 [3] Describe the importance of patient health information privacy and security.

HDHS 1.6 [4] Describe HIPAA

HDHS 1.6 [5] Define electronic health records (EHR)

HDHS 1.6 [6] Discuss the impact of EHR on healthcare.

Honors Dynamics of Healthcare in Society Unit 2: Jobs and Careers Section 2.1 Health Career Planning:	Suggested Pacing: 7 Sessions
<ul style="list-style-type: none"> • Healthcare Workers • Projected Demand for Healthcare Personnel • Employers of Healthcare Professionals • Health Careers 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.	
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.3.HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 2.1 [1] Gather knowledge and facts related to health careers.	
HDHS 2.1 [2] Discuss the various workplace settings of healthcare providers.	
HDHS 2.1 [3] Discuss appropriate healthcare education institutions.	
HDHS 2.1 [4] Differentiate between in-patient and out-patient treatment for disease. Which professionals span both treatment venues.	

Honors Dynamics of Healthcare in Society Unit 2: Jobs and Careers Section 2.2 Career Development:	Suggested Pacing: 8 Sessions
<ul style="list-style-type: none"> • Common Core Knowledge • Professionalism • Legal Concerns in Healthcare • Continuing Education 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.	
9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	
9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 2.2 [1] Discuss the components of common core knowledge.	
HDHS 2.2 [2] Discuss the characteristics of professionalism in health careers.	
HDHS 2.2 [3] Differentiate between ethics and patient privacy.	
HDHS 2.2 [4] Identify legal concerns that may arise in healthcare.	
HDHS 2.2 [4] Discuss the importance of continuing education in one's healthcare profession.	

Honors Dynamics of Healthcare in Society

Suggested Pacing: 3 Sessions

Unit 3: Health Practitioners and Technicians

Section 3.1 Physicians, Surgeons, and Podiatrists:

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.1 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.1 [2] Identify the types of specialties in each profession.

HDHS 3.1 [3] Describe the work environment for each healthcare professional.

HDHS 3.1 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.1 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.1 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.2 Physician Assistant:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.2 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.2[2] Identify the types of specialties in each profession.

HDHS 3.2 [3] Describe the work environment for each healthcare professional.

HDHS 2.4 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.2 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.2 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society Unit 3: Health Practitioners and Technicians Section 3.3 Emergency Medical Technicians and Paramedics:	Suggested Pacing: 3 Sessions
<ul style="list-style-type: none"> • Description of Work and Facts About the Profession • Education and Employment • Licensure and Certification • Work Environment • Trends in the Professions 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.	
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 3.3 [1] Describe the professional responsibilities of each healthcare provider.	
HDHS 3.3 [2] Identify the types of specialties in each profession.	
HDHS 3.3 [3] Describe the work environment for each healthcare professional.	
HDHS 3.3 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.	
HDHS 3.3 [5] Compare and contrast the following for each profession: licensing, certification, and registration.	
HDHS 3.3 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.	

Honors Dynamics of Healthcare in Society Unit 3: Health Practitioners and Technicians Section 3.4 Nursing:	Suggested Pacing: 3 Sessions
<ul style="list-style-type: none"> • Description of Work and Facts About the Profession • Education and Employment • Licensure and Certification • Work Environment • Trends in the Professions 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 3.4 [1] Describe the professional responsibilities of each healthcare provider.	
HDHS 3.4 [2] Identify the types of specialties in each profession.	
HDHS 3.4 [3] Describe the work environment for each healthcare professional.	
HDHS 3.4 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.	
HDHS 3.4 [5] Compare and contrast the following for each profession: licensing, certification, and registration.	
HDHS 3.4 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.	

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.5 Medical and Nursing Assistants:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.5 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.5 [2] Identify the types of specialties in each profession.

HDHS 3.5 [3] Describe the work environment for each healthcare professional.

HDHS 3.5 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.5 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.5 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians

Suggested Pacing: 3 Sessions

Section 3.6 Home, Personal and Psychiatric Aides:

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.6 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.6 [2] Identify the types of specialties in each profession.

HDHS 3.6 [3] Describe the work environment for each healthcare professional.

HDHS 3.6 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.6 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.6 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.7 Dentistry:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.7 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.7 [2] Identify the types of specialties in each profession.

HDHS 3.7 [3] Describe the work environment for each healthcare professional.

