

Secondary/Commencement Lesson Plan

NYS Learning Standard

- **CDOS Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and related personal skills, aptitudes, and abilities to future career decisions.

Performance Indicators

1. Students complete the development of a career plan that would permit eventual entry into a career option of their choosing.
2. Students apply decision-making skills in the selection of a career option of strong personal interest.
3. Students analyze skills and abilities required in a career option and relate them to their own skills and abilities.

- **CDOS Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

- **CDOS Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

Performance Indicators:

1. **BASIC SKILLS:** Students use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
2. **THINKING SKILLS:** Students demonstrate the ability to organize and process information and apply skills in new ways.
3. **PERSONAL QUALITIES:** Students demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
4. **INTERPERSONAL QUALITIES:** Students communicate effectively and help others to learn a new skill.
5. **TECHNOLOGY:** Students apply knowledge of technology to identify and solve problems.
6. **MANAGING INFORMATION:** Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.
7. **MANAGING RESOURCES:** Students allocate resources to complete a task.
8. **SYSTEMS:** Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.

- **CDOS Standard 3b: Career Majors**

Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

SECONDARY/COMMENCEMENT ACTIVITY

Title of Activity: *Hometown Career Channels: Health Services in the Southern Tier*

GRADE				
9	10	11	12	VOC.

Estimated Time: 3-4 days

OBJECTIVE(S)	COMMENCEMENT STANDARDS																													
<ul style="list-style-type: none"> ❖ Students will develop increased awareness of variety of careers available in the Health Services Career Cluster. ❖ Students will develop increased awareness of the specific employers in the Southern Tier Region that employment opportunities in the Health Services Career Cluster. ❖ Students will develop understanding of the types of skills/knowledge that are required for specific positions in the Health Services Career Cluster. 	<p style="background-color: #ff0000; color: white; margin: 0;">Career Development (1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Complete development of career plan</td> <td style="width: 20%; text-align: center;">●</td> </tr> <tr> <td>2. Apply decision-making skills in selection of a career option.</td> <td style="text-align: center;">●</td> </tr> </table>	1. Complete development of career plan	●	2. Apply decision-making skills in selection of a career option.	●																									
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DESCRIPTION OF ACTIVITY	Integrated Learning (2)																													
<ul style="list-style-type: none"> • Teacher introduces subject of health services careers, distributes Video Notes sheet, and instructs students to use it to take notes during the <i>Hometown Career Channels</i> career cluster video. • Students watch the <i>Hometown Career Channels</i> “Careers in Health Care” video (approx. 24 minutes), accessed at http://www.wetmtv.com/Sites/WETM/content/hometowncareer/default.aspx. [Additional video segments on specific employers also available] • Students participate in a lecture/discussion regarding the types of careers and employers discussed in the video. Discussion questions could include: <ul style="list-style-type: none"> ○ How many different jobs were identified in the video? ○ What kinds of facilities or businesses did you hear mentioned? Any specific names of businesses or facilities that you recognized? ○ What kinds of job skills were mentioned as being necessary? ○ What levels of education were mentioned? ○ Were there any jobs mentioned that you wouldn’t consider “health care”? Why do you think these were included in the video? ○ What were some of the reasons given for why people liked their work? • Students identify one or more specific careers which seemed most of interest. If a student wishes to select a career that was not mentioned (r.e. marketing, engineering), the instructor may wish to ask the student to somehow tie it in to the healthcare industry (r.e., marketing/public relations in a hospital, designing nursing homes). • Students use internet and other resources to research the position they have selected, searching for such information as training and education needed, potential earnings, working conditions, job prospects, and specific employers in the Southern Tier Region that employ individuals in the position selected. • Students develop a time line that illustrates their own development leading to the position they have selected. The timeline should include: <ul style="list-style-type: none"> ○ The current date as the beginning of the timeline, including a summary of the student’s current skill/education levels. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Demonstrate integration and application</td> <td style="width: 20%; text-align: center;">●</td> </tr> <tr> <td>2. Use academic knowledge and skills</td> <td></td> </tr> <tr> <td>3. Research, interpret, analyze, and evaluate information</td> <td style="text-align: center;">●</td> </tr> </table>	1. Demonstrate integration and application	●	2. Use academic knowledge and skills		3. Research, interpret, analyze, and evaluate information	●																							
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	Universal Foundation Skills (3a)	POSSIBLE STANDARDS CONNECTIONS																												
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<ul style="list-style-type: none"> ○ A potential employment date as the end of the timeline, including a summary of the skills/education needed to gain employment in the position. ○ Sequential experiences along the timeline that would lead to the skills/education needed, including specific education/experiences and projected dates. As possible, these should include training programs, specific classes, colleges, internships, volunteer and other experiences 	
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • Computer with internet access • Copies of <i>Hometown Career Channels</i> Video Notes Handout (optional) and Teacher Guide • <i>Dictionary of Occupational Titles/The Occupational Information Network</i> (http://www.doleta.gov/programs/onet) • <i>Occupational Outlook Handbook</i> • <i>Guide for Occupational Exploration</i> • <i>Encyclopedia of Careers and Vocational Guidance</i> 	
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Students with interests in the same position may be clustered to conduct research in small group format • Students may be asked to present their timeline to the class or family. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • Teacher evaluates student participation in classroom discussions • Rubrics should be developed/used to assess the quality and thoroughness of the student timelines 	
<p>SOURCE/CREDIT</p> <ul style="list-style-type: none"> • Developed by the Hometown Career Channels Network, in partnership with WETM-TV, the Institute for Human Services, Inc., the Steuben Rural Health Network, and GST BOCES 	

Hometown Career Channels Video Notes

Directions: While watching *Hometown Career Channels* career cluster videos, make notes below about the employers, jobs, and skills described in the video. Be prepared to discuss this information with the class.

