

# Lesson Plans for Reading & Writing in the Healthcare Career Bridge III (for High ASE Classrooms)

**Developed by Stephanie Sommers**

**A collaborative project between City Colleges of Chicago and Women Employed**

Based on the ICCB Statewide Healthcare Bridge Curriculum

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# Introduction to the Healthcare Career Bridge III

## Reading and Writing Lessons for High ASE

Welcome to the Healthcare Career Bridge III Reading and Writing lessons! These lessons are designed to improve the basic reading and writing skills of High Adult Secondary Education (ASE) students who enter City Colleges of Chicago (CCC) at the eleventh- to twelfth-grade literacy level, while exposing those students to key issues that are relevant to their lives and the healthcare field. This intensive eight-week course will prepare students to:

- Complete the twelfth-grade or High ASE reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet *Illinois ABE/ASE Content Standards* for Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening for the National Reporting System (NRS) Levels 5 & 6. All skills for this level are correlated with 2014 GED skills.
- Pass the Reading and Writing portions of the 2014 GED test which is a prerequisite for financial aid for college-level courses.

These High ASE lesson plans were created through a collaborative project between CCC and Women Employed (WE). The lessons are based on the Illinois Community College Board's *ICCB Healthcare Bridge Curriculum*.

### Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridge programs as those that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training, leading to career-path employment in high-demand middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** that includes career exploration, career planning, and understanding the world of work.
- **Transition services** that provide students with information and assistance to successfully navigate the process of moving to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services.

### Bridge Program Student Qualifications

The Healthcare Career Bridge III is designed for:

- High ASE students who score at the 11.0 to 12.9 level on the TABE in reading and math.
- English as a Second Language (ESL) students in high intermediate ESL or above who score approximately 11.0 to 12.9 on the TABE or who score into the Advanced ESL level or Exit Criteria on the CASAS. Note that valid TABE pre-tests (and post-tests) for the fiscal year are required in the bridge, even for ESL students.
- Highly motivated students who are interested in entering or advancing in a healthcare career and are able to devote 18-22 hours per week plus homework time for the duration of the program. Since the Bridge III level includes an embedded college-level course along with a built-in support course or tutoring, students must be prepared to complete more homework than required in lower levels of the bridge.

Before enrollment, City Colleges of Chicago transition specialists or other trained staff members should have talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include the need to pass background checks for healthcare jobs and discharge current debt to the college before entering this course. Should any of these issues arise after classes begin, students should be referred to a transition specialist or trained staff member who can help.

## Introduction to the Healthcare Career Bridge III (cont.)

### Expectations of Bridge Program Students

Through the recruitment and orientation process, students are made aware of and agree to meet the following expectations:

- Attend all classes. If a student must be absent, they must notify the instructor and request missed work.
- Arrive to class on time and stay until class ends.
- Respect instructor, classmates, and self.
- Complete all assigned work; ask questions when unsure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

### Bridge Program Benefits to Students and to CCC

During this Bridge III Reading and Writing course, students will:

- Develop reading and writing skills for GED attainment and college readiness using materials related to the healthcare industry.
- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing to rewrite rough drafts. Because these lessons do not call on the instructor to lecture from the front of the class, students may need time to become comfortable with the active learning activities and contextualized nature of these lessons.
- Gain experience with computers, as a number of classes will take place in a computer lab.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.

After Healthcare Career Bridge III or another short-term ASE Level class, students should be able to pass the Reading and Writing portions of the 2014 GED test, which is a prerequisite for financial aid for college-level courses. In addition, these courses provide relevant learning experiences using Social Studies and Science materials that are also covered by the 2014 GED test. After Healthcare Career Bridge III, students should also be able to score high enough on the COMPASS (CCC's college entrance) test to enter college-level courses and earn credit toward degrees or certificates. The graphic on the following page illustrates the three types of healthcare bridge programs.

Additional resources available for bridge program students include:

- Free tutoring.
- Transition specialists who will meet with students to work through challenges and make future plans.
- Academic, financial aid, and/or career advisors who will help students enroll in college occupational programs and learn about available jobs in their chosen occupations.

### Sample Healthcare Bridge Program Structure

The following graphic represents one of several configurations for the full Healthcare Career Bridge Program levels I through III; actual configuration will vary based on the cohort start date and the campus where the program is delivered.

## Introduction to the Healthcare Career Bridge III (cont.)

Bridge I - 8 weeks	Bridge II - 8 weeks	Bridge III - 8 weeks	8 weeks
Contextualized Lang Arts - High Intermediate	Contextualized Lang Arts - Low ASE	Contextualized Lang Arts - High ASE	
Contextualized Math - High Intermediate	Contextualized Math - Low ASE	Contextualized Math - High ASE	
Healthcare Knowledge & Skills	Introduction to Medical Office Practices	Bio 120 - Terminology for Medical Careers (College Credit Course) – 16 weeks	
Computers for Healthcare		AE support course for Bio 120 or mandatory embedded tutoring – 16 weeks	

### Healthcare Career Bridge III Correlation with State and National Standards

To ensure that the Bridge III lessons meet state and national learning standards, curriculum designers compared the *Illinois ABE/ASE Content Standards*<sup>1</sup> in Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening with the NRS (National Reporting System)<sup>2</sup> descriptors for the High ASE level (sometimes referred to as Levels 5 & 6). This comparison was then condensed into a document called the Condensed Standards for NRS Levels 5 & 6, which is contained within these lessons. These condensed standards can be used to:

- Understand the relationship between each lesson and the required standards. To do this, this curriculum document lists associated standards at the beginning of each lesson.
- Connect classroom activities and assignments to formal standards that describe the skills students are learning.
- Understand the relationship between Bridge II skill-building standards and 2014 GED skill requirements.

While specific 2014 GED skills are not explicitly incorporated in the Condensed Standards for NRS Levels 5 & 6, this framework is directly tied to the 2014 GED skills. Therefore, what students learn in the Bridge III course lays the foundation for specific 2014 GED learning. At the end of this introduction is a list of the NRS Levels 5 & 6 standards covered in these lessons.

### Principles for Lesson Plans

The principles that these lessons are based on include:

- All work must be grounded in students' experiences, decisions, and goals.
- Teachers must ask, not tell. Teachers should avoid having the answers. They should instead set up situations where students can pose questions, find their own answers, and propose ways to discover additional information. This will help students develop the critical skills needed to do well on the 2014 GED and in college-level courses.
- Classrooms must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.
- Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals.
- Students must work in pairs and groups to hear, see, and engage with material before they present considered answers to the class.
- Students can teach and learn from each other through pair and group work.

<sup>1</sup> The *Illinois ABE/ASE Content Standards* were created to ensure students receive the same level of preparation that high schools are expected to deliver, and that they are ready for the new GED test and for college-level work.

<sup>2</sup> As a state and federally funded program, CCC must use the NRS to classify instructional levels and student performance and to demonstrate student progress in its adult education programs.

## Introduction to the Healthcare Career Bridge III (cont.)

- Writing first drafts must be free of worry. Work on penmanship, spelling, and grammar must be part of the rewriting process, not the initial drafting process.
- Grammar is best learned in the context of a writing project in which students are invested in communicating something important to them.

### Strategies for Building Contextualized Themes

The strategies for building contextualized themes for these High ASE lessons, chosen with a focus on key 2014 GED requirements include:

- Selected Science and Social Studies topics that have been customized to healthcare.
- Primary and secondary sources as the basis for students' own thinking and writing.
- Online articles, videos, graphics, and political cartoons to help students become good readers in science and social studies.
- Test-taking skills developed through targeted GED test materials that are relevant to the science, social studies, and language areas studied.
- Activities that use the Khan Academy for lectures on a range of GED-relevant topics.
- Activities that show students how to write multiple persuasive and informative essays, both formally and in the 45-minute format.
- A variety of reading strategies to help students work with more difficult readings such as: reading for a purpose, highlighting, small group and class analysis of readings in a broader context, and developing vocabulary skills through reading.
- Comparison of issues and points of view between readings.
- Internet as a research tool to answer questions and find information for presentations.
- Group presentation, preparation, delivery, and evaluation processes to improve teamwork, problem-solving, and public speaking skills.
- Note-taking on class discussions, readings, and video presentations in preparation for college-level courses.
- Clear evaluation tools so that students become good editors and evaluators of each other's work.

### Contextualized Themes for ASE Lessons and Lesson Plan Layout

These High ASE lessons focus on high-interest topics with direct impact on the healthcare field. Themes include:

	4 Weeks	4 Weeks
Low ASE	Nutrition	Healthcare Reform
High ASE	Drug Resistance and Its Impact on Healthcare	Economics of Medicine and Drug Shortages

Within each of these high-interest topics, we have chosen weekly themes that culminate in a final project that will be presented in week eight.



**High ASE Lesson Plan Outline  
Contextualized for Healthcare**

<b>DRUG RESISTANCE</b>	<b>THEME</b>	<b>READING</b>	<b>WRITING</b>	<b>PRESENTATION</b>
<b>Week 1: Antibiotic Resistance</b>	<ul style="list-style-type: none"> <li>Building success in the Bridge III Course.</li> <li>Introduce the drug resistance theme.</li> <li>Antibiotic resistance as the first area of study.</li> </ul>	<ul style="list-style-type: none"> <li>Learn ways to be a successful student.</li> <li>Read about antibiotic resistance and its global impact.</li> <li>Introduce the Khan Academy.</li> </ul>	<ul style="list-style-type: none"> <li>Write a 45-minute essay on how students plan to succeed in the Bridge III course.</li> <li>Evaluate essays using GED essay scoring rubric.</li> <li>Describe family's use of antibiotics.</li> </ul>	
<b>Week 2: The Science of Drug Resistance</b>	<ul style="list-style-type: none"> <li>The science of drug resistance.</li> </ul>	<ul style="list-style-type: none"> <li>Watch nine Khan Academy videos on genetics, evolution, natural selection, and heredity.</li> <li>GED testing practice on these subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Write a 45-minute essay on the usefulness of Khan Academy videos and their relation to GED material.</li> </ul>	<ul style="list-style-type: none"> <li>Three short presentations on Khan Academy vocabulary and concepts. Includes short student-made quizzes.</li> </ul>
<b>Week 3: Drug Resistance – Presentation Prep</b>	<ul style="list-style-type: none"> <li>Prepare for PowerPoint presentations on: nutrition and antibiotic resistance, malaria, MRSA, and TB.</li> </ul>	<ul style="list-style-type: none"> <li>Watch introductory videos and read articles on each of the four drug resistance topics.</li> <li>Do research online.</li> </ul>	<ul style="list-style-type: none"> <li>Write a 45-minute essay on how they selected their drug resistance topic based on previous exercises.</li> <li>Create a group research plan.</li> <li>Compile research bibliography.</li> <li>Integrate PowerPoint presentations in pairs.</li> </ul>	
<b>Week 4: Drug Resistance Presentations</b>	<ul style="list-style-type: none"> <li>Present a PowerPoint presentation.</li> <li>Write an essay on the same topic.</li> <li>Introduce drug shortage crisis.</li> </ul>	<ul style="list-style-type: none"> <li>Take and evaluate relevant GED test material.</li> <li>Read introductory article on the drug shortage crisis.</li> </ul>	<ul style="list-style-type: none"> <li>Watch a 45-minute essay on their drug resistance topic.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentations on drug resistance, the problem they studied, reasons for the problem, and recommendations.</li> </ul>

DRUG SHORTAGE CRISIS	THEME	READING	WRITING	PRESENTATION
<p><b>Week 5: Drug Shortages</b></p>	<ul style="list-style-type: none"> <li>Analyze crisis from crisis “player” point of view: patient, doctor, drug company, and government.</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos and read articles on the drug shortage.</li> <li>Watch Khan Academy videos on the cupcake factory.</li> <li>Watch videos, read articles, and analyze graphics on supply and demand.</li> </ul>	<ul style="list-style-type: none"> <li>Write a short essay on the assigned “player’s” viewpoint.</li> <li>Write a 45-minute essay on reasons for the drug shortage and recommendations for solving it.</li> </ul>	
<p><b>Week 6: Drug Shortages – Individualism and Collectivism</b></p>	<ul style="list-style-type: none"> <li>Define and apply individualism and collectivism concepts.</li> </ul>	<ul style="list-style-type: none"> <li>View graphics and videos on individualism and collectivism.</li> <li>Read articles and apply concepts to economic forms of government and political parties.</li> <li>Analyze the Declaration of Human Rights using concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Write a description of self as an individualist or a collectivist.</li> <li>Write a 45-minute essay on whether or not health care is a human right or a personal responsibility.</li> </ul>	
<p><b>Week 7: Drug Shortages – Final Writing Project</b></p>	<ul style="list-style-type: none"> <li>Prepare a final essay.</li> </ul>	<ul style="list-style-type: none"> <li>Take and analyze GED tests on language, economics, and politics.</li> </ul>	<ul style="list-style-type: none"> <li>Write a 45-minute letter to Obama on how to solve the drug shortage crisis.</li> </ul>	
<p><b>Week 8: Writing Workshops</b></p>	<ul style="list-style-type: none"> <li>Writing workshops.</li> </ul>			<ul style="list-style-type: none"> <li>Students present their papers for formal classroom evaluation.</li> </ul>

## Introduction to the Healthcare Career Bridge III (cont.)

### Recommendations for Program Delivery

The lesson plan activity instructions contain full descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher understand the intent and flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom. To adapt the lesson plans to a useable outline, we suggest that teachers use the following process for preparing for each day:

- Familiarize yourself with the materials and issues in whole units before teaching them.
- Read all assigned material, view all videos, and work through all charts and graphs so that you understand all that is to be presented.
- Go through all the activities to make sure you can answer any study questions or would feel comfortable leading any of the activities presented.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or emphasis of each activity to best fit the needs of your class.
- Bring a highlighted outline or create a separate outline that can remind you how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials before class so each activity can go smoothly.

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs of the actual students they have. The following guidelines should help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the writing weeks.
- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
- Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.
- Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.

This document begins with the condensed standards for reference. Each section that follows presents the full curriculum for each week, including the standards the week covers and daily lesson plans that include activities and worksheets.

Those with questions about the design of the bridge program or customization of the lessons should contact Christina Warden, Senior Program Manager, Women Employed at (312) 782-3902 ext. 228, [cwarden@womenemployed.org](mailto:cwarden@womenemployed.org) or Ann Darnton, Interim Associate Vice Chancellor for Adult Education, City Colleges of Chicago at (312) 553-3452, [adarnton@ccc.edu](mailto:adarnton@ccc.edu).

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## Condensed Reading Standards for NRS Levels 5 & 6

### KEY IDEAS AND DETAILS

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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

**2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.**

- a. Comprehend explicit details and main ideas in text.
- b. Summarize details and ideas in text.
- c. Make sentence level inferences about details that support main ideas.
- d. Infer implied main ideas in paragraphs or whole texts.
- e. Determine which detail(s) support(s) a main idea.
- f. Identify a theme or identify which element(s) in a text support a theme.
- g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.
- h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.

**3. Analyze how individuals, events, and ideas develop and interact over the course of a text.**

- a. Order sequences of events in texts.
- b. Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
- c. Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
- d. Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).
- e. Analyze the roles that details play in complex literary or informational texts.

### CRAFT AND STRUCTURE

**4. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**

- a. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.
- b. Analyze how meaning or tone is affected when one word is replaced with another.
- c. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.

## Condensed Reading Standards for NRS Levels 5 & 6 (cont.)

### **5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**

- a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).
- c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.
- d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.

### **6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**

- a. Determine an author's point of view or purpose of a text.
- b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
- c. Infer an author's implicit as well as explicit purposes based on details in text.
- d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).

## **INTEGRATION OF KNOWLEDGE AND IDEAS**

### **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

- a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determines how data supports an author's argument.
- b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.
- c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.

### **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.
- b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.
- c. Distinguish claims that are supported by reasons and evidence from claims that are not.
- d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.
- e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.

## Condensed Reading Standards for NRS Levels 5 & 6 (cont.)

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
- b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.
- c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.

## Condensed Social Studies Standards for NRS Levels 5 & 6

### 1. Draw conclusions and make inferences.

- a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
- b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.

### 2. Analyze events and ideas.

- a. Identify the chronological structure of a historical narrative and sequence steps in a process.
- b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
- d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

### 3. Read and interpret graphs, charts, and other data representation.

- a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
- c. Distinguish between correlation and causation.

### 4. Measure the center of a statistical dataset.

- a. Calculate the mean, median, mode, and range of a dataset.

