### Unit I: Reading

Students will:				
OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT	
<ol> <li>Assessment of prior reading skills knowledge</li> </ol>	Diagnostic pretest and development of learning plans	<ul> <li>Discuss reading skills, especially in connection with GED<sup>®</sup> and healthcare occupations</li> <li>Use: <i>Top 50 Reading Skills</i> by Judith Gallagher. Contemporary, McGraw Hill, 2006.</li> <li>Use: Outcome 1, Activity #1</li> <li>CARS: <i>Reading</i>—Unit 1: The Reading Process—Lesson 1: What is Reading &amp; Lesson 2:Pre-Reading &amp; Lesson 3: During Reading &amp; Lesson 4: After Reading</li> </ul>	Student pretest	
2. Utilize computer lab in order to become familiar with resources and learn search skills	<i>TV411</i> and search engines	<ul> <li>Computer lab</li> <li>Introduction to computer use if students are lacking skills; use of tutors if only a few need extra assistance; also have peer tutoring in class</li> <li>Introduce email as a communication tool and make sure all students have an email account (to be used in future for group homework projects and sharing of resources)</li> <li>In computer lab, enter website <i>TV411.org</i> using computer projector Use: <b>Outcome 2, Activity #2</b></li> </ul>	Survey orally in class prior to computer use Hands on/Have students email teacher and other students Teacher observation	

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3. Search for medical articles using search techniques	Google and/or other search engines to search for medical articles	<ul> <li>Students engage in searching for information on healthcare topics</li> <li>Use: Outcome 3, Activity #3</li> </ul>	Worksheet completion, article selection process and teacher observation	
4. Discuss and describe hospital types, structure and careers available; summarize health articles	Informative articles on hospitals from lesson and individual internet research; hospital organizational chart	<ul> <li>Use of KWL chart</li> <li>Identifying healthcare jobs in hospitals</li> <li>Learning about hospital structure</li> <li>Critical thinking on positives and negatives of hospitals and healthcare jobs</li> <li>Researching one job and summarizing information</li> <li>Use: Outcome 4, Activity #4 (complete lesson plan) for this outcome</li> </ul>	Class discussions KWL chart Hospital worksheet Teacher Observation	

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OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<ul> <li>5. Identify main idea and details of healthcare articles</li> <li>Use reading strategies to locate information</li> <li>Use critical thinking skills to analyze articles</li> </ul>	Healthcare industry guidelines; patient safety; HIPAA requirements	<ul> <li>Initial class discussion on articles. Include context, intended audience, etc. Model using an article and finding main idea and details</li> <li>Use reading strategies from initial reading assessment utilizing <i>Top 50 Reading Skills</i> by Judith Gallagher. Contemporary, McGraw Hill, 2006</li> <li>Divide class into groups of 3 or 4 and have each student present the article they chose during outcome 3</li> <li>Student group analysis, prompted by teacher as needed, as to whether articles are accurate and up to date</li> <li>Each group votes on <u>one</u> article they like best to present to the class</li> <li>Class discussions regarding articles with teacher emphasis on critical thinking</li> <li>Class discussion on what makes a good article and class developed rubric</li> <li>Vote on which article best meets their criteria</li> <li>i-Pathways: <i>Language Arts: Reading</i>—Unit 1: Understanding Nonfiction—Lesson 1: Understanding Nonfiction</li> <li>CARS: <i>Reading</i>—Unit 3: Reading Comprehension Skills—Lesson 1: Main Idea &amp; Lesson 2:Details</li> </ul>	Teacher observation

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
6. Use critical thinking skills to evaluate cause and effect relationships and author bias	Healthcare articles on diseases	<ul> <li>Use a current article on lung cancer and hand out to students</li> <li>Students skim article, individually</li> <li>Clarify vocabulary; model context and have dictionaries available</li> <li>General discussion of skimming; elicit information from students</li> <li>Silent reading of entire article with students highlighting and making notes</li> <li>Discuss cause and effect relationships in lung cancer (elicit from students as much as possible)</li> <li>Have some opinion paragraphs on causes of lung cancer and discuss each author's viewpoint. Elicit information regarding author's purpose (persuasive, informational, entertainment)</li> <li>As a class, develop a rubric for presentations</li> <li>Students research causes and effects of diseases in which they are interested and work in groups to present an article. (Students make copies for everyone and present on author's purpose, their own opinions, and whether the article is research-based or opinion-based, using class rubric)</li> <li>i-Pathways: Language Arts: Reading—Unit 1: Understanding Nonfiction—Lesson 6: Identifying Style and Tone</li> </ul>	Teacher Observation

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#### **OUTCOMES** CONTENT **ACTIVITIES/RESOURCES** ASSESSMENT 7. Research the College catalogs Teacher Students work in groups to brainstorm the skills, experience and skills and education of an ideal employee for a specific healthcare position. observation Computers for research (Teacher assigns careers such as nurse, surgical technician, education required for a CNA, etc. to groups) specific healthcare Job descriptions from Demonstrate use of Illinois Worknet to learn job descriptions, Illinois Worknet at career and average salaries, etc. Have some already printed out for student how those http://www.illinoisworknet. use com/ skills can be obtained Also show job trends available on Illinois Worknet Have students look for available jobs in their area, in their assigned field Presentation Groups present their information and take questions from their ٠ peers Questionnaire Develop guestionnaire that could be used to interview healthcare workers to find out their perspectives. Include workplace issues Contact hospitals, nursing homes, health centers, etc. Students find 5 or 6 individuals who could come in to be interviewed by groups After interviews, have groups present interview information and • compare to previous information