HDHS 3.7 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.7 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.7 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society Unit 3: Health Practitioners and Technicians Section 3.8 Pharmacy:	Suggested Pacing: 3 Sessions
<ul style="list-style-type: none"> • Description of Work and Facts About the Profession • Education and Employment • Licensure and Certification • Work Environment • Trends in the Professions 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.	
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 3.8 [1] Describe the professional responsibilities of each healthcare provider.	
HDHS 3.8 [2] Identify the types of specialties in each profession.	
HDHS 3.8 [3] Describe the work environment for each healthcare professional.	
HDHS 3.8 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.	
HDHS 3.8 [5] Compare and contrast the following for each profession: licensing, certification, and registration.	
HDHS 3.8 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.	

Honors Dynamics of Healthcare in Society Unit 3: Health Practitioners and Technicians Section 3.9 Dietetics:	Suggested Pacing: 3 Sessions
<ul style="list-style-type: none"> • Description of Work and Facts About the Profession • Education and Employment • Licensure and Certification • Work Environment • Trends in the Professions 	
NJSLS-SS Performance Expectations	
9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
HDHS 3.9 [1] Describe the professional responsibilities of each healthcare provider.	
HDHS 3.9 [2] Identify the types of specialties in each profession.	
HDHS 3.9 [3] Describe the work environment for each healthcare professional.	
HDHS 3.9 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.	
HDHS 3.9 [5] Compare and contrast the following for each profession: licensing, certification, and registration.	
HDHS 3.9 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.	

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.10 Health Education:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.10 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.10 [2] Identify the types of specialties in each profession.

HDHS 3.10 [3] Describe the work environment for each healthcare professional.

HDHS 3.10 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.10 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.10 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.11 Optometry:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.11 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.11 [2] Identify the types of specialties in each profession.

HDHS 3.11 [3] Describe the work environment for each healthcare professional.

HDHS 3.11 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.11 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.11 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians

Suggested Pacing: 3 Sessions

Section 3.12 Communication Impairment Professionals:

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.12 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.12 [2] Identify the types of specialties in each profession.

HDHS 3.12 [3] Describe the work environment for each healthcare professional.

HDHS 3.12 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.12 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.12 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.13 Occupational Therapy:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.13 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.13 [2] Identify the types of specialties in each profession.

HDHS 3.13 [3] Describe the work environment for each healthcare professional.

HDHS 3.13 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.13 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.13 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.14 Physical Therapy, Orthotists and Prosthetists:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.14 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.14 [2] Identify the types of specialties in each profession.

HDHS 3.14 [3] Describe the work environment for each healthcare professional.

HDHS 3.14 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.14 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.14 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians

Suggested Pacing: 3 Sessions

Section 3.15 Athletic Trainers, Exercise Physiologists, and Kinesiotherapists:

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.15 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.15 [2] Identify the types of specialties in each profession.

HDHS 3.15 [3] Describe the work environment for each healthcare professional.

HDHS 3.15 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.15 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.15 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.16 Chiropractors:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.16 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.16 [2] Identify the types of specialties in each profession.

HDHS 3.16 [3] Describe the work environment for each healthcare professional.

HDHS 3.16 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.16 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.16 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians

Suggested Pacing: 3 Sessions

Section 3.17 Alternative Therapy: Massage, Recreation, Art, Dance and Music Therapists:

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.17 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.17 [2] Identify the types of specialties in each profession.

HDHS 3.17 [3] Describe the work environment for each healthcare professional.

HDHS 3.17 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.17 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.17 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.18 Radiation Technology:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.18 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.18 [2] Identify the types of specialties in each profession.

HDHS 3.18 [3] Describe the work environment for each healthcare professional.

HDHS 3.18 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.18 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.18 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society

Suggested Pacing: 3 Sessions

Unit 3: Health Practitioners and Technicians

Section 3.19 Diagnostics and Related Technology:

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.19 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.19 [2] Identify the types of specialties in each profession.

HDHS 3.19 [3] Describe the work environment for each healthcare professional.

HDHS 3.19 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.19 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.19 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.20 Respiratory Care Practitioners:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.20 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.20 [2] Identify the types of specialties in each profession.

HDHS 3.20 [3] Describe the work environment for each healthcare professional.

HDHS 3.20 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.20 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.20 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.21 Mental Health Professionals:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.21 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.21 [2] Identify the types of specialties in each profession.

HDHS 3.21 [3] Describe the work environment for each healthcare professional.

HDHS 3.21 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.21 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.21 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.22 Social Workers:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.22 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.22 [2] Identify the types of specialties in each profession.

HDHS 3.22 [3] Describe the work environment for each healthcare professional.

HDHS 3.22 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.22 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.22 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 3: Health Practitioners and Technicians
Section 3.23 Genetic Counselors:

Suggested Pacing: 3 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 3.23 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 3.23 [2] Identify the types of specialties in each profession.

