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| **P R O J E C T O V E R V I E W** |
| **Name of Project:** Health Care Careers | **Duration (days):** 4-5 weeks | **Written For:** ☒Period Schedule ☐Trimester ☐Block Schedule ☒Semester |
| **Subject/Course:** JAG  | **Teacher(s):** Erin Whipple | **State:** Iowa | **Grade Level(s):** ☐7/8 ☐Alternative Ed. ☐9/10 ☐Out of School ☒11/12 ☐Any |
| **Other Subject Areas to be Included:** Science, Technology, Math  |
| **Project Summary**What will the students be doing? What challenges will they face? What is the purpose? | Students will do the following:

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| **.** | Identify several professions in the healthcare field |
| **.** | Identify characteristics of effective healthcare providers |
| **.** | Consider if any of the occupations covered in class are appropriate paths for them |

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| **Driving Question**What problems/questions will students be learning about? | How do I determine if the Health Care Career Field is right for me? |
| **Entry Event**How will you introduce the topic in an engaging way? | Paramedic/EMT/Emergency individual comes to your class and shows students inside of the rig (ambulance) while informing them about the career. ORWatch a clip about paramedics:<https://www.youtube.com/watch?v=FEnl4vrwck8>  |
| **Public Product**How will students be able to demonstrate what they have learned? | **Team:** Health Care Career Fair within the classroomStudents will put on a Career Fair designated specifically to Health Care Careers.  | **Presentation Audience**☒Class☒School☒Community☒Experts☐Web☐Other: Click here to enter text. |
| **Individual:** Students will make flyers, brochures, phone calls to health care facilities about setting up a booth in the career fair, organizing date/time/location, social media advertising, media involvement, etc. All of these are tasks that can be performed on an individual basis with sign up sheets on who will do what.  |

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| **P R O J E C T O V E R V I E W** |
| **Competency Attainment**What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):C15, C17, F33, C18**What competencies will be in progress during this project?** (Level 2):A3, A4, A5**What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):A1, A2, A6, H60  |
| **Formative Assessments** (Check all that apply or add your own)How will you assess student learning throughout the PBL? | ☐Checklists | ☐Notes | ☐Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☒Journal/Learning Log | ☐Practice Presentations | ☒Rough Drafts |
| ☒Other (see PBL Library for ideas): Exit Tickets |
| **Summative Assessments**(Check all that apply or add your own)How will you assess student learning at the completion of the project? | ☐Essay | ☒Oral Presentation w/Rubric | ☒Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☒Written Final w/ Rubric | ☒Self-Evaluation |
| ☒Other (see PBL Library for ideas): Poster completion with Rubric |
| **Reflection Methods**(Check all that apply or add your own)How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☐Journal/Learning Log | ☒Fishbowl Discussion | ☐Survey |
| ☒Whole-Class Discussion | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. |