### 5. Interpret meaning of symbols, words, and phrases.

- a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

### 6. Analyze purpose and point of view.

- a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).
- b. Identify instances of bias or propagandizing.
- c. Analyze how a historical context shapes an author's point of view.
- d. Evaluate the credibility of an author in historical and contemporary political discourse.
- e. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



## Condensed Social Studies Standards for NRS Levels 5 & 6 (cont.)

### 7. Integrate content presented in different ways.

- a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, and political cartoons.
- c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

### 8. Evaluate reasoning and evidence.

- a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.
- b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

### 9. Analyze relationships between texts.

- a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

## Condensed Science Standards for NRS Levels 5 & 6

### 1. Determine details and make inferences.

- a. Cite specific textual evidence to support inferences, conclusions, or analyses of technical texts, attending to the precise details of explanations or descriptions of a process, event, phenomenon, or concept.
- b. Understand and explain the basic features of a scientific hypothesis or investigation and verify claims made based on evidence provided.

### 2. Determine central ideas, hypotheses, and conclusions.

- a. Determine the central ideas or conclusions of a stimulus.
- b. Identify the hypotheses, conclusions, and data in a technical text, verifying the evidence and data when possible and corroborating or challenging conclusions with other sources of information.
- c. Provide an accurate summary of the stimulus.
- d. Develop valid (testable, objective) questions, evaluate whether questions are testable and objective, and refine hypotheses.
- e. Make evidence-based generalizations based on data and results.
- f. Draw conclusions based on scientific evidence, and indicate whether further information is needed to support a specific conclusion or to discriminate among several possible conclusions.

### 3. Analyze events and ideas.

- a. Determine which explanation best accords with evidence.
- b. Analyze in detail a series of events or results described in a stimulus; determine whether earlier events/results caused later ones or are simply correlated with later events/results.
- c. Understand and analyze basic processes, methods, and tools in scientific concepts, theories, and designs of simple scientific experiments and investigations.
- d. Analyze key issues and assumptions in scientific models, theories, or experiments.

### 4. Interpret meaning of symbols and terms.

- a. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context.
- b. Identify and interpret independent and dependent variables in investigations that have controls.
- c. Interpret and apply scientific terms and concepts, formulas, and other symbolic representations of data based on research provided.

### 5. Analyze structures.

- a. Analyze the structure of the relationships among concepts in a stimulus, including relationships among key terms and concepts (e.g. force, friction, reaction force, energy).
- b. Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- c. Predict the results of an additional trial or measurement in an experiment.
- d. Predict the future state of a model or system based on given information.

## Condensed Science Standards for NRS Levels 5 & 6 (cont.)

### 6. Integrate content presented in diverse ways.

- a. Integrate quantitative or technical information expressed in words in a stimulus with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph, or table).
- b. Translate quantitative or technical information expressed in words in a stimulus into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- c. Use numerical data to describe and compare experimental processes and results that are described in stimulus.
- d. Record and organize information in tables and graphs to communicate given scientific information, and identify relationships they reveal.

### 7. Evaluate reasoning and evidence.

- a. Distinguish among facts, reasoned judgment based on research findings, and speculation in a stimulus.
- b. Assess the extent to which the reasoning and evidence in a stimulus support the author's claim or recommendation for solving a technical problem.
- c. Identify discrepant results and identify possible sources of error or uncontrolled conditions.
- d. Evaluate whether information (data, model) supports or contradicts a hypothesis, prediction, or conclusion, and why.
- e. Design an experiment to test a given hypothesis.
- f. Define, predict, analyze, and alter experimental designs to reduce sources of error.

### 8. Analyze relationships between sources.

- a. Compare findings presented in a stimulus to those from other sources, noting when the findings support or contradict other explanations or accounts.
- b. Identify strengths and weaknesses among one or more models or experiments.
- c. Identify similarities and differences between models and experiments.
- d. Determine which models or experiments would be supported or weakened by new data or evidence.

### 9. Read and interpret graphs, charts, and other data representations.

- a. Interpret, use, and create graphs (e.g. scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g. do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph. Analyze and communicate how the variables are related.
- c. Describe patterns in a dataset such as clustering, outliers, positive/negative association, and linear/nonlinear association and describe their implications.
- d. Distinguish between correlation and causation (i.e. correlation does not imply causation)

### 10. Measure the center of a statistical dataset.

- a. Calculate the mean, median, mode, and range of a dataset.
- b. Calculate the average, given the frequency counts of all the data values.
- c. Calculate a weighted average and understand the effect of outliers.

## Condensed Science Standards for NRS Levels 5 & 6 (cont.)

### 11. Determine sample space and use probability models to interpret data.

- a. Use counting techniques to solve problems and determine combinations and permutations.
- b. Determine the probability of simple and compound events.
- c. Recognize and explain probability in context.
- d. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
- e. Determine the probability of mutually exclusive, dependent, and independent events.
- f. Predict changes in probability based on changes in context.

### 12. Understand and apply the appropriate tools, techniques, and units in scientific investigations.

- a. Identify and use proper measurement tools for each type of measurement.
- b. Identify, use, and describe proper units for each type of measurement (e.g. centimeters for length).
- c. Convert between metric units and between metric and non-metric systems of measure given data and conversion factors.

## Condensed Writing Standards for NRS Levels 5 & 6

### TYPES AND PURPOSES

#### **1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

#### **2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

## Condensed Writing Standards for NRS Levels 5 & 6 (cont.)

**3. Write narratives from a prompt in a formatted manner to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### PRODUCTION AND DISTRIBUTION OF WRITING

**4. Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt.**

- a. Differentiate between example and reason when given a writing prompt.
- b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**5. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.**

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

### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

**7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.**

- a. Narrow or broaden the inquiry when appropriate.
- b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- c. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively.
- d. Assess the strengths and limitations of each source in terms of task, purpose, and audience.
- e. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation.
- f. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Condensed Writing Standards for NRS Levels 5 & 6 (cont.)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

### RANGE OF WRITING

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

## Condensed Language, Vocabulary, and Usage Standards for NRS Levels 5 & 6

### CONVENTIONS OF STANDARD ENGLISH

#### 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its).
- b. Edit to correct errors in straightforward subject-verb agreement.
- c. Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
- d. Edit to eliminate non-standard or informal usage (e.g., correctly use "try to win the game" instead of "try and win the game").
- e. Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use "to meet almost all requirements" instead of "to almost meet all requirements").
- f. Edit to ensure parallelism and proper subordination and coordination.
- g. Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
- h. Edit to eliminate wordiness or awkward sentence construction.
- i. Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.

#### 2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

- a. Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
- b. Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
- c. Edit to ensure correct use of apostrophes with possessive nouns.
- d. Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).

### KNOWLEDGE OF LANGUAGE

#### 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

- a. Vary syntax for effect, consulting references for guidance as needed.
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



## Condensed Language, Vocabulary, and Usage Standards for NRS Levels 5 & 6 (cont.)

### VOCABULARY USAGE

**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

- a. Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.

## Condensed Speaking and Listening Standards for NRS Levels 5 & 6

### COMPREHENSION AND COLLABORATION

**1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

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

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

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

**4. Demonstrate active listening skills.**

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

**5. Comprehend key elements of oral information for:**

- a. Cause and effect.
- b. Comparison/contrast.
- c. Conclusion.
- d. Context.
- e. Purpose.
- f. Charts, tables, and graphs.
- g. Evaluation/critiques.
- h. Mood.
- i. Persuasive text.
- j. Sequence.
- k. Summaries.
- l. Technical subject matter.

## Condensed Speaking and Listening Standards for NRS Levels 5 & 6 (cont.)

### **6. Identify and evaluate oral information for:**

- a. Conclusions/solutions.
- b. Fact/opinion.
- c. Assumption.
- d. Propaganda.
- e. Relevancy.
- f. Accuracy/sufficiency.
- g. Appropriateness/clarity.
- h. Validity.
- i. Relationships of ideas.

### **7. Predict potential outcomes and/or solutions based on oral information regarding trends.**

### **PRESENTATION OF KNOWLEDGE AND IDEAS**

**8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**

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

**10. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**

- a. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 1, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Introduce Healthcare Career Bridge III Goals.	<b>SPEAKING AND LISTENING</b>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Identify attributes that lead to success.		

# Healthcare Career Bridge III: High ASE Standards

## Covered For Week 1, Lesson 1

<p>Identify ways to be successful in the bridge program classroom.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p>
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# Healthcare Career Bridge III: High ASE Standards Covered For Week 1, Lesson 1

<p><b>Reading Homework</b> Read <i>10 Highly Effective Study Habits</i> and <i>The Ten Study Habits of Successful Students</i>.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
<p><b>Writing Homework</b> Write an outline for an in-class essay on what it takes to be successful in the Healthcare Career Bridge III.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claim from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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# Week 1, Lesson 1

## THEME: Antibiotic Resistance

### OBJECTIVES:

- Introduce Healthcare Career Bridge III goals.
- Identify attributes that lead to success.
- Identify ways to be successful in the bridge program classroom.

### MATERIALS:

- Handout (attached): Make one copy for each student.  
*Healthcare Career Bridge III Academic and Career Goals and Additional Course Descriptors.*
- Handout: Make one copy for each student.  
*What Makes People Successful*  
<http://sg.jobsonline.com/SG/EN/v6HTML/Article/JS/199/199.htm>
- Handout: Make one copy for each student.  
*10 Highly Effective Study Habits*  
<http://psychcentral.com/lib/2006/top-10-most-effective-study-habits/all/1/>
- Handout: Make one copy for each student.  
*The Ten Study Habits of Successful Students*  
<http://www.how-to-study.com/study-skills/en/study-habits-of-successful-students.asp>

## ACTIVITY #1: Student Introductions and Goals (presented in two parts).

### Activity #1, Part #1: Ice Breaker – 30 minutes.

- Welcome students to the Healthcare Bridge III course.
- Introduce yourself and state why you will be a strong and supportive teacher.
- Have students who have been in a prior bridge program raise their hands.
- Have students for whom this is their first bridge program raise their hands.
- Put two columns on the board marked “Prior” and “New.”
- Ask students who have taken prior bridge program courses: Why did you come back? What are your academic, career, and personal reasons for taking this class?
- Put their answers on the board in the “Prior” column.
- Ask new students: Why did you sign up?
- Put these student answers on the board in the “New” column.
- Tell students to compare the answers of students new to the bridge program to the answers of returning bridge program students.
- Are they the same or different?
- What are the main reasons people are here? Circle their answers.
- Make two new columns on the board: “Skills Learned” and “Skills Needed.”
- Put students in pairs of “prior students” and “new students.”

# Week 1, Lesson 1

- Tell “prior” students to prepare to introduce each other and compile a shared list of skills they have learned in the prior bridge course(s). These pairs should also identify the skills that they still need.
- Tell “new” students to prepare to introduce each other and to compile a shared list of things they think they need to learn.
- Go from “prior” pair to “prior” pair to have them introduce each other and list the skills they have learned and then the skills they need, writing their answers in the appropriate columns. Put checks next to skills that are mentioned many times – one check for each time it comes up.
- Repeat this process with the “new” pairs for the “Skills Needed” column only.

## Activity #1, Part #2: Student and Course Goals: A Comparison – 30 minutes.

- Pass out *Healthcare Career Bridge III Academic and Career Goals and Additional Course Descriptors*.
- Have two students stand by the board as you read the core goals for the course aloud.
- Have them circle the student goals listed on the board that align with core goals for the class. Check their work after reading each goal.
- Allow students to pose questions if they have them.
- Ask: How do your goals match the course goals? Is what the class is trying to accomplish in line with what you want to accomplish?

## ACTIVITY #2: Achieving Your Goals – 30 minutes.

- Have each student choose their three most important goals for this course.
- Have each student choose three skill areas they believe they need to work on most.
- Have students write two sentences: one that presents their primary goals and one that presents their skill needs.
- Go round robin and have students read their two sentences out loud.
- After all students have been heard, ask:
  - What are the significant similarities in students’ goals?
  - What are the similarities in skill needs?
  - What does this tell us about the things that this class needs to focus on to be successful?
- Write on the board: “What makes people successful at reaching their goals?” Write students’ initial responses to this question on the board.
- Tell students to think of one success in their lives. It could be in any area of their lives.
- Go round robin to have each student declare the success they have chosen.
- Put students into new pairs to talk about their successes, and list those things they did that made them successful.
- Go round robin to have each pair name one attribute that will lead to success. Put their item on the board. Ask the next group for a new item until all items have been listed on the board.

## ACTIVITY #3: Applying Successful Behavior to the Bridge Class – 30 minutes.

- Pass out *What Makes People Successful*.
- As they read, tell students to underline those things the author thinks are necessary for people to be successful.

# Week 1, Lesson 1

- Put students into pairs and assign each pair one of the five elements the author says is necessary for success:
  - Take initiative.
  - Self-motivate.
  - Do not fear failure.
  - Respect others.
  - Never complain.
- Write the following two questions on the board:
  - Why does the author think this attribute is important?
  - Why do you think this attribute is important?
- Have pairs reread their assigned portion of the text and prepare to present a summary based on the two questions.
- Continue this process and augment the list on the board based on student input. Have students write down this final list.
- Next, ask: How does each of these success attributes apply to this classroom?
- Tell students to “translate” one of the success attributes into specific things students will have to do to succeed in the Bridge class. Write these specific examples on the board next to the success attribute on the list.
- Tell each student to take a few moments to individually “translate” the list of general success attributes into specific ways they could create success in this class. Have students provide their specifics for each attribute and write them on the board.
- Assign the 45-minute essay outline as homework (described below).

## **HOMEWORK:**

**MATERIALS:** A notebook and place to keep all course assignment and papers. Students will be responsible for keeping all their work with them for each class.

**READ:** Have students read *10 Highly Effective Study Habits* and *The Ten Study Habits of Successful Students*.

**WRITE:** After reading the homework materials have students write:

- A list of specific study habits that all students should implement to succeed in the Bridge III course. Pick out the three from their list that they especially need to work on to be successful.
- A list of specific things they must do to make these study habits a reality.
- An outline that will help them respond to the prompt for the 45-minute essay in the next class. The prompt will be:

“You want to be successful in the Healthcare Career Bridge III course. Present your goals for this course and describe the three primary study habits you will need to work on to be successful. Include a conclusion that discusses how success in this course will impact your future. Be sure to have a clear thesis statement in the introduction and topic sentences for the remaining paragraphs.”

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## Healthcare Career Bridge III Academic and Career Goals and Additional Course Descriptors

### Course Academic Goals:

- Improve your test scores in reading, writing, and language skills for: the Tests of Adult Basic Education (TABE); the 2014 GED; and, for those going on to college, the COMPASS (CCC's college entrance) test.
- Cover some science and social studies GED skills in the context of issues that are relevant to the healthcare field.
- Prepare for college through challenging and thought-provoking reading and writing projects that teach strong research, vocabulary, lecture note-taking, and presentation skills.
- Use the Internet as a research tool for answering questions and finding information that can inform you on key topics and/or strengthen your own points of view.
- Specific areas of focus for this course that support both GED and college readiness include:
  - Using primary and secondary sources in your own thinking and writing.
  - The 45-minute essay to help build strong writing skills.
  - Test-taking skills.
  - GED test-taking skills in Science, Social Studies, Language, and writing the 45-minute essay.

### Course Career Goals:

- Provide background knowledge and context for working in the healthcare field. All topics are directly relevant to healthcare careers.
- Teach teamwork skills that are critical to good performance in the healthcare workplace. Good teamwork skills also deepen the amount a class learns and help develop leadership skills.

### Additional Course Descriptors:

- There will be two units: one on the science and social studies of drug resistance (4 weeks) and one on the impact of drug shortages on the healthcare system (4 weeks).
- There will be two final writing projects, for the 4<sup>th</sup> and 8<sup>th</sup> weeks. There will be additional writing assignments throughout the course.
- There will be multiple 45-minute essays, some as homework and some done in class.
- All activities will be tied to your experience, questions, and research findings.
- Course boundaries: This course does not cover those GED skills required for literature, and it covers only some of the required subject areas in science and social studies. These skills should be covered in a separate GED skills course.

All your brilliant ideas, insights, questions, and answers are welcome! Be prepared to participate!

**HINTS:** This course requires a lot of reading and writing in class and as homework. A lot of practice is required to get comfortable with and be good at both reading and writing. These stronger skills will help you perform on GED and college entrance exams.