HDHS 3.23 [3] Describe the work environment for each healthcare professional.

HDHS 3.23 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 3.23 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 3.23 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 4: Healthcare Support Personnel
Section 4.1 Health Services Administration:

Suggested Pacing: 6 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 4.1 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 4.1 [2] Identify the types of specialties in each profession.

HDHS 4.1 [3] Describe the work environment for each healthcare professional.

HDHS 4.1 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 4.1 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 4.1 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 4: Healthcare Support Personnel
Section 4.2 Clinical Laboratory Personnel:

Suggested Pacing: 6 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 4.2 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 4.2 [2] Identify the types of specialties in each profession.

HDHS 4.2 [3] Describe the work environment for each healthcare professional.

HDHS 4.2 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 4.2 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 4.2 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 4: Healthcare Support Personnel
Section 4.3 Health Information Personnel:

Suggested Pacing: 6 Sessions

- **Description of Work and Facts About the Profession**
- **Education and Employment**
- **Licensure and Certification**
- **Work Environment**
- **Trends in the Professions**

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 4.3 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 4.3 [2] Identify the types of specialties in each profession.

HDHS 4.3 [3] Describe the work environment for each healthcare professional.

HDHS 4.3 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 4.3 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 4.3 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Unit 5: Health Related Professions

Section 5.1 Veterinary Medicine and Other Careers Working with Animals:

- Description of Work and Facts About the Profession
- Education and Employment
- Licensure and Certification
- Work Environment
- Trends in the Professions

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 5.1 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 5.1 [2] Identify the types of specialties in each profession.

HDHS 5.1 [3] Describe the work environment for each healthcare professional.

HDHS 5.1 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 5.1 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 5.1 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

- Description of Work and Facts About the Profession
- Education and Employment
- Licensure and Certification
- Work Environment
- Trends in the Professions

NJSLS-SS Performance Expectations

9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 5.2 [1] Describe the professional responsibilities of each healthcare provider.

HDHS 5.2 [2] Identify the types of specialties in each profession.

HDHS 5.2 [3] Describe the work environment for each healthcare professional.

HDHS 5.2 [4] Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.

HDHS 5.2 [5] Compare and contrast the following for each profession: licensing, certification, and registration.

HDHS 5.2 [6] Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Honors Dynamics of Healthcare in Society
Unit 6: Career Exploration and Planning
Section 6.1 Career Exploration and Planning

Suggested Pacing: 9 Sessions

NJSLS-SS Performance Expectations

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

HDHS 6.1 [1] Research a chosen Healthcare Career in order to create a model that includes . costs of public, private, training schools; timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

HDHS 6.1 [2] Develop a resume that includes transferable skills (communication skills, interpersonal skills, etc.)

HDHS 6.1 [3] Identify transferable skills needed for a healthcare position.

HDHS 6.1 [4] Demonstrate transferable skills in a mock interview for a healthcare position.

HDHS 6.1 [5] Investigate a chosen healthcare career and develop a model to demonstrate a "day in the life" in the chosen career.

Honors Dynamics of Healthcare in Society		
NJSLS Companion Standards, 9-10		Unit / Section
RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	
RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	
RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	
WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.	
WHST.9-10.1A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	
WHST.9-10.1B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	
WHST.9-10.1C	Use transitions (e.g. words, phrases, clauses) 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.	
WHST.9-10.1D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
WHST.9-10.1E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
WHST.9-10.2A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when used to aid comprehension.	
WHST.9-10.2B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	

WHST.9-10.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	
WHST.9-10.2D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
WHST.9-10.2E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
WHST.9-10.2F	Provide a concluding paragraph or section that supports the argument presented.	
WHST.9-10.3	(See note; not applicable as a separate requirement)	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	
WHST.9-10.5	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.	
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
WHST.9-10.7	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.	
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit/ Section
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	

9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education	
9.2.12.CAP.11*	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.12	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.13	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	
9.2.12.CAP.14	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.	
9.2.12.CAP.15	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g. property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	
9.2.12.CAP.16	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.	
9.2.12.CAP.17	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).	
9.2.12.CAP.18	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.	
9.2.12.CAP.19	Analyze a Federal and State Income Tax Return	
9.2.12.CAP.20	Explain low-cost and low-risk ways to start a business.	
9.2.12.CAP.21	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	
9.2.12.CAP.22	Identify different ways to obtain capital for starting a business	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition	
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).	
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.	
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users	
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software	
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	

9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	