Employers	Jobs	Skills

Hometown Career Channels Video Notes (TEACHER GUIDE)

Interview	Employer	Location	Jobs	Skills/Subjects	Comments
1.	Elcor Health Services	(Horse-heads)	<ul style="list-style-type: none"> Housekeeper 		<ul style="list-style-type: none"> ✓ Wants to go into nursing ✓ Can look at all fields to find interests
2.			<ul style="list-style-type: none"> Certified Nursing Asst. (CNA) 		<ul style="list-style-type: none"> ✓ Great demand for CAN's in Southern Tier ✓ Training provided by employer
3.	VA Hospital	Bath	<ul style="list-style-type: none"> Dental Asst. Lab Technician Dental Hygienist Dentist 	<ul style="list-style-type: none"> Science Anatomy Math Verbal Communication 	<ul style="list-style-type: none"> ✓ 2 years of school ✓ 8 years to be a dentist ✓ Profitable to work in the VA system ✓ Lot of local dentists nearing retirement, creating a demand for more dentists.
4.	Robert Packer Hosp.	Sayre, PA	<ul style="list-style-type: none"> Registered Nurse (ICU) 		<ul style="list-style-type: none"> ✓ 4 years of school; Also options for 2 years or 6 years ✓ In Intensive Care Unit (ICU), more one-on-one attention than some other nursing fields ✓ Many opportunities in area: acute nursing, hospice nursing, industrial nursing, community care nursing
5.	CCNF		<ul style="list-style-type: none"> RN 	<ul style="list-style-type: none"> Psychology Sociology English Math Science 	<ul style="list-style-type: none"> ✓ Best part is interacting with patients ✓ Must work well with people
6.			<ul style="list-style-type: none"> Registered Dietician Diet Technician 	<ul style="list-style-type: none"> Anatomy Physiology Chemistry English Writing Statistics Food Science Nutrition 	<ul style="list-style-type: none"> ✓ Possible sites: nursing homes, gyms, hospitals, Office for the Aging, WIC ✓ Involves teaching and counseling ✓ Favorite Part: Teaching interns and patients ✓ Registered Dietician requires 4 years school plus internship ✓ Dietary Technician requires 2 years
7.	VA Hospital	Bath	<ul style="list-style-type: none"> Vocational Rehabilitation Specialist 	<ul style="list-style-type: none"> English Reading Writing Math 	<ul style="list-style-type: none"> Helps veterans get back into employment through training and assessment Recommends shadowing Increasing need for working with veterans
8.	Self Employed	Elmira	<ul style="list-style-type: none"> Physical Therapist Business Owner 	<ul style="list-style-type: none"> Math Sciences 	<ul style="list-style-type: none"> Possible sites: Nursing homes, public schools, sports teams, hospitals, private clinics Should be a people person Recommends volunteering

9.	Self Employed		<ul style="list-style-type: none"> • Chiropractor 	<ul style="list-style-type: none"> • Science • Math • English • Psychology 	<ul style="list-style-type: none"> ✓ Works 8 – 5:30 ✓ Chiropractics is both an art and a science
10.	Nursing Facility		<ul style="list-style-type: none"> • Staff Pharmacist 	<ul style="list-style-type: none"> • Math • Science • Biology • Chemistry • Physics • Calculus 	<ul style="list-style-type: none"> ✓ Went to school for 5 years, Bachelors in Pharmacy ✓ Need Outgoing personality; need to get along with various types, from Doctors to patients.
11.	Gerould's Pharmacy	Elmira	<ul style="list-style-type: none"> • Pharmacist 	<ul style="list-style-type: none"> • Math • Science 	<ul style="list-style-type: none"> ✓ Counsels patients, fills prescriptions, telephone with insurance companies ✓ Opportunities: Sales, Research and Development, Hospitals ✓ Best part is knowing you have helped someone ✓ Healthcare has held up well in economic downturn
12.	VA Medical Center	Bath	<ul style="list-style-type: none"> • Pharmacist • Pharmacy Technicians 	<ul style="list-style-type: none"> • Chemistry • Science • Math 	<ul style="list-style-type: none"> ✓ Mixes IV's and dispensing medications ✓ Works with entire health team to make care decisions ✓ Need communication skills to be able to talk with patients and draw out needs
13.	VA Medical Center	Bath	<ul style="list-style-type: none"> • Chief of Medicine • Primary Care Physician 		<ul style="list-style-type: none"> ✓ Shortage of Primary Care Physicians ✓ Is not a specialist, works with the whole body ✓ Contributes to society; makes a difference
14.	Chemung Co. Nursing Facility	Elmira	<ul style="list-style-type: none"> • Physician • Medical Director • Geriatric Special. • Internal Special. 		<ul style="list-style-type: none"> ✓ Lot of paperwork ✓ Favorite part: sitting w/ patients & figuring out what's wrong with them
15.	Chemung Co. Nursing Facility & Clinic	Elmira	<ul style="list-style-type: none"> • Health Center Director • Entry (kitchen & housekeeping) • Therapist • Physician • Pharmacist • Nurse • Nurse practitioner 	<ul style="list-style-type: none"> • Science • Data Processing • Technial • Reading • Writing • Verbal Skills • Math 	<ul style="list-style-type: none"> ✓ Works for county government ✓ Needs at least HS Diploma ✓ Very dynamic opportunities: all kinds ✓ Healthcare is one of the most regulated industries