**HINTS:** Reading and writing can be very enjoyable, informative, and provocative, particularly if they are done in a community, like this class, to explore topics that really matter.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 1, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Establish criteria for the 45-minute essay.</p> <p>Have each student talk through their planned essay.</p> <p>Write a 45-minute essay based on what it takes to success in Healthcare Career Bridge III.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Introduce the Drug Resistance theme.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 1, Lesson 2

<p><b>Reading Homework</b> Read <i>World Faces Global Pandemic of Antibiotic Resistance, Experts Warn</i>, identify the problem and why so little has been done about it, and identify vocabulary words.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text. b. Summarize details and ideas in text. c. Make sentence level inferences about details that support main ideas. d. Infer implied main ideas in paragraphs or whole texts. e. Determine which detail(s) support(s) a main idea. f. Identify a theme, or identify which element(s) in a text support a theme. g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
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# Week 1, Lesson 2

## THEME: Antibiotic Resistance

### OBJECTIVES:

- Establish criteria for the 45-minute essay.
- Have each student talk through their essay.
- Write a 45-minute essay based on a prompt.
- Introduce the Drug Resistance theme.

### MATERIALS:

- Handout: Make one copy for each student.  
*World Faces Global Pandemic of Antibiotic Resistance, Experts Warn*  
<http://www.sciencedaily.com/releases/2008/09/080918192836.htm>

### ACTIVITY #1: Talking Through the First Essay – 45 minutes.

- Tell students to get ready for the 45-minute essay by clarifying essay criteria.
- Draw three columns on the board with the following headings: introduction, body, and conclusion.
- Put students into pairs to write the criteria for each of the columns. They can use criteria that were developed from past classes or other materials to inform their lists.
- Go round robin having each pair give a requirement for the introduction column.
- Write their answers in the column.
- Repeat this process for the other two columns. Make sure the list includes the following:
  - An introduction of the essay's topic and thesis statements.
  - Body paragraphs that each have a topic sentence and an explanation of what the topic sentence means.
  - A conclusion that applies ideas in the essay to a larger context.
- Also write on the board, "Put everything in your own words!" Stress that students should write their essays clearly and naturally to convey their ideas generated by the prompt to the reader. Emphasize that students should use their own voice and write as if they were speaking to a real audience. Ask:
  - Has anyone ever felt they were talking to someone else through an essay?
  - Who were you talking to?
  - Who was your audience?
- Have students look at their outlines for the 45-minute essay. Ask the following series of questions, ensuring that each student answers each question:
  - Introduction: What is the topic of the essay? (Should all be the same.)
  - What are the three study habits you want to improve for this course? (Should all be different.)
- Go round robin to answer these questions.
- Tell students to consider the first study habit they chose for themselves and what they must do to make that study habit real. Emphasize how student answers are different because of who they are. The more personal, detailed, and true these answers are the better.
- Put students in pairs to talk through the first study habit they plan to develop and how they will do it.

## Week 1, Lesson 2

- Go from person to person to have them formally share their ideas for this first body paragraph and indicate what they will write about in their second and third body paragraphs.
- Have students go back to their partner to talk through their conclusion paragraph: how being successful in this class will impact their future.
- Find three brave students to talk through their outlines for the class. Prompt them with the appropriate questions to get through their full outline.

### ACTIVITY #2: Write 45-Minute Essay – 45 minutes.

- Tell students to finalize their outlines.
- Write the prompt on the board:
  - You want to be successful in the Healthcare Career Bridge III course. Present your goals for this course and describe the three primary study habits you will need to work on to be successful. Include a conclusion that discusses how success in this course will impact your future. Be sure to have a clear thesis statement in the introduction and topic sentences for the four remaining paragraphs.
- Have students write independently for 45 minutes.
- Collect the essays after 45 minutes for later class evaluation. (See Teacher Note in the homework section).

### ACTIVITY #3: Introduce the Issue of Antibiotic Resistance – 30 minutes.

- Tell students: “The first theme in this course is: Antibiotic Resistance. This theme was chosen because it currently has significant effects on healthcare systems in the US and in the world. Knowing about drug resistance will help you make better healthcare choices as an individual, understand issues in the healthcare workplace when you become a professional, and do well on the GED tests in science and social studies. The reading and writing exercises will also help you prepare for college.
- Have students write a list of the illnesses they and the people in their household have used antibiotics for. Before they get started, tell your story of antibiotic use and make a sample list on the board.
- Go round robin to have each student state examples of how they and their families have used antibiotics in the past.

### HOMEWORK:

**WRITE:** Have each student write a description of their personal and their family’s stories of antibiotic use. Tell them to make sure their paragraphs have clear topic sentences.

**READ:** Have students read *World Faces Global Pandemic of Antibiotic Resistance, Experts Warn*. While reading, they should:

- Underline key sentences that describe the problem.
- Highlight key sentences that explain why so little has been done about the problem.
- Circle the words that they do not understand.

## Week 1, Lesson 2

**TEACHER NOTE:** Read the 45-minute essays on success in Bridge III to help you decide the kinds of grammar homework the class should work on. Do not mark up student essays as clean copies will be needed during Week 1, Lesson 3 for an in-class evaluation activity. Instead use a separate sheet of paper to write your evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Response to Prompt,” “Organization,” and “Development and Details” scores would you give this rough draft? Explain why for each one.

For this last question, refer to the GED Essay Scoring Rubric that is under “Materials” in Week 1, Lesson 3.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 1, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Evaluate 45-minute essays using the GED essay scoring rubric.</p>	<p><b>READING</b></p>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c. Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 1, Lesson 3

<p>Review the vocabulary, ideas, and questions about <i>World Faces Global Pandemic of Antibiotic Resistance, Experts Warn.</i></p>	<p><b>READING</b></p>	<p><b>4. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</b></p> <p>a. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p>b. Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>c. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.</p>
	<p><b>LANGUAGE</b></p>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 1, Lesson 3

<p>Watch, take notes on, and discuss <i>Antibiotic Resistance: The 5 Riskiest Superbugs</i>.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas</b></p> <p>a. Comprehend explicit details and main ideas in text. b. Summarize details and ideas in text. c. Make sentence level inferences about details that support main ideas. d. Infer implied main ideas in paragraphs or whole texts. e. Determine which detail(s) support(s) a main idea. f. Identify a theme, or identify which element(s) in a text support a theme. g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</b></p>
<p>Read and present on each of the five sections in <i>Antibiotic Resistance: The 5 Riskiest Superbugs</i>.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p>
<p><b>Writing Homework</b> Rewrite the 45-minute essay based on feedback.</p>	<p><b>WRITING</b></p>	<p><b>4. Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt.</b></p> <p>a. Differentiate between example and reason when given a writing prompt. b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

Healthcare Career Bridge III: High ASE  
 Standards Covered For Week 1, Lesson 3

<p><b>Writing Homework</b>          Assign grammar homework that addresses issues found in student writing.</p>	<p><b>LANGAUGE</b></p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul> <p><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul>
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# Week 1, Lesson 3

## THEME: Antibiotic Resistance

### OBJECTIVES:

- Evaluate 45-minute essays using the GED essay scoring rubric.
- Review the vocabulary, ideas, and questions about *World Faces Global Pandemic of Antibiotic Resistance, Experts Warn*.
- Watch, take notes on, and discuss *Antibiotic Resistance: The 5 Riskiest Superbugs*.
- Read and present on each of the five sections in *Antibiotic Resistance: The 5 Riskiest Superbugs*.

### MATERIALS:

- Classroom resource: Dictionaries.
- Handout (attached): Make one copy for each student.  
*GED Essay Scoring Rubric*  
<http://www.unm.edu/~finan/writing/rubric.htm>
- Handout: Students should have brought their copy they used for homework in the previous lesson.  
*World Faces Global Pandemic of Antibiotic Resistance, Experts Warn*  
<http://www.sciencedaily.com/releases/2008/09/080918192836.htm>
- Handout and Video: Make one copy of the article for each student.  
*Antibiotic Resistance: The 5 Riskiest Superbugs*  
<http://abcnews.go.com/Health/Wellness/antibiotic-resistance-riskiest-superbugs/story?id=15980356#.UJ1AkWimCJU>  
(running time: 01:36)

### ACTIVITY #1: Evaluate 45-Minute Essays Using the GED Scoring Rubric - 40 minutes.

- Tell students to take out the writing criteria created in the previous class. On the board, review the main issues of the criteria for introductions, body paragraphs, and conclusions and revise as needed.
- Hand out the *GED Essay Scoring Rubric*. Tell students this is the rubric that is used to judge GED essays. Tell student they are only going to work with three of the requirements today: “Response to Prompt,” “Organization,” and “Development and Details.”
- Have students read the different descriptions of “Response to Prompt,” “Organization,” and “Development and Details” aloud.
- Put students in pairs and assign them one of these categories from the rubric: “Effective,” “Adequate,” “Marginal,” and “Inadequate.” Tell them to describe what a “Response to Prompt,” “Organization,” and “Development and Details” would look like at that particular level.
- What would an essay look like? How would it be different than the other levels?
- Go round robin to the different pairs starting with “Effective” for the “Response to Prompt” topic. Then go to the “Adequate,” “Marginal,” and “Inadequate” pairs to give their descriptions.
- Repeat for “Organization” and “Development and Details.”

## Week 1, Lesson 3

- Tell students they will be providing assistance with other students' writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
  - What worked well in the essay?
  - What are some suggestions for improvement?
  - What "Response to Prompt," "Organization," or "Development and Details" score would you give this rough draft? Explain why for each one.
- Hand back students' essays without your evaluation.
- Put students into groups of three. Have them get out two blank sheets of paper, one sheet for each evaluation.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments by answering the three questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- At this point, the class should come together to answer some questions:
  - Did your evaluators say the same or different things?
  - Did your evaluators say things that give you ideas for how to make your essay better?
  - Did your evaluators confuse you? Please ask for clarification.
- Pass out teacher evaluations of student essays. Have evaluation groups share and discuss these evaluations.
- Ask the class:
  - Did the teacher evaluations match what the student evaluators said?
  - Is it useful to have a number of readers of your essay before your rewrite?

### ACTIVITY #2: Review the Global Pandemic Article (presented in two parts) - 50 minutes.

#### Activity #2, Part #1: Review Vocabulary First – 20 minutes.

- Have students take out the *World Faces Global Pandemic of Antibiotic Resistance, Experts Warn* article from Week 1, Lesson 2.
- Go round robin to have students identify the words they underlined that they did not understand. Write these words on the board.
- Ask: Does anyone know the definitions of any of these words? Write these definitions on the board next to the words.
- Identify the words that students still do not understand.
- Have students read the sentences/paragraphs where these words occur.
- Have students guess the meaning of the words from context.
- Put these definitions on the board if they are correct.
- Have the class pick at least ten words from the list on the board that they think would be most useful to learn.
- Assign students to look up words they still do not know.
- Have students create a vocabulary section of their notebooks where they record these words and definitions for pop quizzes later in the course. (Teachers can give these quizzes at their own discretion.)

# Week 1, Lesson 3

## Activity #2, Part 2: Reading Comprehension Exercise – 30 minutes.

- Have students review the highlighted portions of *World Faces Global Pandemic of Antibiotic Resistance, Experts Warn* and then turn the article over in front of them.
- Write the following two questions on the board and have students get into pairs to answer them without looking at the article:
  - What is the problem?
  - Why is so little being done about the problem?
- Have pairs report on their answers to the class. Take notes on the board.
- Go round robin and have each student read a paragraph from the article out loud. After each paragraph ask: Do you want to add anything to the lists on the board?
- Ask: What questions do you have about antibiotic resistance? List these on the board and have students write them in their notebooks. (This list will grow, so have them leave room for more questions).

## ACTIVITY #3: Watch, Take Notes on, and Discuss a Short Video - 10 minutes.

- Show the short video from *Antibiotic Resistance: The 5 Riskiest Superbugs*.
- Ask:
  - What is the man in the video trying to say?
  - How does this video relate to *World Faces Global Pandemic of Antibiotic Resistance, Experts Warn* (the article they read on global pandemics)?
- Find out if students have questions they want to add to the list on the board and in their notebooks.

## ACTIVITY #4: Read and Report on the 2<sup>nd</sup> Antibiotic Resistance Article - 20 minutes.

- Put students into five groups and pass out the article from *Antibiotic Resistance: The 5 Riskiest Superbugs*.
- Assign each group the introduction. Then assign one of the five sections to each group. Each group must read their assigned article section aloud to each other. Then, they must create a presentation that summarizes the concerns in the article.
- Give each group five minutes to present their section.
- Ask:
  - How do you think superbugs impact the US healthcare system?
  - How do they impact the rest of the world?
- Based on the discussion, go back and finalize the class list of questions.
- Have students write these questions down in their notebooks.

# Week 1, Lesson 3

## **HOMEWORK:**

**WRITE:** Have students rewrite the 45-minute essay based on feedback.

**COMPLETE:** Assign grammar homework that addresses issues found in student writing. This can either be individual or based on overall classroom needs.

**TEACHER HOMEWORK:** In preparation for the next class, use the following link to become acquainted with Khan Academy. Find out how to set up logins and how to track student progress. Also see how schools use these teaching tools in the classroom by visiting:

<http://www.khanacademy.org/coach-res>

Click on “Become a Khan Academy coach” and work through the first two sections: “Take a tour of KA” and “Get on Khan Academy”. These sections will ready you for the extensive use of these videos over the next week and a half.

This tool is designed to help readers score an essay. Two readers read the GED essay, each giving a score between 1 and 4. The average of the two is the final score for the essay portion of the test. The score must be at least 2 to pass the test. Remember that an essay off of the given topic receives no score.

	<b>Effective 4</b>	<b>Adequate 3</b>	<b>Marginal 2</b>	<b>Inadequate 1</b>
<b>Response to prompt</b>	<b>Presents a clearly focused main idea that addresses the prompt</b>	<b>Uses the writing prompt to establish a main idea</b>	<b>Addresses the prompt, though the focus may shift</b>	<b>Attempts to address prompt but with little or no success in establishing a focus</b>
<b>Organization</b>	<b>Establishes a clear and logical organization</b>	<b>Uses an identifiable organizational plan</b>	<b>Shows some evidence of an organizational plan</b>	<b>Fails to organize ideas</b>
<b>Development and Details</b>	<b>Achieves coherent development with specific and relevant details and examples</b>	<b>Has focused but occasionally uneven development; incorporates some specific detail</b>	<b>Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations</b>	<b>Demonstrates little or no development, usually lacks details or examples or presents irrelevant information</b>
<b>Conventions of EAE (Edited American English)</b>	<b>Consistently controls sentence structure and the conventions of EAE</b>	<b>Generally controls sentence structure and the conventions of EAE</b>	<b>Demonstrates inconsistent control of sentence structure and the conventions of EAE</b>	<b>Exhibits minimal or no control of sentence structure and the conventions of EAE</b>
<b>Word Choice</b>	<b>Exhibits varied and precise word choice.</b>	<b>Exhibits appropriate word choice</b>	<b>Exhibits a narrow range of word choice, often including inappropriate selection</b>	<b>Exhibits weak and/or inappropriate words</b>

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 1, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Identify the science needed to fully understand drug resistance.	<b>SPEAKING AND LISTENING</b>	<b>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</b>
Sign up for the Khan Academy.	<b>READING</b>	<b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b> a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument. b. Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing. c. Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.
Review Khan Academy genetics videos.		
Re-watch an assigned video.		
<b>Homework</b> Prepare part of a group presentation based on genetics videos.	<b>SPEAKING AND LISTENING</b>	<b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b>  <b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b>

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# Week 1, Lesson 4

## THEME: Antibiotic Resistance



Class to be held in the Technology Lab

### OBJECTIVES:

- Identify the science needed to fully understand drug resistance.
- Sign up for the Khan Academy.
- Review Khan Academy genetics videos.
- Re-watch an assigned video.

### MATERIALS:

- Videos: *Genetics 101, Parts 1-4* by Khan Academy  
<http://www.khanacademy.org/science/biology/heredity-and-genetics>  
Part 1 (running time: 04:26)  
Part 2 (running time: 02:01)  
Part 3 (running time: 04:21)  
Part 4 (running time: 02:04)

### **ACTIVITY #1: Identify the Science Needed to Understand Drug Resistance - 30 minutes.**

- Put two columns on the board: “What we know” and “What we do not know” about drug resistance.
- Put students in pairs to list what they already know about drug resistance.
- Go round robin to have pairs report their answers and take notes on the board. Make sure each pair offers a new point.
- Tell students to take out their list of questions from the previous class.
- Go round robin and have students read them aloud.
- Ask: What kinds of science should we explore to understand drug resistance?
- Go round robin again and compile the new list.
- Write the following list on the board and tell students they will watch Khan Academy videos on:
  - Evolution.
  - Natural selection.
  - Heredity.
  - Bacteria and viruses.
- Tell students they will also take GED practice tests on these science topics to improve their test-taking skills.
- Ask: Do you think exploring these topics will answer your basic questions?