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OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<ul> <li>8. Determine author's purpose</li> <li>Analyze characters</li> <li>Follow plot, make inferences, predictions, and create probing questions</li> </ul>	Code Blue: A Tale of Compassion, Power and Politics Health Science Edition 3 Traemus Books, 2009 Power points aligned with each chapter. (teacher resources from Traemus Books)	<ul> <li>Introduce text. Have students briefly skim Preface through Chapter 1</li> <li>During discussion, point out that this text is fiction, and ask students how they think it may increase their health care knowledge</li> <li>i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 1: Understanding Point of View</li> <li>i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 2: Identify Different Types of Characterization</li> <li>i-Pathways: <i>Language Arts: Reading</i>—Unit 2: Understanding Fiction—Lesson 3: Analyze Elements</li> <li>CARS: <i>Reading</i>—Unit 5: Purpose and Tone—Lesson 3: Reading for Pleasure</li> </ul> <u>Note to Instructors</u> : Many times in the world of work, there is no <u>one</u> "right answer." One of the objectives of this textbook novel is to help students become comfortable in dealing with situations involving ambiguity. To operate successfully in a healthcare environment, one must have the ability to ask relevant questions and identify one or more possible solutions before deciding on a course of action. These questions are designed to stimulate thought. The answers provided are only guidelines to be used in directing classroom discussion (from teacher resources for <i>Code Blue</i> ) The publisher also offers a Solutions manual with possible answers to discussion questions and additional activities	Teacher observations

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OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
9. Practice note- taking skills and learn healthcare vocabulary	Note-taking skills, vocabulary	<ul> <li>Use: Outcome 9, Activity #5 Use activity for the first two chapters of Code Blue and follow through the rest of the book with note-taking binder for students to do as in this activity or on their own</li> </ul>	Student note- taking binder
		<ul> <li>Students will learn note-taking skills, vocabulary, critical thinking through use of note- taking worksheets and binders. This process will continue throughout reading of Code Blue</li> </ul>	Flash cards
		<ul> <li>CARS: Writing—Unit 5: Introduction to Referencing Material—Lesson 1: Gathering Information and Citing Resources &amp; Lesson 3:Summarizing, Paraphrasing and Quoting Directly from Outside Source</li> </ul>	
<b>10.</b> Help struggling learners increase Tier 2 academic	EBRI lessons	<ul> <li>If students (especially English Language Learners) are having vocabulary difficulty with non-healthcare words, teachers can use tutors and/or give explicit vocabulary instruction using Tier 2 academic words.</li> <li>If staff/tutors/faculty are trained in Evidence Based Reading Instruction (EBRI), they can follow their program.</li> </ul>	
vocabulary		If not, there are other resources: <u>http://www.thecenterweb.org/alrc/reading-pub.html</u> Resource for academic work list vocabulary lessons from the Adult Learning Resource Center in Northern Illinois (from above website)	
		Evidence Based Reading Instruction (EBRI): As a way to support teachers and others who are teaching academic vocabulary to adult learners, complete vocabulary units have been developed and edited by ALRC staff. Each unit covers ten academic words and includes the following components:	

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OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT	
<b>10.</b> Help struggling learners increase Tier 2 academic vocabulary (Continued)		<ul> <li>Word list with meanings and examples to use for direct instruction of word meanings</li> <li>Answer keys for Matching and Fill-in activities</li> <li>Matching Activity</li> <li>Fill-in-the-Blank Activity (1 blank)</li> <li>Fill-in-the-Blanks Activity (2 blanks )</li> <li>Sentence Completion Activity</li> <li>True/False and Why Activity</li> <li>Yes/No and Why Activity</li> <li>Suggested Writing Prompts</li> <li>Teachers may use these activities as is or adapt them for their own classes.</li> <li>Other good resources are the Townsend Press Vocabulary Series books including <i>Vocabulary Basics, Groundwork for a Better Vocabulary,</i> and <i>Building Vocabulary Skills.</i></li> </ul>		
<b>11.</b> Learn Greek and Latin roots used in medical terminology	<i>Code Blue,</i> Pages 25-26	<ul> <li>Continue with study of these roots as began in Activity #5</li> <li>CARS: <i>Reading</i>—Unit 2: Vocabulary and Word Skills—Lesson 1: Understanding Word Parts (Roots/Prefixes/Suffixes)</li> </ul>	Individual student assessment worksheets	

Students will: **OUTCOMES ACTIVITIES/RESOURCES** ASSESSMENT CONTENT 12. Evaluate Use: Outcome 12, Activity #12 All course material • Final pages of learning and Students will meet in groups to discuss what worked and didn't work and handouts • advice prioritize needs: for them in this course problem solve They will evaluate books and materials, timeframe, place, etc. Internet research ٠ to provide They will give advice to future students • suggestions for future students Teacher will compile comments on worksheets and present as a • whole to the students, then give them an opportunity to write any additional comments on a blank page In groups of 6, have students make lists of advice for future • students Have groups break into groups of 3 and meet with students from • other groups to combine lists (eliminating duplicates and adding new items)