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| **P R O J E C T O V E R V I E W** |
| **Career Association**How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?** ☐Leadership☐Community Service☒Career Prep☐Civic Awareness☒Social Awareness☐Fundraising☐Other: Click here to enter text. | **What roles will your officers lead in planning?**Leadership: Students with experience can help introduce the project.Community Service: Have speaker come in to talk about Health Based Community resources.Career Prep: Set up a CPR/First Aid Certification for Students Civic Awareness: Find Speaker to come in and talk about HIPPA laws and FERPA Social Awareness: Assist Career Prep Fundraising: Assist Civic Awareness Other: Click here to enter text. |
| **How will you incorporate committees, or the rest of your class?** Leadership: Students with experience can help introduce the project. Community Service: Have speaker come in to talk about Health Based Community resources. Career Prep: Set up a CPR/First Aid Certification for Students Civic Awareness: Find Speaker to come in and talk about HIPPA laws and FERPA Social Awareness: Assist Career Prep Fundraising: Assist Civic Awareness Other: Click here to enter text. |
| **Which Career Pathways will be incorporated into this PBL?** | **Which employers/businesses will you work with throughout this project?**Students will call in specific speakers related to their Health Career Choice to come in and talk to the class or set up a tour for students to see a lab or some other environment directly related to their Health Care Career. |
| ☐Agriculture, Food & Natural Resources☐Architecture &Construction☐Arts, A/V Technology & Communications☐Business Management &  Administration☐Education & Training☐Finance☐Government & Public Administration☒Health Sciences☐Hospitality & Tourism | ☐Human Services☐Information Technology☐Law, Public Safety, Corrections &  Security☐Manufacturing☐Marketing☐Science, Technology, Engineering &  Math☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy** How will you utilize employer connections to increase relevance? | **Circle One:**☐Meet and Greet☒Classroom Presentation☐Project Observation☐Skype/Webinar☐Mock Interview☐Other: Click here to enter text. | **Circle Two:**☐Service Learning☒Company Tour☐Mentoring☐Co-Develop PBL/Scaffolding☐Critique of Public Product ☐Other: Click here to enter text. | **Circle 3:**☐Job Shadow☐Limited Time Work Experience☐Pre-Apprenticeship☐Internship/Apprenticeship☐Summer Job☐Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** |
| **Scaffolding***\*this is a high level overview, details can be found in the Student Learning Guide*What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content? How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**(What do you need to do to prepare for the project to begin?)**See scaffolding attachment** **Launching the Project:**(How will you SPARK their attention?)**See scaffolding attachment** **Project Navigation:** (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)**See scaffolding attachment**   |
| **Accommodations**What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**How will you provide opportunities for students to review their work and provide feedback for improvement?  | Gallery Walk, Rubrics. Rough Draft, Final Draft, Exit Tickets, Journaling |
| **Resources**How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project?  | **WHO will you be incorporating?**☒School Staff☒Business Professionals/Employers☐Community Leaders/Organizations☐Technology ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)*** Speakers coming in from the Health Care Career Field.
* Presentations to Health Care Professionals or to school classrooms.
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| **S T U D E N T L E A R N I N G G U I D E** |
| **Project Title:** Health Care Careers |
| **Driving Question:** How do I determine if the Health Care Career Field is right for me? |
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| **Description of Activity/Product**What will students, specialists, guests, etc. be doing during this portion? | **Learning Outcomes/Targets**What knowledge, understanding & success skills will students need to successfully complete this portion? |
| ☒Formative☐Final Product | Students will need to pick a Health Care Career to research and have it approved by teacher. | Students will get to research health care careers to choose one that they feel fits them best to research. |
| ☐Team☐Individual |
| ☒Formative☐Final Product | Students choose what type of public product they want to have and then edit a rubric example to fit their product. | Student will understand the expectations of the project as they are helping design the expectations for grading.  |
| ☐Team☐Individual |
| ☐Formative☐Final Product | Students call in health care speakers to speak to the class.  | Other students can be invited into the speaker as well, assisting other students in the school to learn more about the different Health Care Careers. |
| ☐Team☒Individual |
| ☐Formative☒Final Product | Students choose their Public Product | Students get voice and choose through the project and in way it becomes public. |
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| **P R O J E C T C A L E N D A R** |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** |
| Entry Event | Students are introduced to the project. Driving question and competencies are posted and discussed with students.Students can begin making their own journals for reflection purposes.  | Students finish Journals.Public Product is discussed with students and they get the opportunity to write in their journal what they want their Public Product to be. List of Health Care Careers are provided to students and research on what Health Care career they want begns. | Academic Remediation | Research on choosing Health Care Careers continues. Students get their career and public product approved by teacher. Students journal what their chosen Health Care Career is and why they chose that.Journal Entry |
| **P R O J E C T W E E K T W O** |
| Students make their own rubric for their public product. Be very clear on what the expectations are for them and that they are welcome to edit a rubric but explain what needs to stay the same on the rubric, per your grading and assessment expectations.  | Research on careers.Journal Entry | Begin working on their public product.Exit Ticket | Academic Remediation | Speakers |

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| **P R O J E C T W E E K T H R E E** |
| Rough Draft of Public product is dueExit Ticket | Gallery Walk with peers Journal Reflection | Class reflection n gallery walk and feedback. Working on Final Public ProductExit Ticket | Academic Remediation | Speakers |
| **P R O J E C T W E E K F O U R** |
| Working on Public Product | Final Public Product dueJournal Entry Reflection | Class reflection on this PBL | Academic Remediation | Speakers |

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| **P R O J E C T C A L E N D A R** |
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| **P R O J E C T W E E K F I V E** |
| Presentations or SpeakersAnnouncement | Presentations or SpeakersAnnouncements | Presentations or SpeakersAnnouncements | Click here to enter text. | Click here to enter text. |
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