# Week 1, Lesson 4

## ACTIVITY #2: Sign Up for the Khan Academy - 30 minutes.

- Utilize the Khan Academy video *Creating Accounts for Users Ages 13+* so that students can create their own login account for Khan Academy. Have students use the following process:
  - Make sure you have an email account.
  - Watch the video that demonstrates how to sign up.
  - Create a login account.

## ACTIVITY #3: Watch Khan Academy Videos, Parts 1-4 - 60 minutes.

- Watch all four parts of *Genetics 101* as a class.
- Put students into four groups and assign one part of the video to each group.
- Have each student individually watch their assigned video again and write down all the words that are necessary to understand the video.
- Have groups reconvene and compile a list of all the key words and their meanings for their part of the video.
- Tell groups to prepare a short presentation on their video. Each group must decide who will prepare which part of the presentation for the next class, dividing students between four tasks:
  - Present key vocabulary and definitions.
  - Present key concepts.
  - Provide a quick test on the vocabulary and concepts.
  - Go over test answers with students.
- Go from group to group to have them report on who is responsible for which part of the presentation.

## HOMEWORK:

**COMPLETE:** Students should prepare their part of the presentation as determined by the group.

Healthcare Career Bridge III: High ASE Standards  
Covered For Week 2, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Finalize presentations on genetics.	<b>SPEAKING AND LISTENING</b>	<p><b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p>
Give presentations and take presenters' tests.	<b>SPEAKING AND LISTENING</b>	<p><b>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p> <p><b>4. Demonstrate active listening skills.</b></p> <p>a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p><b>5. Comprehend key elements of oral information for:</b></p> <p>a. Cause and effect. b. Comparison/contrast. c. Conclusion. d. Context. e. Purpose. f. Charts, tables, and graphs. g. Evaluation/critiques. h. Mood. i. Persuasive text. j. Sequence. k. Summaries. l. Technical subject matter.</p> <p><b>6. Identify and evaluate oral information for:</b></p> <p>a. Conclusions/solutions. b. Fact/opinion. c. Assumptions. d. Propaganda. e. Relevancy. f. Accuracy/sufficiency. g. Appropriateness/clarity. h. Validity. i. Relationships of ideas.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 2, Lesson 1

<p>Take GED test on basic genetics and review answers.</p>	<p><b>READING</b></p>	<p><b>Various.</b></p>
<p><b>Writing Homework</b> Write 45-minute essay on test-taking.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

# Week 2, Lesson 1

## THEME: The Science of Drug Resistance



Class to be held in the Technology Lab

### OBJECTIVES:

- Finalize presentations.
- Give presentations and take presenters' tests.
- Take GED test materials on basic genetics and review answers.

### MATERIALS:

- Handout: Make one copy for each student.  
*Presentation Evaluation Rubric* (attached).
- Handout: GED test materials on basic genetics from Steck-Vaughn's *GED Science*.

### **ACTIVITY #1: Finalize Presentations – 30 minutes.**

- Ask: What makes a good presentation? Take notes on the board. Allow students to use presentation criteria developed in other classes. Make sure there are criteria for three categories:
  - Presentation of vocabulary.
  - Presentation of concepts.
  - A good test.
- Pass out and review the *Presentation Evaluation Rubric*, and choose which categories will be used to score the presentations.
- Tell students to get together in their groups to finalize their short presentations: vocabulary review, concepts, and quick test.

### **ACTIVITY #2: Give Presentations - 40 minutes.**

- Have student groups give their short presentations.
- For each presentation, ask remaining students to get into pairs.
- Have pairs discuss their evaluation based on class criteria and the rubric and present their evaluation pointers to the class.

### **ACTIVITY #3: Take GED Test on Basic Genetics – 50 minutes.**

- Explain to students that they are going to take a brief test on basic genetics from GED materials. Tell them the test will be timed. Estimate the total time by multiplying four minutes per question.

# Week 2, Lesson 1

- Pass out the GED reading and test questions.
- Administer and time the test.
- Write the following four sentences on the board. After the test, tell each student to rate each question 1-4 based on whether:
  1. You understand the question and know the answer.
  2. You understand the question and think you know the answer.
  3. You understand the question and do not know the answer.
  4. You do not understand the question and do not know the answer.

Students should write the number 1-4 next to each question.

- Put students in pairs and have them compare their ratings and discuss their answers. If their answers are different, they should come up with an answer they both think is right. They need to be prepared to explain WHY they chose each answer. Pairs should also decide:
  - Which is the second best answer? Why? (Put a check by it.)
  - What is the worst answer of the ones they have to choose from? Why? (Put an X by it.)
- For each question:
  - Ask the first pair: What is the answer to the question? Why?
  - After the pair has given their answer, move to the second pair and ask: Did the first pair give the right answer? How do you know?
  - Then ask the class: Did any pair decide on a different answer? Why?
- Have the class to come to consensus on the right answer and the reason for that answer.
- Repeat this process for the following two questions:
  - Which is the worst answer of the ones to choose from? Why?
  - Which is the second best answer? Why?
- Ask: How many got the second best answer?
  - Repeat this process for each question.

## HOMEWORK:

**WRITE:** Have students write a 45-minute, five-paragraph essay that responds to the following set of paragraph prompts:

- Paragraph 1: State whether or not you feel like a good test-taker, and why.
- Paragraphs 2-4: Describe three test-taking techniques that you will use while taking tests in the future to improve your scores, one technique per paragraph.
- Paragraph 5: In a conclusion, describe how these test-taking techniques will improve your chances at passing the GED.

This essay will be evaluated in class in Week 3, Lesson 1 but teachers should have students turn them in Week 2, Lesson 4 so they can be evaluated by the teachers. Make that class session the due date for this essay.

Name of Presentation \_\_\_\_\_ Date \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

**Presentation Evaluation Rubric**

<b>ORAL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Content</b>	Did not discuss any of the assigned elements of the presentation.	Discussed a few of the assigned elements.	Discussed most of the assigned elements.	Discussed all of the assigned elements and provided information for new ideas.
<b>Eye Contact</b>	Gave no eye contact; entire presentation was read from notes.	Displayed minimal eye contact with audience and read mostly from notes.	Gave eye contact most of the time, but still returned to the notes.	Held the attention of entire audience with direct eye contact; seldom looked at notes.
<b>Delivery</b>	Was barely heard.	Spoke clearly and was heard most of the time.	Spoke clearly at a level that was heard by everyone, but not enthusiastically.	Spoke clearly and enthusiastically at a level that was heard by everyone
<b>VISUAL</b>				
<b>Layout</b>	The layout was visually uninteresting and poorly organized.	The layout was standard and was organized in some areas.	The layout had visual interest and was organized to meet assignment expectations.	The layout was visually stimulating and very well organized.
<b>Video</b>	The video did not fit the assignment.	The video did fit the assignment but did not add new information.	The video fit the assignment and fit into the presentation well.	The video was really interesting and provided valuable new ideas for the presentation.
<b>Teamwork</b>	The presentation team was disorganized and made the presentation hard to follow.	The presentation team was uneven in its delivery but got most of the important points across.	The presentation team was organized and did a good job of delivering all necessary material.	The presentation team was very organized and knowledgeable, providing new ways to think about the presentation material.

Oral Score/Grade \_\_\_\_\_

Visual Score/Grade \_\_\_\_\_

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Healthcare Career Bridge III: High ASE  
Standards Covered For Week 2, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Watch Khan Academy videos on evolution and natural selection.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 2, Lesson 2

Isolate words and concepts that are key to understanding the video.	<b>READING</b>	<p><b>4. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</b></p> <p>a. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p>b. Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>c. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.</p>
	<b>LANGUAGE</b>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>a. Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 2, Lesson 2

Give short presentations.	<b>SPEAKING AND LISTENING</b>	<b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b>
Take GED tests on evolution and natural selection.	<b>READING</b>	<b>Various.</b>
<b>Homework</b> Watch three Khan Academy videos on natural selection, DNA, and variation in a species.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

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# Week 2, Lesson 2

## THEME: The Science of Drug Resistance



Class to be held in the Technology Lab

### OBJECTIVES:

- Watch Khan Academy videos on evolution and natural selection.
- Isolate words and concepts that are key to understanding the video.
- Give short presentations.
- Take GED tests on evolution and natural selection.

### MATERIALS:

- Handout (attached in Week 2, Lesson 1): Make one copy for each student.  
*Presentation Evaluation Rubric.*
- Handouts (attached): Make enough copies for the whole class.  
*Political cartoons that parody Zallinger's "March of Progress."*
  - [Obesity Evolution](#)
  - [Evolution of Communication](#)
  - [Evolution of the Parasite](#)
  - [Evolution of Authority](#)
- Handout: GED evolution and/or natural selection test materials from Steck-Vaughn's *GED Science*.
- Graphic: Do a Google image search for "evolution pictures of man."
- Video: Khan Academy: *Introduction to Evolution*  
<http://www.khanacademy.org/science/biology/evolution-and-natural-selection> (running time: 17:39 minutes)
- Video: *Introduction to Evolution and Natural Selection* by Khan Academy  
<http://www.khanacademy.org/science/biology/evolution-and-natural-selection> (running time: 17:39)
- Videos: Three Khan Academy videos  
<http://www.khanacademy.org/science/biology/evolution-and-natural-selection>
  - *Natural Selection and the Owl Butterfly* (running time – 13:29)
  - *DNA* (running time – 28:05)
  - *Variation in a Species* (running time – 19:51)

### ACTIVITY #1: Watch the Khan Video on Evolution and Natural Selection – 40 minutes.

- Show a series of evolution images overhead, starting with the more scientific ones and then showing a few funny ones. For the scientific ones ask:
  - What is this graphic trying to say?
  - How do you think evolution works? (Ask for as many details in students' thinking as possible.)

## Week 2, Lesson 2

- For the funny ones, ask:
  - What are the ideas being expressed in this cartoon?
  - What makes it funny?
- Prepare the class to watch the video on evolution and natural selection by dividing the class into those who will focus on evolution in the video and those who will focus on natural selection.
- Tell students to take notes on all new vocabulary words and concepts while they are watching the part of the video they are focused on.
- Ask students if they want to re-watch the video to get clearer on the vocabulary and concepts.

### ACTIVITY #2: Prepare for Short Group Presentations – 40 minutes.

- Have students meet in groups, one group for those focused on evolution and one for those focused on natural selection. Each group should:
  - Compare notes.
  - Prepare definitions of key new vocabulary words.
  - Prepare to list the basic concepts needed to understand evolution or natural selection.
  - Create a quick quiz for the other group.
- Have groups give their presentations.
- Let students evaluate the presentations as they did in the previous class as time allows.

### ACTIVITY #3: Take a GED test on Evolution and Natural Selection Materials – 40 minutes.

- Explain to students that they are going to take a brief test on evolution and natural selection from GED materials. Tell them the test will be timed. Estimate the total time by multiplying four minutes per question.
- Pass out the GED reading and test questions.
- Administer and time the test.
- Write the following four sentences on the board. After the test, tell each student to rate each question 1-4 based on whether:
  1. You understand the question and know the answer.
  2. You understand the question and think you know the answer.
  3. You understand the question and do not know the answer.
  4. You do not understand the question and do not know the answer.Students should write the number 1-4 next to each question.
- Put students in pairs and have them compare their ratings and discuss their answers. If their answers are different, they should come up with an answer they both think is right. They need to be prepared to explain why they chose each answer. Pairs should also decide:
  - Which is the second best answer? Why? (Put a check by it.)
  - What is the worst answer of the ones they have to choose from? Why? (Put an X by it.)
- For each question:
  - Ask the first pair: What is the answer to the question? Why?
  - After the pair has given their answer, move to the second pair and ask: Did the first pair give the right answer?

## Week 2, Lesson 2

How do you know?

- Then ask the class: Did any pair decide on a different answer? Why?
- Have the class to come to consensus on the right answer and the reason for that answer.
- Repeat this process for the following two questions:
  - Which is the worst answer of the ones to choose from? Why?
  - Which is the second best answer? Why?

### **HOMEWORK:**

**WATCH:** Have students watch and take notes on three Khan Academy Videos:

- *Natural Selection and the Owl Butterfly* (running time: 13:29)
- *DNA* (running time: 28:05)
- *Variation in a Species* (running time: 19:51)

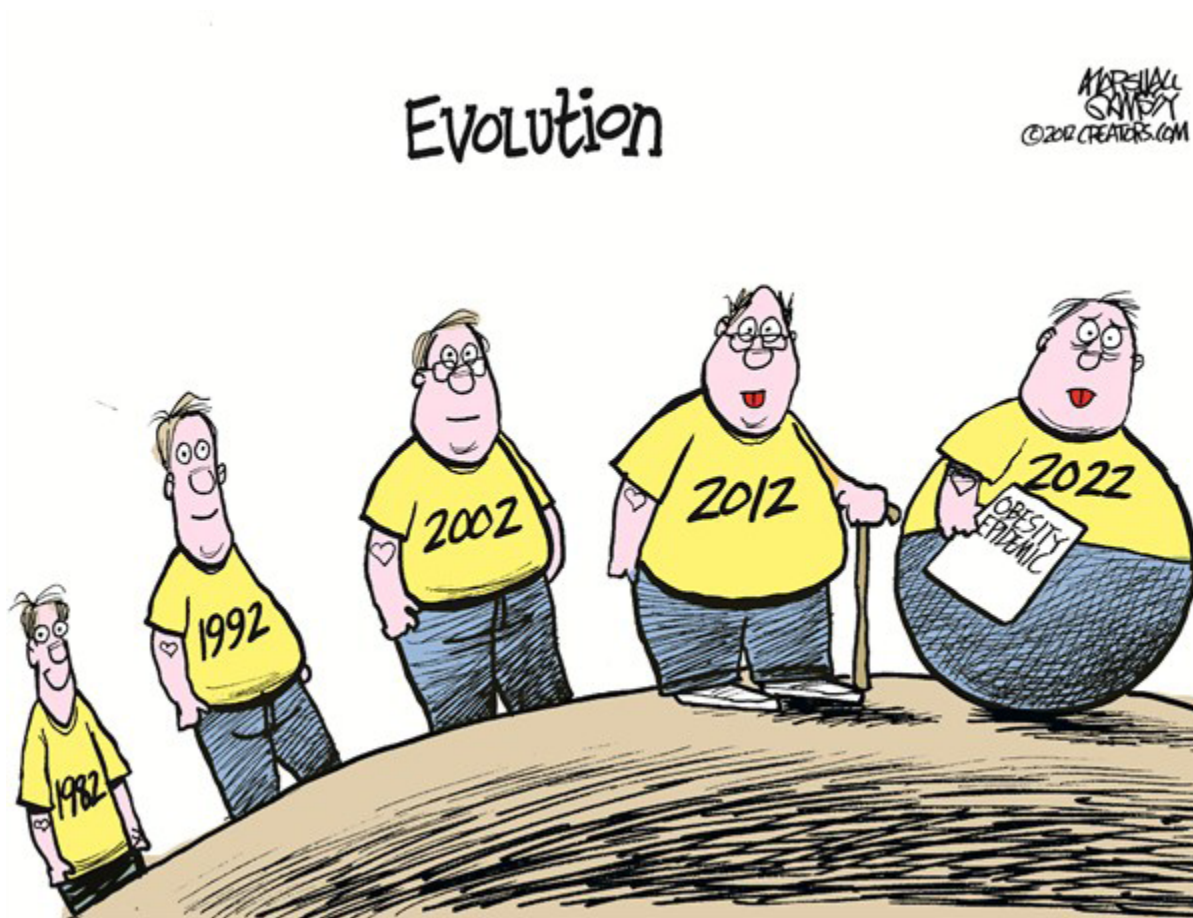
All three links can be found at <http://www.khanacademy.org/science/biology/evolution-and-natural-selection>. Students must click on links for the three videos listed above.

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# Obesity Evolution

Source: The Cagle Pose, Epidemic Political Cartoons,  
<http://www.cagle.com/tag/epidemic/page/4/>

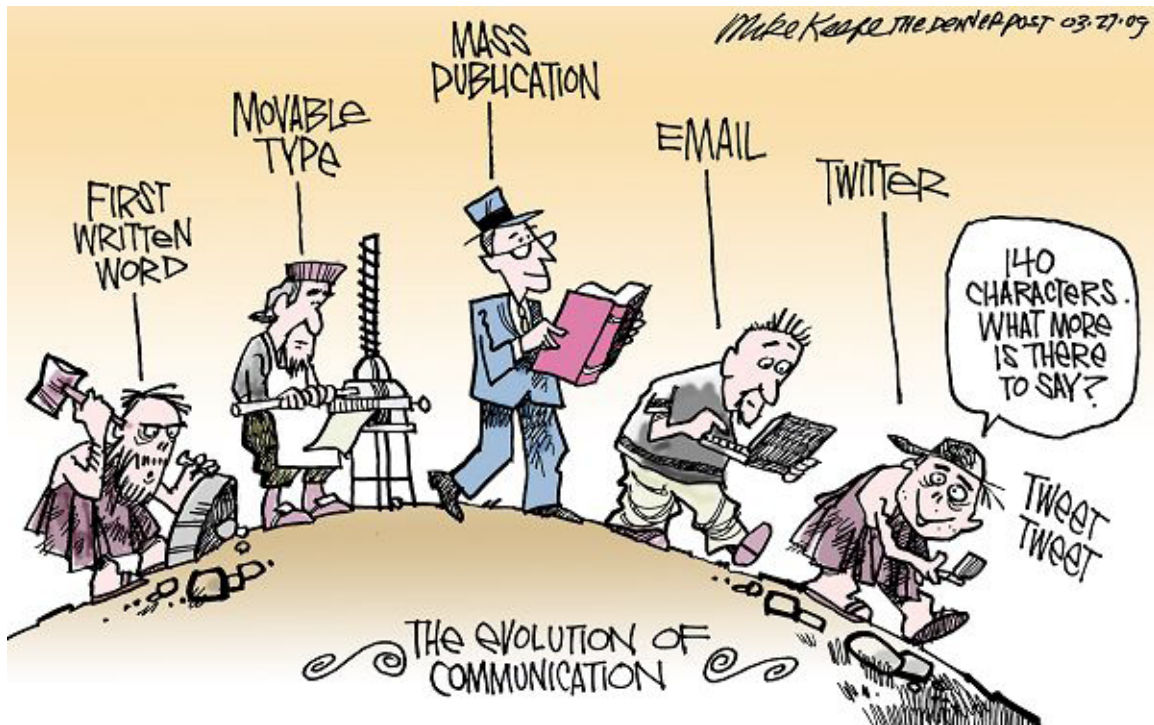


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# The Evolution of Communication

Source: Mike Keefe

<http://www.intoon.com/cartoons.cfm/id/68559>

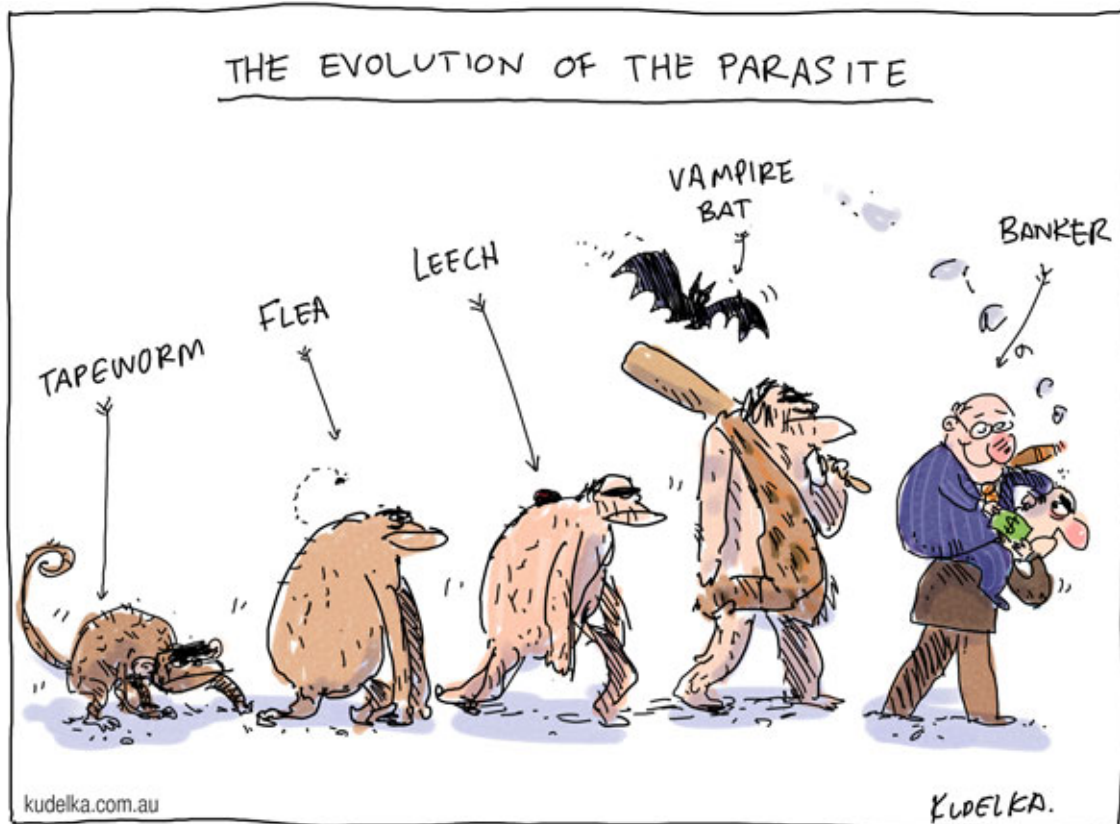


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# Evolution of the Parasite

Source: SydWalker.info

<http://sydwalker.info/blog/2009/06/17/the-evolution-of-the-parasite/>

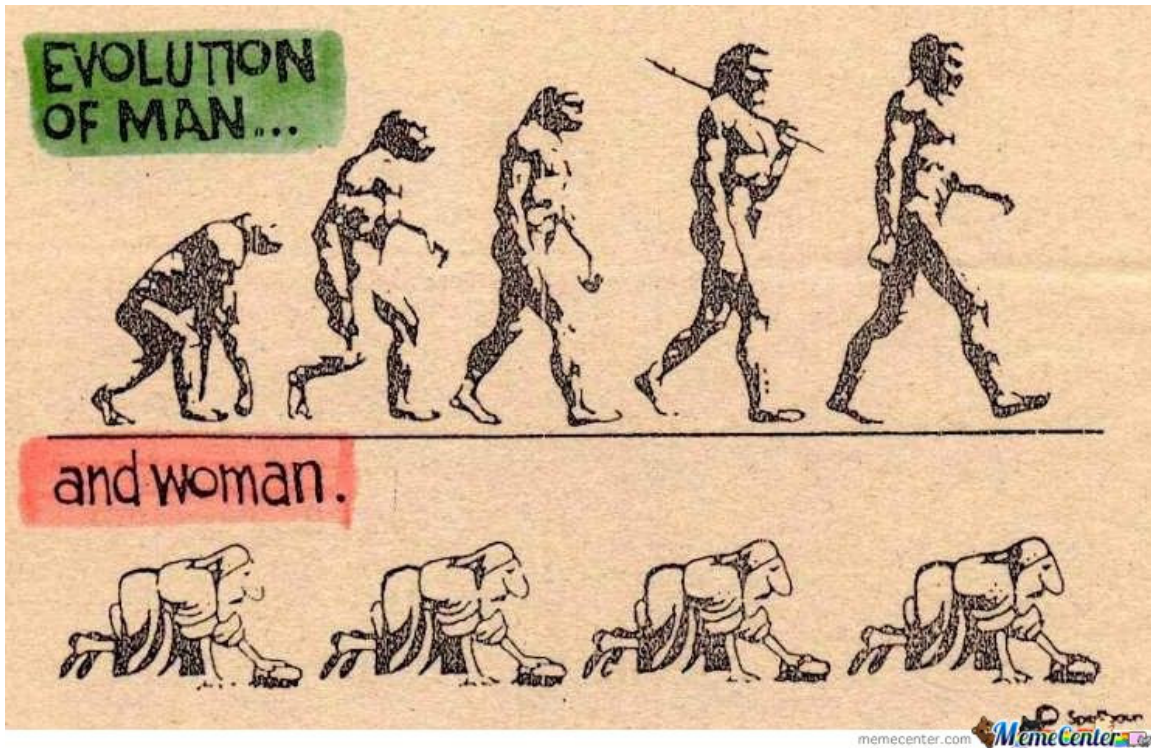




# Evolution of Authority

Source: global3.memecdn.com

[http://global3.memecdn.com/Evolution-of-man\\_o\\_106346.jpg](http://global3.memecdn.com/Evolution-of-man_o_106346.jpg)



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## Healthcare Career Bridge III: High ASE Standards Covered For Week 2, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Watch Khan Academy videos on natural selection, DNA, and variation in a species.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.  b. Summarize details and ideas in text.  c. Make sentence level inferences about details that support main ideas.  d. Infer implied main ideas in paragraphs or whole texts.  e. Determine which detail(s) support(s) a main idea.  f. Identify a theme, or identify which element(s) in a text support a theme.  g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
<p>Isolate the words and concepts that are key to understanding the video.</p>	<p><b>LANGUAGE</b></p>	<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>a. Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 2, Lesson 3

<p>Give brief presentations on the assigned video.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p>
<p><b>Homework</b> Watch Khan Academy videos on heredity, Punnett square fun, and sex-linked traits</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.  b. Summarize details and ideas in text.  c. Make sentence level inferences about details that support main ideas.  d. Infer implied main ideas in paragraphs or whole texts.  e. Determine which detail(s) support(s) a main idea.  f. Identify a theme, or identify which element(s) in a text support a theme.  g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

# Week 2, Lesson 3

## THEME: The Science of Drug Resistance



Class to be held in the Technology Lab

### **OBJECTIVES:**

- Watch Khan Academy videos on natural selection, DNA, and variation in a species.
- Isolate the key words and concepts that are key to understanding the video.
- Give brief presentations on the assigned video.

### **MATERIALS:**

- Handout (attached to Week 2, Lesson 1): Make two copies for each student.  
*Presentation Evaluation Rubric.*
- Videos: Three Khan Academy videos.  
<http://www.khanacademy.org/science/biology/evolution-and-natural-selection>
  - *Natural Selection and the Owl Butterfly* (running time: 13:29)
  - *DNA* (running time: 28:05)
  - *Variation in a Species* (running time: 19:51)
- Videos: Three Khan Academy videos.  
<http://www.khanacademy.org/science/biology/heredity-and-genetics>
  - *Introduction to Heredity* (running time: 17:27)
  - *Punnett Square Fun* (running time: 25:16)
  - *Sex-Linked Traits* (running time: 14:19)

### **ACTIVITY #1: Watch Three Khan Academy Videos: Natural Selection and the Owl Butterfly, DNA, Variation in a Species – 75 minutes.**

- Have students watch the three videos.
- Encourage students to re-watch entire videos or portions of videos they want to understand better.
- All students must take notes on the key vocabulary and concepts in each video. The better their notes, the easier it will be to develop their presentation.

### **ACTIVITY #2: Prepare and Give Presentations – 45 minutes.**

- Ask students to volunteer to be in one of three groups, one for each video.
- Tell groups to meet to compare notes. Each group should:
  - Prepare the definitions of key new vocabulary words.

## Week 2, Lesson 3

- Prepare the basic concepts needed to understand their topic: *Natural Selection and the Owl Butterfly, DNA, or Variation in a Species*.
- Create a quick quiz for the other groups.
- Have groups give their presentations and have students evaluate as time allows.

### **HOMEWORK:**

**WATCH:** Have students watch three more Khan Academy videos that can be found at <http://www.khanacademy.org/science/biology/heredity-and-genetics>

- *Introduction to Heredity* (running time: 17:27)
- *Punnett Square Fun* (running time: 25:16)
- *Sex-Linked Traits* (running time: 14:19)

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 2, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Watch Khan Academy videos on heredity, Punnett square fun, and sex-linked traits.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
<p>Take GED test on heredity.</p>	<p><b>READING</b></p>	<p><b>Various.</b></p>

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 2, Lesson 4

<p><b>Writing Homework</b> Write an essay on whether Khan Academy videos' that teach basic science concepts prepare you for your GED.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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# Week 2, Lesson 4

## THEME: The Science of Drug Resistance



Class to be held in the Technology Lab

### OBJECTIVES:

- Watch three Khan Academy videos on Heredity, Punnett Square Fun, and Sex-Linked Traits.
- Take GED test materials on heredity.

### MATERIALS:

- Videos: Three Khan Academy videos.  
<http://www.khanacademy.org/science/biology/heredity-and-genetics>
  - *Introduction to Heredity* (running time: 17:27)
  - *Punnett Square Fun* (running time: 25:16)
  - *Sex-Linked Traits* (running time: 14:19)
- GED test materials on heredity from Steck-Vaughn's *GED Science*.

### **ACTIVITY #1: Watch Three Khan Academy Videos on Heredity - 75 minutes.**

- Tell students to finish watching the three videos.
- Encourage students to re-watch entire videos or portions of videos they want to understand better.
- All students must take notes on the key vocabulary and concepts in each video.

### **ACTIVITY #2: Take and Analyze GED Test Materials on Heredity – 45 minutes.**

- Explain to students that they are going to take a brief test on heredity from GED materials. Tell them the test will be timed. Estimate the total time by multiplying four minutes per question.
- Pass out the GED reading and test questions.
- Administer and time the test.
- Write the following four sentences on the board. After the test, tell each student to rate each question 1-4 based on whether:
  1. You understand the question and know the answer.
  2. You understand the question and think you know the answer.
  3. You understand the question and do not know the answer.
  4. You do not understand the question and do not know the answer.

Students should write the number 1-4 next to each question.

- Put students in pairs and have them compare their ratings and discuss their answers. If their answers are different, they should come up with an answer they both think is right. They need to be prepared to explain why they chose each answer. Pairs should also decide:

## Week 2, Lesson 4

- Which is the second best answer? Why? (Put a check by it.)
- What is the worst answer of the ones they have to choose from? Why? (Put an X by it.)
- For each question:
  - Ask the first pair: What is the answer to the question? Why?
  - After the pair has given their answer, move to the second pair and ask: Did the first pair give the right answer? How do you know?
  - Then ask the class: Did any pair decide on a different answer? Why?
- Have the class to come to consensus on the right answer and the reason for that answer.
- Repeat this process for the following two questions:
  - Which is the worst answer of the ones to choose from? Why?
  - Which is the second best answer? Why?.

### HOMWORK:

**WRITE:** A 45-minute five-paragraph essay using the following prompt:

In your opinion, do the Khan Academy videos teach basic science concepts effectively? Why? How do these videos prepare you for your GED?

This essay will be evaluated in the next lesson, Week 3, Lesson 1.

**REMINDER:** Students should bring hard copies of two completed 45-minute essays to the next class: one about test-taking written during Week 2, Lesson 1 and this new essay about the Khan Academy.

**TEACHER NOTE:** Read the 45-minute essays on test-taking to help you choose grammar homework for the class. Do not mark up student essays as clean copies will be needed during Week 3, Lesson 1 for an in-class evaluation activity. Instead use a separate sheet of paper to write your evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Response to Prompt,” “Organization,” and “Development and Details” scores would you give this rough draft? Explain why for each one.

For this last question, refer to the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3.



## Healthcare Career Bridge III: High ASE Standards Covered For Week 3, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate 45-minute essays.	<b>READING</b>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c. Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 3, Lesson 1

<p>Watch and discuss Khan Academy videos on bacteria and viruses.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
<p>Apply learning from Khan Academy to an article on antibiotic resistance.</p>	<p><b>READING</b></p>	<p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 3, Lesson 1

<p><b>Reading Homework</b> Read <i>History of Antibiotic Resistance</i>: and take notes on vocabulary and key concepts to prepare for the following lesson.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.  b. Summarize details and ideas in text.  c. Make sentence level inferences about details that support main ideas.  d. Infer implied main ideas in paragraphs or whole texts.  e. Determine which detail(s) support(s) a main idea.  f. Identify a theme, or identify which element(s) in a text support a theme.  g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
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# Week 3, Lesson 1

## THEME: Drug Resistance - Presentation Preparation



Class to be held in the Technology Lab

### OBJECTIVES:

- Evaluate 45-minute essays.
- Watch and discuss two Khan Academy videos on bacteria and viruses.
- Apply learning from Khan Academy to an article on antibiotic resistance.

### MATERIALS:

- Handout: Students should still have this handout from Week 1, Lesson 3.  
*GED Essay Scoring Rubric*  
<http://www.unm.edu/~tinan/writing/rubric.htm>
- Handout: Make one copy for each student.  
*General Background: About Antibiotic Resistance*  
[http://www.tufts.edu/med/apua/about\\_issue/about\\_antibioticres.shtml](http://www.tufts.edu/med/apua/about_issue/about_antibioticres.shtml)
- Handout: Make one copy for each student.  
*History of Antibiotic Resistance*  
[http://www.tufts.edu/med/apua/about\\_issue/about\\_antibioticres.shtml](http://www.tufts.edu/med/apua/about_issue/about_antibioticres.shtml)
- Student work: Students should bring hard copies of their two essays.
- Videos: Two Khan Academy videos.  
<http://www.khanacademy.org/science/biology/tree-of-life>
  - *Bacteria* (running time: 18:26 minutes)
  - *Viruses* (running time: 23:17 minutes)

### ACTIVITY #1: Evaluate 45-minute Essays Using the GED Scoring Rubric - 40 minutes.

- Have students take out their last two essays: one on test-taking and one on the Khan Academy.
- Tell students to take out the writing criteria the class created in Week 1, Lesson 2. Write the criteria on the board for the introduction, body paragraphs, and conclusion and allow the class to quickly confirm the criteria or make adjustments if needed.
- Have students get out their *GED Essay Scoring Rubrics*. Briefly review the “Response to Prompt,” “Organization,” and “Development and Details” sections.
- Tell students they will assist other students’ writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
  - What worked well in the essay?
  - What are some suggestions for improvement?

## Week 3, Lesson 1

- What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.
- Hand back student essays on test-taking without your evaluation.
- Put students into groups of three. Have them get out two blank sheets of paper, one sheet for each evaluation.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the essays and write comments by answering the three questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- At this point, the class should come together to answer some questions:
  - Did your evaluators say the same or different things?
  - Did your evaluators give you ideas for how to improve your essay?
  - Did your evaluators confuse you? Please ask for clarification.
- Repeat this process for the Khan Academy essay.
- Turn back teacher evaluations of the test-taking essays to students. Have them hand in the Khan Academy essay with student evaluations.

### ACTIVITY #2: Watch and Discuss Two Khan Academy Videos - 40 minutes.

- Students should watch the Khan Academy *Bacteria* and *Virus* videos, taking notes on key vocabulary and concepts. These videos can be watched as a class or individually.
- After the *Bacteria* video, put students in pairs to compare notes and to finalize a list of vocabulary words, definitions, and key concepts.
- Go round robin and have each pair provide a new vocabulary word and the definition. Repeat the process for key concepts.
- Repeat the entire process for the *Virus* video.

### ACTIVITY #3: Analyze One Reading on Antibiotic Resistance – 40 minutes.

- Ask: How does all this information on evolution, natural selection, heredity, and bacteria and viruses help you understand the development of antibiotic resistance?
  - Take notes on students’ comments on the board.
- Pass out *General Background: About Antibiotic Resistance*.
- Write “Paragraph #1” on the board.
- Ask a brave student to read the first paragraph out loud. While they are listening, ask students to:
  - Clap or make celebratory sounds when you hear a word or concept you learned through the Khan Academy or GED study.
- After the reading of the first paragraph, ask: What are the words and concepts that we learned to understand this paragraph? Write these on the board.
- Repeat this process for each paragraph in the reading.

# Week 3, Lesson 1

## **HOMEWORK:**

**READ:** Have students read *History of Antibiotic Resistance* and remind them to bring the article to the next class: [http://www.tufts.edu/med/apua/about\\_issue/about\\_antibioticres.shtml](http://www.tufts.edu/med/apua/about_issue/about_antibioticres.shtml)

Students should take notes on vocabulary and key concepts and come to the next class prepared to answer the following questions:

- What is the brief history of penicillin?
- How does antibiotic resistance spread?
- What are the impacts of antibiotic resistance?

**TEACHER NOTE:** Read the 45-minute essays on the Khan Academy to help you choose grammar homework for the class. Do not mark up student essays as clean copies will be needed during Week 3, Lesson 1 for an in-class evaluation activity. Instead use a separate sheet of paper to write your evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Response to Prompt,” “Organization,” and “Development and Details” scores would you give this rough draft? Explain why for each one.

For this last question, refer to the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 3, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Summarize the homework reading and watch a video on antibiotic resistance.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Review articles and watch videos on four different types of drug resistance.		
Select research topics on drug resistance and organize research groups.		
<p><b>Writing Homework</b> Write a 45-minute essay on one of the four drug resistance topics.</p>	<b>WRITING</b>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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# Week 3, Lesson 2

## THEME: Drug Resistance - Presentation Prep

### OBJECTIVES:

- Summarize the assigned homework reading and watch a video on antibiotic resistance.
- Review articles and watch videos on four different types of drug resistance.
- Select research topics on drug resistance and organize research groups.

### MATERIALS:

#### TOPIC #1: NUTRITION AND ANITBIOTIC RESISTANCE

- Handout: Make one copy for each student.  
*People Want to Eat Meat Raised Without Excessive Antibiotics. Wouldn't You?*  
[http://www.wired.com/wiredscience/2012/06/meat-drugs-poll-video/?utm\\_source=Contextly&utm\\_medium=RelatedLinks&utm\\_campaign=MoreRecently](http://www.wired.com/wiredscience/2012/06/meat-drugs-poll-video/?utm_source=Contextly&utm_medium=RelatedLinks&utm_campaign=MoreRecently)
- Video #1: *Super Bugs - Bacterial Drug Resistance*  
<http://www.youtube.com/watch?v=VQhlz2LqrYA> (running time: 09:48)
- Video #2: *Fix Food – Fix Antibiotics – Meat Without Drugs*  
This video appears at the bottom of the article above. (running time: 01:33)

#### TOPIC #2: MALARIA

- Video #3: *Malaria Resistance*  
<http://www.youtube.com/watch?v=9b3kSNX-ZB0> (running time: 03:02)
- Video #4: *WHO Worries about Drug-Resistant Malaria in Thailand*  
<http://videos.huffingtonpost.com/healthy-living/who-worries-about-drug-resistant-malaria-in-thailand-517346473>  
(running time: 02:45)

#### TOPIC #3: MRSA

- Handout: Make one copy for each student.  
*Understanding MRSA Infection – The Basics*  
<http://www.webmd.com/skin-problems-and-treatments/understanding-mrsa-methicillin-resistant-staphylococcus-aureus>

#### TOPIC #4: TUBERCULOSIS

- Handout: Make one copy for each student.  
*Prisons in Post-Soviet Russia Incubate a Plague*  
<http://www.scientificamerican.com/article.cfm?id=prison-plague-post-soviet-russia>

## Week 3, Lesson 2

### ACTIVITY #1: Complete Work on Antibiotic Resistance – 40 minutes.

- Have students take out *History of Antibiotic Resistance*, which they read for homework.
- Go round robin for words needed to understand the text. Put these on the board.
- Ask: Does anyone already know the definitions for these words? Write these definitions on the board next to the word.
- Go back and have students read the context for each of the words they still need to understand. Have students figure out the meanings from the context.
- Have students write down the words and definitions in their notebooks for tests later.
- Write the three homework questions on the board and have students get in pairs to answer them before presenting their answers to the class:
  - What is the brief history of penicillin?
  - How does antibiotic resistance spread?
  - What are the impacts of antibiotic resistance?
- Go round robin to each group to answer the first question, then the second, and then the third, so that they can gain a full understanding of the reading.

### ACTIVITY #2: Review Information on Four Other Instances of Drug Resistance - 40 minutes.

- Explain how drug resistance is a worldwide problem with profound global impacts. Today, you are going to present four different types of drug resistance and students are to listen and read about all four before deciding which ones they are most interested in researching.
- Write numbers 1-5 on the board and indicate #1 means very interested and #5 means not interested.
- Tell students they should assign a rating to each new drug resistance topic presented today based on their personal interest in researching the topic. The drug resistance topics are:
  - Nutrition and antibiotic resistance.
  - Malaria.
  - MRSA.
  - Tuberculosis.
- Have students write down these topics on a piece of paper.
- Show Video #1 on *Superbugs and Drug Resistance*. Tell students to prepare to answer the following questions about Video #1:
  - What is the problem?
  - What is the impact?
  - What are the recommendations?
- Show Video #1 and ask the questions above.
- Show Video #2 which is at the end of the article *People Want to Eat Meat Raised Without Excessive Antibiotics*. Tell students to prepare to answer the questions above.
- Go through these questions for Video #2 and ask the same questions.
- Tell students that if they are interested in the food industry, nutrition, and more on antibiotic resistance in this country, they should think about doing research on this topic. Have students put down an interest rating number.
- Go around the class to have each student say what their ratings are. Ask those with high interest why they have high interest. Ask others why this topic does not interest them.

## Week 3, Lesson 2

- Tell students that these next two videos are on malaria, a worldwide drug resistance issue. Again, they are to focus on the same three questions as before and take notes.
- Show Videos #3 and #4. Go through the three questions. Tell students that if they are interested in the impact of malaria on whole continents and the struggles developing nations have with getting the drugs they need, then this is a good topic for them.
- Ask students their interest rating number.
- Go around the class to have them each say what their ratings are. Ask those with high interest why they have high interest. Ask others why this topic does not interest them.

### ACTIVITY #3: Readings on Tuberculosis (TB) and MRSA – 40 minutes.

- Pass out the *Understanding MRSA Infections – The Basics*.
- Write the following questions on the board:
  - What is MRSA?
  - What causes MRSA?
  - Who gets MRSA?
  - What is CA-MRSA?
- Tell students to read the article, making their own notes.
- Work with students to identify and define new vocabulary as they did in Activity #1.
- Go round robin to have students read each paragraph out loud, if time allows.
- Have students write their interest rating number for MRSA.
- Go around the class to have them each say what their ratings are. Ask those with high interest why they have high interest. Ask others why this topic does not interest them.
- Repeat this process for *Prisons in Post-Soviet Russia Incubate a Plague* as part of Topic #4 or TB.
- Ask students to state their first, second, and third choices. Students are to turn in their sheet with their ratings of the four topics so you can put them into groups. Put students in groups according to their interest in one of the four drug resistance topics (nutrition and antibiotic resistance, malaria, MRSA, or TB). Make sure that the groups have a good balance of skills.

### HOMEWORK:

**WRITE:** Have students write a 45-minute essay that states their selection among the four drug resistance topics, three reasons why they made that choice, and a conclusion that explains how the new knowledge will help them reach their future goals.

**TEACHER NOTE:** Students should be asked to hand in their essays in the next class. These essays will be evaluated in Week 4, Lesson 3.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 3, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Create a research plan.	<b>SPEAKING AND LISTENING</b>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Conduct Research	<b>WRITING</b>	<p><b>6. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b></p>

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# Week 3, Lesson 3

## THEME: Drug Resistance - Presentation Prep



Class to be held in the Technology Lab

### OBJECTIVES:

- Create a research plan.
- Conduct research.

### MATERIALS:

- Handout: Make one copy for each student.  
*Citing Sources*, examples of bibliography formats.  
[http://www.shelbycs.org/ms/media%20center/bibliography\\_format.htm](http://www.shelbycs.org/ms/media%20center/bibliography_format.htm)

### **ACTIVITY #1: Set Up Groups and Create Research Plan – 40 minutes.**

- Put students in groups according to their interest in one of the four drug resistance topics reviewed last lesson (nutrition and antibiotic resistance, malaria, MRSA, or TB). Make sure that the groups have a good balance of skills.
- Tell students they are to create a PowerPoint presentation in preparation for a 45-minute essay on their chosen topic.
- Over the next few lessons, each student must:
  - Find three articles on their topic that are different from the others in the group.
  - Read the articles and highlight information that answers the following questions:
    - What is drug resistance and how does it work?
    - What is the problem you have looked into?
    - Describe at least three significant aspects of the problem.
    - What are some of the recommendations for solving the problem?
  - Tell students that any work on these articles not completed in class today must be done for homework and completed by Week 3, Lesson 4.
  - Create a PowerPoint presentation that is organized to answer these questions. The presentation is due on Week 4, Lesson 1.
  - Work with a partner to integrate two PowerPoint presentations into one that is stronger and clearer, to be completed in Week 4, Lesson 1. Partners will present together.
  - Create a good bibliography of resources. This will be due on Week 4, Lesson 2 along with the final presentation.

## Week 3, Lesson 3

### ACTIVITY #2: Conduct Project Research - 80 minutes.

- Put research groups together to:
  - Compile a list of useful internet search terms.
  - Divide into pairs that will integrate their PowerPoints.
  - Create a communication system to ensure that each student reads different articles.
- Have groups report back to the class to present their search words, working pairs, and plan to complete the project objectives.
- Pass out *Citing Sources*.
- Review bibliography requirements for the articles they find on the overhead screen. Be sure students write down the format you expect.

### HOMEWORK:

**READ:** Students should continue to search for and read research articles.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 3, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Continue research.	WRITING	6. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Homework</b> Create a bibliography for the three articles chosen.		
<b>Homework</b> Work on individual PowerPoint presentations.		

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# Week 3, Lesson 4

## THEME: Drug Resistance - Presentation Prep



Class to be held in the Technology Lab

### OBJECTIVES:

- Continue research from Week 3, Lesson 3.

### MATERIALS:

None.

### **ACTIVITY #1: Set up Groups and Create Research Plan - 20 minutes.**

- Allow groups to meet and update each other on their work.
- Have groups update the class on their progress. They should highlight what they found and how they have organized their work moving forward.

### **ACTIVITY #2: Conduct Project Research - 100 minutes.**

- Students should work on the following tasks in order:
  - Find appropriate articles.
  - Provide the information in bibliographic form.
  - Read articles to answer the research questions.
  - Create individual PowerPoint presentations.

### HOMEWORK:

**RESEARCH:** Have students read and create a bibliography for the three articles they chose.

**COMPLETE:** Finish creating individual PowerPoint presentations.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Integrate PowerPoint presentations.	<b>SPEAKING AND LISTENING</b>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Rehearse the presentations.		
Compile complete bibliographies.		
<b>Homework</b> Finish PowerPoint presentations.	<b>WRITING</b>	<p><b>6. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b></p>

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# Week 4, Lesson 1

## THEME: Drug Resistance - Presentations



Class to be held in the Technology Lab

### OBJECTIVES:

- Integrate PowerPoint presentations.
- Rehearse the presentations.
- Compile complete bibliographies.

### MATERIALS:

- Handout (attached to Week 2, Lesson1): Make one copy for each student.  
*Presentation Evaluation Rubric.*

### **ACTIVITY #1: Integrate PowerPoint Presentations - 60 minutes.**

- Review criteria for good presentations including the *Presentation Evaluation Rubric* attached to Week 2, Lesson 1.
- Tell the class they are to use the best of each other's presentations.
- Ask the class: What are good teamwork policies to use for this exercise? Write their suggestions on the board, making sure the policies include:
  - Respect for everyone's work.
  - Representation from each person's work.
  - A clear role for each student in the presentation.
- Put students working on the same topic in pairs. Then:
  - Walk students through the processes for getting both presentations up on one computer and cutting and pasting from one presentation into the final.
- Tell each pair to use the following protocol to complete the integration process:
  - Decide whose presentation will be the "home" presentation.
  - Look at each other's title slide. Design, create, and/or edit the first slide.
  - Present slides to your partner that answer: What is drug resistance and how does it work?
  - Evaluate the answers by taking turns to describe what you believe must be included.
    - Do both answers need to be included?
    - One and not the other?
    - Portions of one and portions of the other?
    - Or new slides altogether?
- Pairs need to repeat this protocol for each of the PowerPoint presentation questions:
  - What is drug resistance and how does it work?
  - What is the problem you have looked into?
  - Describe at least three significant aspects of the problem.

# Week 4, Lesson 1

- o What are some of the recommendations for solving the problem?
- When the final PowerPoint presentation is complete, pairs should review it and assign each other presentation responsibilities.

## **ACTIVITY #2: Rehearse PowerPoint Presentations - 30 minutes.**

- Have pairs discuss their PowerPoints and prepare their presentations. Encourage them to look for ways to improve their PowerPoint presentations.

## **ACTIVITY #3: Compile Bibliographies - 30 minutes.**

- Have students cut and paste to compile one bibliography for the single presentation.

## **HOMEWORK:**

**COMPLETE:** Students must finish their PowerPoint presentations as needed. Make sure students either e-mail their PowerPoint presentations to you or bring them to the next class on a flash drive.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Give and evaluate drug resistance PowerPoint presentations.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p>
	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p> <p><b>4. Demonstrate active listening skills.</b></p> <p>a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p><b>5. Comprehend key elements of oral information for:</b></p> <p>a. Cause and effect.  b. Comparison/contrast.  c. Conclusion.  d. Context.  e. Purpose.  f. Charts, tables, and graphs.  g. Evaluation/critiques.  h. Mood.  i. Persuasive text.  j. Sequence.  k. Summaries.  l. Technical subject matter.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Give and evaluate drug resistance PowerPoint presentations.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>6. Identify and evaluate oral information for:</b></p> <ul style="list-style-type: none"> <li>a. Conclusions/solutions.</li> <li>b. Fact/opinion.</li> <li>c. Assumptions.</li> <li>d. Propaganda.</li> <li>e. Relevancy.</li> <li>f. Accuracy/sufficiency.</li> <li>g. Appropriateness/clarity.</li> <li>h. Validity.</li> <li>i. Relationships of ideas.</li> </ul>
<p><b>Writing Homework</b> Prepare an outline for a 45-minute essay on drug resistance.</p>	<p><b>WRITING</b></p>	<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>

# Week 4, Lesson 2

## THEME: Drug Resistance - Presentations



Class to be held in the Technology Lab

### OBJECTIVES:

- Give and evaluate drug resistance PowerPoint presentations.

### MATERIALS:

- Handout (attached to Week 2, Lesson 1): Make one copy per student for each presentation that will be given.  
*Presentation Evaluation Rubric*

### **ACTIVITY #1: Give and Evaluate PowerPoint Presentations - 100 minutes.**

- Have students review the presentation criteria and the *Presentation Evaluation Rubric*. Have students add some new guidelines that can allow them to evaluate good teamwork.
- Have the first pair give their presentation. Have students take notes and jot down questions they might have.
- Provide time for students and presenters to ask and answer questions.
- Have pairs talk to each other after each presentation to decide on their evaluation. The evaluations should focus on what really worked and provide some suggestions.
- Go round robin from pair to pair to have each give their evaluations.
- Repeat this process for each presentation.
- After all the presentations are completed, have students discuss what they have learned through these presentations and what questions they still have about the topic.

### **ACTIVITY #2: Prepare for GED Essay Homework – 20 minutes.**

- Tell students they are to prepare for a 45-minute essay that they will work on in the next class. The prompt is to answer the same questions they had to answer for the PowerPoint presentations. Tell students they must produce a five-paragraph outline that includes:
  - A thesis.
  - Three topic sentences for three body paragraphs.
  - Recommendations to be presented in the conclusion.

### HOMEWORK:

**COMPLETE:** Students should prepare an outline for a 45-minute essay that responds to the following questions:

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- What is drug resistance and how does it work?
- What is the problem you have looked into?
- Describe at least three aspects of the problem.
- What are some of the recommendations for solving this problem?

Students should bring a hard copy of the outline to the next class.

**TEACHER NOTE:** Read students' 45-minute essays on their choice of drug resistance topics from Week 3, Lesson 2 to help you choose grammar homework for the class. Do not mark up student essays as clean copies will be needed during Week 4, Lesson 3 for an in-class evaluation activity. Instead use a separate sheet of paper to write your evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Response to Prompt," "Organization," or "Development and Details" score would you give this rough draft? Explain why for each one.

For this last question, refer to the *GED Essay Scoring Rubric* from "Materials" in Week 1, Lesson 3.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Write a 45-minute essay.	<b>WRITING</b>	<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 3

<p>Evaluate 45-minute essays.</p>	<p><b>READING</b></p>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c. Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>
<p><b>Homework</b> Complete the related GED science test materials on drug resistance.</p>	<p><b>READING</b></p>	<p><b>Various.</b></p>



# Week 4, Lesson 3

## THEME: Drug Resistance - Presentations

### **OBJECTIVES:**

- Write a 45-minute essay.
- Evaluate 45-minute essays.

### **MATERIALS:**

- Handout: Related GED science materials on drug resistance from Steck-Vaughn's *GED Science*.
- Student Work: Students should bring hard copies of their essay on drug resistance.

### **ACTIVITY #1: Write the 45-Minute Essay - 60 minutes.**

- Prepare students to write a 45-minute essay using the PowerPoint presentation questions as the prompt.
  - What is drug resistance and how does it work?
  - What is the problem you have looked into?
  - Describe at least three aspects of the problem.
  - What are some of the recommendations for solving this problem?
- Time the essay writing.

### **ACTIVITY #2: Evaluate 45-Minute Essays – 60 minutes.**

- Hand back student essays on their drug resistance research topic selection assigned as homework in Week 3, Lesson 2.
- Have students keep out the 45-minute essays they just wrote.
- Tell students they will be assisting other students' writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
  - What worked well in the essay?
  - What are some suggestions for improvement?
  - What "Response to Prompt," "Organization," and "Development and Details" scores would you give this rough draft? Explain why for each one.
- Hand back student essays without your evaluation.
- Put students into groups of three. Have them get out two blank sheets of paper, one sheet for each evaluation.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments that answer the three questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- At this point, the class should come together to answer some questions:
  - Did your evaluators say the same or different things?

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- Did your evaluators give you ideas for how to improve your essay?
- Did your evaluators confuse you? Please ask for clarification.
- Repeat this process for the essays students just wrote, then collect those essays.
- Lastly, have group members choose their strongest introduction, body paragraph, and conclusion. These choices should include work of various group members as appropriate.
- Have each group read their strongest introduction and talk briefly about the ones they liked best and why.
- Repeat this process for body and conclusion paragraphs.

### **HOMEWORK:**

**COMPLETE:** Assign related GED science test materials on drug resistance.

**TEACHER NOTE:** Read the 45-minute essays to help you choose grammar homework for the class. Do not mark up student essays. Instead use a separate sheet of paper to write your evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Response to Prompt,” “Organization,” or “Development and Details” score would you give this rough draft? Explain why for each one.

For this last question, refer to the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate the GED test homework.	<b>SPEAKING AND LISTENING</b>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Introduce the drug shortage unit.	<b>SPEAKING AND LISTENING</b>	<b>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</b>
<b>Homework</b> Complete assigned grammar homework.	<b>LANGUAGE</b>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul> <p><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 4, Lesson 4

<p>Complete a line graph of specific impacts real-life variables have on students' economic lives.</p>	<p><b>READING</b></p>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>
<p><b>Reading Homework</b> Read <i>Drugs for emergencies are in critical shortage</i>. Identify the problem, possible solutions, what is the government trying to do, and identify vocabulary words.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

# Week 4, Lesson 4

## THEME: Drug Resistance

### OBJECTIVES:

- Evaluate the GED test homework.
- Introduce the drug shortage unit.
- Complete a line graph of specific impacts real-life variables have on students' economic lives.

### MATERIALS:

- Classroom resource: Flipchart paper and tape
- Article: Make one copy for each student.  
*Drugs for emergencies are in critical shortage.*  
<http://www.medstar911.org/Websites/medstar911/Blog/876688/Star-Telegram%20Story%20on%20EMS%20Drug%20Shortage.pdf>

### **ACTIVITY #1: Evaluate the GED Test Homework - 40 minutes.**

- Have students take out their GED test homework.
- Write the following four sentences on the board. After the test, tell each student to rate each question 1-4 based on whether:
  1. You understand the question and know the answer.
  2. You understand the question and think you know the answer.
  3. You understand the question and do not know the answer.
  4. You do not understand the question and do not know the answer.Students should write the number 1-4 next to each question.
- Put students in pairs and have them compare their ratings and discuss their answers. If their answers are different, they should come up with an answer they both think is right. They need to be prepared to explain why they chose each answer. Pairs should also decide:
  - Which is the second best answer? Why? (Put a check by it.)
  - What is the worst answer of the ones they have to choose from? Why? (Put an X by it.)
- For each question:
  - Ask the first pair: What is the answer to the question? Why?
  - After the pair has given their answer, move to the second pair and ask: Did the first pair give the right answer? How do you know?
  - Then ask the class: Did any pair decide on a different answer? Why?
- Have the class to come to consensus on the right answer and the reason for that answer.
- Repeat this process for the following two questions:
  - Which is the worst answer of the ones to choose from? Why?
  - Which is the second best answer? Why?

## Week 4, Lesson 4

### ACTIVITY #2: Introduction of New Unit – 40 minutes.

- Tell students:
  - The new unit is on drug shortages.
  - Its focus is economics in the healthcare system.
  - The unit moves the focus from science to social science.
  - It will involve more learning from the Khan Academy and other sources.
  - You will continue to hone GED test-taking skills.
  - As always, you will be reading, reading, reading, and writing, writing, writing.
- Ask: What is economics? List student answers on the board.
- Ask: What are some economic realities that impact your life? List student answers on the board.
- Put students into pairs to list real-life economic situations they have to deal with every day.
- Go round robin, having each pair report one real-life economic situation.
- Ask:
  - How are your lives impacted when the cost of things go up?
    - Food?
    - Tuition costs?
    - Health insurance?
    - Other?
  - When the cost of things go down? Use the same list.
  - What do you do to keep your costs down?
  - What do you know about the principle of supply and demand?
  - How does this idea relate to your economic life?

### ACTIVITY #3: Diagram how Supply and Demand Impacts Your Life – 40 minutes.

- Review line graphs: how they work, how to set up two variables, and sets of measurements for each axis.
- Ask one of the students who said they were heavily impacted by the supply and demand of one of the items discussed if they could diagram the impact an economic situation on his/her life. Tell the student the other students will need to ask him/her a number of questions to get the information they need to make a graph.
- Put students into pairs to come up with a list of questions they would need to know to put together a line graph and then go round robin to have them ask their questions.
- Ask pairs to create their line graph on flip chart paper and put it on the walls.
- Discuss the similarities and differences between the charts.
- Ask individuals to make their own line or other graph type on flip chart paper that diagrams how a supply and demand issue impacts their lives.
- Ask students to put their graphs on the board and present them to the class.

## Week 4, Lesson 4

### HOMEWORK:

**COMPLETE:** Assign grammar homework chosen to address issues in student writing. This can either be individual or based on overall classroom needs.

**READ:** Have students read *Drugs for emergencies are in critical shortage*. Students should:

- Highlight the reading to answer the following questions:
  - What is the problem being described?
  - What are some possible solutions?
  - What is the government trying to do?
- Underline vocabulary words.
- Bring the article to the next class.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Discuss homework reading.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Watch three videos on drug shortages to better understand the problem.		

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Standards Covered For Week 5, Lesson 1

<p>Analyze the videos from multiple points of view.</p>	<p><b>READING</b></p>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determines how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
<p><b>Homework</b> Complete assigned grammar homework.</p>	<p><b>LANGAUGE</b></p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul> <p><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 1

<p><b>Writing Homework</b> Write two paragraphs on the problem for your player and their role in the drug shortage crisis.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <ul style="list-style-type: none"><li>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</li><li>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li><li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>
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# Week 5, Lesson 1

## THEME: Drug Shortages

### OBJECTIVES:

- Discuss homework reading.
- Watch three videos on drug shortages to better understand the problem.
- Analyze the videos from multiple points of view.

### MATERIALS:

- Video: *Hospital Drug Shortages*  
<http://www.youtube.com/watch?v=zg6loyg7PrY> (running time: 03:59)
- Video: *Drug Shortages Force Tough Choices for Patients, Doctors*  
<http://www.youtube.com/watch?v=wVCbQ3wzw9o> (running time: 08:39)
- Video: *Hospitals Desperate to Fill Drug Shortages*  
<http://www.youtube.com/watch?v=B-hd-2AVJUJ> (running time: 02:46)

### ACTIVITY #1: Discuss Homework Reading - 40 minutes.

- Have students take out their homework reading and review their notes.
- Create three columns on the board with these headings:
  - What is the problem being described?
  - What are some possible solutions?
  - What is the government trying to do?
- Tell students to briefly write out their answers to these questions in three paragraphs using full sentences in their notebooks.
- Go round robin to read out each student's answer to the first question and repeat the process for the other two.
- Create two new columns on the board with the headings "Vocabulary" and "Players."
- Tell students to take out their readings again and have students go round robin to read the paragraphs of the article. After each paragraph, ask the reader the following:
  - Are there any words you do not understand?
  - Who is the player being referred to? (Patient, doctor, pharmaceutical company, government, etc.)
  - Does this paragraph describe a problem or a solution? If so, which one?
- Record students' answers on the board.

### ACTIVITY #2: Watch Short Drug Shortages Videos - 60 minutes.

- Randomly break students up into one of the following five groups:
  - Patients.
  - Doctors.
  - Drug Companies/Manufacturers.

# Week 5, Lesson 1

- o Government.
- o Hospitals.
- Tell students that the class will watch three videos on drug shortages. While watching the video, students should take notes on how their assigned player participates in the drug shortage crisis. The following questions can help them focus their note taking. However, not all questions are relevant to each player.
- Write on the board:
  - o What is the problem for your player in the drug shortage crisis?
  - o What is the role of your player in the drug shortage crisis?
- After the first video, ask students if they want to see the video again to check their notes or take more notes.
- After a second viewing, have each group meet to compare notes and prepare to answer the two questions.
- Have each group answer the questions for their player.
- Repeat this process after watching each video.

## ACTIVITY #3: Prepare for Homework Assignment - 20 minutes.

- Have students look at their notes for the three drug shortage videos and create an outline to answer the two questions for their player. They should only use the most significant facts and insights to outline two paragraphs.
- Tell students to write topic sentences for each of their two paragraphs.
- Go round robin to have students read these two topic sentences out loud.

## HOMEWORK:

**COMPLETE:** Assign grammar homework chosen to address issues in student writing. This can either be individual or based on overall classroom needs.

**WRITE:** Have students answer the following questions in two paragraphs:

- What is the problem for your player in the drug shortage crisis?
- What is the role of your player in the drug shortage crisis?

## Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Provide feedback on writing assignment.	<b>READING</b>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p>
Establish the significance of supply and demand in the drug shortage crisis.	<b>READING</b>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>
Watch videos on supply and demand.		<p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>
Understand supply and demand graphics.		<p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p>
Read an article on supply and demand to identify additional information.		<p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 2

<p><b>Reading Homework</b> Read <i>What's Behind Our National Drug Shortages?</i> Identify the impact and role of your player in the drug shortage crisis and words that you do not understand.</p>	<p><b>READING</b></p>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
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# Week 5, Lesson 2

## THEME: Drug Shortages

### OBJECTIVES:

- Provide feedback on writing assignment.
- Establish the significance of supply and demand in the drug shortage crisis.
- Watch videos on supply and demand.
- Understand supply and demand graphics.
- Read an article on supply and demand to identify additional information.

### MATERIALS:

- Handout: Make one copy for each student.  
*Supply and Demand Curves: Understanding Price and Quantity in the Marketplace*  
[http://www.mindtools.com/pages/article/newSTR\\_69.htm](http://www.mindtools.com/pages/article/newSTR_69.htm)
- Handout: Make one copy for each student or provide a link to the online article.  
*What's Behind Our National Drug Shortages?*  
[http://www.huffingtonpost.com/glenn-d-braunstein-md/national-drug-shortages\\_b\\_1257932.html](http://www.huffingtonpost.com/glenn-d-braunstein-md/national-drug-shortages_b_1257932.html)
- Graphic: Google image search for "Supply and Demand" (choose three graphs and three cartoons)
- Video: *Supply and Demand* by Garrett Peterson  
<http://www.youtube.com/watch?v=8-yWKgZv9JY&feature=relmfu> (running time: 02:22)
- Video: *High Demand, Low Supply Changing Food Prices* with supply and demand applied concepts  
<http://www.cbsnews.com/video/watch/?id=7362063n> (running time: 02:20)

### ACTIVITY #1: Feedback for Writing Assignment - 20 minutes.

- Have students sit with their group as determined in the last class: Patients, Doctors, Drug Companies/Manufacturers, Government, and Hospitals.
- Have them read each group member's writing by passing their writing to the left. They should comment on strengths and suggest improvements on a blank piece of paper.
- Groups should select a piece of writing to be read to the class.
- Go round robin for different groups to read their selection out loud.

### ACTIVITY #2: Watch Videos and Review Graphics on Supply and Demand - 50 minutes.

- Write "Supply and Demand" on the board.
- Ask: What do you think this concept means? Write student answers on the board.
- Ask: How do you think this concept relates to the drug shortage crisis? Write student answers on the board.
- Watch *Supply and Demand*. Students should take notes on important concepts.
- After the video, ask students if they are ready to discuss supply and demand or if they need to see the video again.

## Week 5, Lesson 2

- After the second viewing, write the following three column headings on the board: “new words”, “supply”, and “demand.” Ask for definitions of “supply” and then “demand”, taking notes on student answers. If students identify new words, write them in the “new words” column.
- Ask: How does supply and demand relate to the drug shortage crisis?
- Write these questions on the board.
  - Why is the price of food going up?
  - How do the principles of supply and demand apply to food price hikes?
- View *High Demand, Low Supply Changing Food Prices*.
- After the video, ask if students want to see the video again.
- After the second viewing, have students answer these questions.

### ACTIVITY #3: Review Graphics and Read an Additional Supply and Demand Article - 50 minutes.

- Show students the supply and demand graphs. Review the three chosen graphs, noting what each of the lines mean.
- Repeat this process with the chosen supply and demand cartoons .
- Review the first three cartoons by asking:
  - What is happening in this cartoon?
  - Why is the cartoon funny?
  - Compare cartoons as appropriate.
- Pass out *Supply and Demand Curves: Understanding Price and Quantity in the Marketplace*. Tell students this a difficult article and they are not expected to understand all the words and concepts. Therefore, tell students to read the article and:
  - Underline new information you did not already know.
  - Skip new words and concepts you do not understand.
- After they have underlined new information, have students work with a partner to compare their underlined information.
- Go round robin from pair to pair for a report out on new supply and demand information.

### HOMEWORK:

**READ:** Have students read *What’s Behind Our National Drug Shortages?* Instruct them to:

- Highlight those areas of the article that explain more about the impact and role of your player in the drug shortage crisis.
- Circle words that you do not understand.
- Bring copies of the article to the next class.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Review the homework reading on the drug shortage.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 3

<p>Watch the Khan Academy Cupcake Factory videos.</p>	<p><b>READING</b></p>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
<p>Read and analyze a reading on pharmaceutical companies.</p>		
<p><b>Reading Homework</b> Read <i>Health: How perverse incentives cause drug shortages and other system failures</i>. Identify new information about drug shortages and new vocabulary words.</p>		

# Week 5, Lesson 3

## THEME: Drug Shortages



Class to be held in the Technology Lab

### OBJECTIVES:

- Review the homework reading.
- Watch the Khan Academy cupcake factory videos.
- Read and analyze a reading on pharmaceutical companies.

### MATERIALS:

- Classroom resource: Dictionaries.
- Handout: Make one copy for each student.  
*Pharmaceutical Companies Spent 19 Times More on Self-Promotion than Basic Research: Report*  
[http://www.huffingtonpost.com/2012/08/09/pharmaceutical-companies-marketing\\_n\\_1760380.html#slide=more213344](http://www.huffingtonpost.com/2012/08/09/pharmaceutical-companies-marketing_n_1760380.html#slide=more213344)
- Handout: Students bring hard copies to class. Teachers may wish to have extra copies on hand.  
*What's Behind Our National Drug Shortages?*  
[http://www.huffingtonpost.com/glenn-d-braunstein-md/national-drug-shortages\\_b\\_1257932.html](http://www.huffingtonpost.com/glenn-d-braunstein-md/national-drug-shortages_b_1257932.html)
- Handout: Make one copy for each student.  
*Health: How perverse incentives cause drug shortages and other system failures*  
[http://www.oregonlive.com/health/index.ssf/2011/11/health\\_how\\_perverse\\_incentives.html](http://www.oregonlive.com/health/index.ssf/2011/11/health_how_perverse_incentives.html)
- Videos: Three Khan Academy videos.  
<http://www.khanacademy.org/finance-economics/current-economics/v/economics-of-a-cupcake-factory>
  - *Economics of a Cupcake Factory* (running time: 11:13)
  - *Cupcake Economics 2* (running time: 11:37)
  - *Cupcake Economics 3* (running time: 12:58)

### **ACTIVITY #1: Review the Homework Reading - 40 minutes.**

- Put students in their “player” groups that worked together on Week 5, Lesson 1, Activity 2.
- Tell students to take out their homework reading, *What's Behind Our National Drug Shortages?*
- Go round robin for words students do not understand and list them on the board.
- Ask: Does anyone know the definitions of any of these words? Write student answers on the board.
- Have students examine the other words in context to figure out the meanings.
- Look up any remaining words. Define those words the class knows.
- Have students write down all these new vocabulary words in their notebooks.
- Have students review the passages they highlighted and prepare to discuss what they have learned about the role of their player in the crisis.
- Go round robin to have each group report out.
- Go round robin again and have individual students read one paragraph aloud. After each paragraph is read, ask:
  - What is the problem?

## Week 5, Lesson 3

- Who are the players?
- How does this relate to the concept of supply and demand?

### ACTIVITY #2: Watch Khan Academy Cupcake Factory Videos - 40 minutes.

- Ask students: What would you say are the primary reasons for this drug shortage? List student answers on the board.
- Tell students they will learn more about how manufacturers think and work by watching three Khan Academy videos about a cupcake factory. They will apply new knowledge from these videos to the role of pharmaceutical companies in the drug shortage crisis.
- Write the following set of questions on the board:
  - What are the basic things companies must think about when making calculations about company goals?
  - How do companies use supply and demand calculations to figure out their profits?
  - What is the importance of spreadsheets in making business projections?
  - How does competition affect business goals?
- After each video, have students take notes to help them answer each of these questions. Different videos will help them answer different questions.
- Put students into four groups and assign each group one question. Groups should go round robin to hear the notes/ ideas of each group member, then discuss the question and decide on an answer.
- Have groups report out their answers.

### ACTIVITY #3: Read and Analyze a Drug Shortages Reading - 40 minutes.

- Ask:
  - What does the cupcake factory tell us about the role of pharmaceutical companies in the drug shortage crisis?
  - What is the role of supply and demand?
  - What is the role of competition?
  - What is the role of profit?
- Pass out *Pharmaceutical Companies Spent 19 Times More on Self-Promotion than Basic Research: Report* and have students read it to themselves.
- After students have finished reading, ask:
  - What is the thesis of the article?
  - What is the problem?
  - Why are companies not serving the public's needs when it comes to appropriate medicine?

### HOMWORK:

**READ:** Have students read *Health: How perverse incentives cause drug shortages and other system failures*. Instruct them to:

- Highlight passages that offer new information about drug shortages.
- Underline new vocabulary words.
- Bring the article to the next class.

# Healthcare Career Bridge III: High ASE Standards Covered For Week 5, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Review the homework reading on drug shortages.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Analyze an additional reading on drug shortages.		
Formulate the problem, the roles of the players, and recommendations to fix the crisis.	<b>WRITING</b>	<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Outline a five-paragraph essay on drug shortages.		
<p><b>Writing Homework</b> Write a five-paragraph, 45-minute essay on the drug shortage crisis in our country.</p>		

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# Week 5, Lesson 4

## THEME: Drug Shortages

### OBJECTIVES:

- Review the homework reading.
- Analyze an additional reading on drug shortages.
- Formulate the problem, the roles of the players, and recommendations to fix the crisis.
- Outline a five-paragraph essay on drug shortages.

### MATERIALS:

- Classroom Resource: Dictionaries.
- Handout: Make one copy for each student.  
*US Scrambling to Ease Shortage of Vital Medicine*  
<http://www.nytimes.com/2011/08/20/health/policy/20drug.html?pagewanted=all>

### **ACTIVITY #1: Review the Homework Article - 40 minutes.**

- Put students in their “player” groups that worked together on Week 5, Lesson 1 and have them take out *Health: How perverse incentives cause drug shortages and other system failures*, the article they read for homework.
- Go round robin for words students do not understand and list them on the board.
- Ask: Does anyone know the definitions of any of these words? Write student answers on the board.
- Have students examine the other words in context to figure out the meanings.
- Look up any remaining words.
- Have students write down all these new vocabulary words in their notebooks.
- Have students review the passages they highlighted and prepare to discuss what they have learned about the role of their player in the crisis.
- Go round robin to have each group report out.
- Go round robin again and have individual students each read one paragraph aloud. After each paragraph is read, ask:
  - What is the problem?
  - Who are the players?
  - What are the recommendations?

### **ACTIVITY #2: Review a New Article on the Drug Shortage - 40 minutes.**

- Repeat the process used above for *US Scrambling to Ease Shortage of Vital Medicine*.

## Week 5, Lesson 4

### ACTIVITY #3: Outline a Five-Paragraph Essay on Drug Shortages - 40 minutes.

- Tell students to take out all their notes and articles on drug shortages and review them for use in the next exercise.
- Tell students you want them to describe the drug shortage crisis. Tell them to write down a topic sentence and the points they want to make to describe it in full.
- Go round robin to have each student describe the crisis in his/her own words. They must:
  - Provide a topic sentence.
  - Talk about the crisis in clear, complete sentences.
- After each student presents, ask the class:
  - Did the speaker have a topic sentence?
  - Was the explanation clear?
  - Was the explanation complete?
- Repeat this process, asking students to describe three major reasons for the drug shortage crisis.
- Repeat this process one more time, asking students to describe their recommendations for solving the drug shortage crisis. Student answers must include a topic sentence followed by explanations. Prompts to draw out these explanations include:
  - What is your topic sentence?
  - What are the reasons for your topic sentence?
  - Can you say more about what you mean by this?

### HOMEWORK:

**WRITE:** Have students write a five-paragraph, 45-minute essay using the following prompt:

There is a drug shortage crisis in our country. Please use your new knowledge about this crisis to write a five-paragraph essay that:

- Introduces the drug shortage crisis by explaining what it is.
- Explains three separate reasons for this crisis.
- Provides recommendations for solving this crisis.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate the 45-minute essays on drug resistance in this country.	<b>READING</b>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c. Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

# Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 1

<p>Sort recommendations for addressing the drug shortage crisis by player.</p>	<p><b>READING</b></p>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
<p>Establish basic definitions of individualism and collectivism through a reading, a visual, graphics, and a video.</p>		<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>Identify oneself as more of an individualist or a collectivist.</p>		
<p><b>Writing Homework</b> Write a description of yourself as an individualist or a collectivist.</p>	<p><b>WRITING</b></p>	

# Week 6, Lesson 1

## Theme: Drug Shortages - Individualism and Collectivism

### **OBJECTIVES:**

- Evaluate the 45-minute essays.
- Sort recommendations for addressing the drug shortage crisis by player.
- Establish basic definitions of individualism and collectivism through a reading, a visual, graphics, and a video.
- Identify oneself as more of an individualist or a collectivist.

### **MATERIALS:**

- Handout: Students should still have this handout from Week 1, Lesson 3.  
*GED Essay Scoring Rubric*
- Handout (attached): Make one copy per student.  
*Individualism or Collectivism?: Comparison to the Common Good* (graphic).  
[http://2.bp.blogspot.com/\\_yA1HyIDm-g/TMOP3v8V-II/AAAAAAAAAY/RukL5u3EQ8s/s640/Individualism+or+Collectivism+Venn+Diagram.png](http://2.bp.blogspot.com/_yA1HyIDm-g/TMOP3v8V-II/AAAAAAAAAY/RukL5u3EQ8s/s640/Individualism+or+Collectivism+Venn+Diagram.png)
- Student Work: Students should bring hard copies of their essay on drug shortages.

### **ACTIVITY #1: Evaluate 45-Minute Essays - 40 minutes.**

- Tell students to take out their essay on drug shortages.
- Tell students they will assist each other's writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
  - What worked well in the essay?
  - What are some suggestions for improvement?
  - What "Response to Prompt," "Organization," and "Development and Details" scores would you give this rough draft? Explain why for each one.
- Put students into groups of three. Have them get out two blank sheets of paper, one sheet for each evaluation.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments that answer the three questions on the board.
- After students have evaluated the first essay, they should pass it to their left and evaluate the other essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- At this point, the class should come together to answer some questions:
  - Did your evaluators say the same or different things?
  - Did your evaluators give you ideas for how to improve your essay?
  - Did your evaluators confuse you? Please ask for clarification.
- Have group members choose their best introduction, body paragraph, and conclusion. These choices should represent all group members as appropriate.
- Have each group read their strongest introduction and talk briefly about the ones they liked best and why.

# Week 6, Lesson 1

- Repeat this process for body and conclusion paragraphs.
- Collect the essays. Tell students you will be the final evaluator and fill out the same rubric for each student.
- Ask groups to identify the different recommendations students made in their essays and report them to the class. Note these on the board for the next activity.

## ACTIVITY #2: Sort Recommendations by Drug Shortage Crisis Player - 40 minutes.

- Write the different crisis players on the board near the recommendations listed on the board: Patients, Doctors, Drug Companies/Manufacturers, Government, and Hospitals.
- Go through each recommendation and have students assign a player to each one. Write down the assigned player next to each recommendation.
  - Which player(s) has to take responsibility for changing something to solve the crisis?
- After this exercise, ask:
  - Who does the class think is the most responsible for solving this crisis? Why?
  - Which players are least responsible for the crisis? Why?
- Have students count off by four and create four equal groups to quickly list values of each player. What motivates them? What do they want?
- Have groups report out, and list the values of each player on the board.
- Ask the class to comment on the differences in values and how these differences may contribute to the crisis. List student answers on the board.

## ACTIVITY #3: Identify Players as Individualists or Collectivists – 40 minutes.

- Project *Individualism and Collectivism?: Comparison to the Common Good* and pass out a hard copy of this visual to each student.
- Go round robin to read the “pros” of individualism.
- Ask: How do you define individualism? Record their answers on the board.
- Go round robin to read the “cons” of individualism. Add to the notes on the board.
- Ask: Do you want to add anything to your definition of individualism?
- Repeat this process for collectivism.
- Tell students to raise their hands in response to the next two questions:
  - Who identifies themselves more as individualists? Why?
    - Ask students to give their reasons.
  - Who identifies themselves more as collectivists? Why?
    - Ask students to give their reasons.
- Go to the board and name one of the crisis players. Ask:
  - Is this player an individualist or a collectivist? Why?
  - If students have differing opinions, ask them to explain their reasoning further. Come to consensus on a temporary label and mark it on the board.
  - Repeat these questions for each player.
- Ask: Do the values of these different players play an important role in this crisis? How?

# Week 6, Lesson 1

- Have a student read the first “Common Good” descriptor. Ask: Is this more of an individualist principle or a collectivist principle?
- Repeat this process for all of the “Common Good” descriptors.

## **HOMEWORK:**

**WRITE:** A description of yourself as an individualist or a collectivist. Tell the reader why this subject is important, which word describes you best, and the reasons or clear detailed examples of how this word applies so well to you. Prepare this description to read to the class in the next lesson.

**TEACHER NOTE:** Read the 45-minute essays on drug shortages to help you choose grammar homework for the class. Do not mark up student essays as clean copies will be needed for an in-class activity in Week 7, Lesson 2. Instead, on a separate sheet of paper, write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Response to Prompt,” “Organization,” or “Development and Details” score would you give this rough draft? Explain why for each one.

For this last question, refer to the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3.

These essays are to be turned back to students with student evaluations.

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# Individualism or Collectivism?: Comparison to the Common Good

## Individualism

### PROS:

- Promotes the concept of equality, allowing for no person to place themselves above other individuals in social standards or rank.
- Creates and maintains order through the rules that make up the law. Allows for no person to be above the law, and everybody receives equal punishment for any actions that lead to consequences.

"*Charter of Rights and Freedoms*", provides the right to everybody having their own beliefs and values, religion, right to life, right to vote, and more (so long as responsible actions are taken and harm is not inflicted upon others from those actions).

Private property allows people to have their own property, allows something of a reward for individuals to work harder for their own possessions (filling a sense of achievement through materials).

- Freedom to buy/sell/trade anything the individual chooses, allowing for the citizens to feel they are in control, leading to more comfort and satisfaction with their independence in society.

### CONS:

- Can create a distant society, without the necessity of working together as a whole society, the connection of communities is left distant and obscure.
- Government plays a hands-off role in economy, provides citizens full control over their own property, however, if one business achieves a monopoly in their field, they destroy the concept of competition to fuel the economy.

Without any form of economic equality or collective wealth, the economic state of individuals can rapidly fluctuate. Nobody has a guaranteed income, so the rich can potentially become poor and the poor can potentially become even poorer.

## Collectivism

### PROS:

- Promotes the importance of the needs of a group over the needs of the individual, allowing for more communication between members of a community, resulting in a stronger society altogether.

Government assistance in controlling the economy helps to try and ensure that all members of the society are able to sustain at least minimal needs for survival.

Some property owned and maintained by the government (public property) such as schools, post office, roads, etc.

- Tries to promote equal wages for people doing similar tasks to one another. In doing so, there is an attempt at promoting equality between men and women of similar or different racial backgrounds.
- Equality in the economy and the workplace allows for equal opportunity for all human beings, regardless of personal situation.

The use of labour unions and human rights groups bring people in similar situations together to enforce their own rights and privileges.

### CONS:

- Public property (controlled by the government) is maintained by extra taxes, paid by the citizens.

'Collective responsibility' can allow for the whole group taking responsibility for a single individual's incompetence.

- People who do not provide as much effort as others who may work harder will receive the exact same benefits, some citizens may not approve of the 'unfair' equality.

## The Common Good

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Watch a video and graphic on cultural individualism and collectivism.	READING	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
Align individualism and collectivism with forms of government and political parties.		

## Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 2

<p><b>Reading Homework</b> Read <i>Individualism and Collectivism</i>, identify the thesis, the reasons that back up that thesis, and new vocabulary words.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b> a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b> a. Comprehend explicit details and main ideas in text. b. Summarize details and ideas in text. c. Make sentence level inferences about details that support main ideas. d. Infer implied main ideas in paragraphs or whole texts. e. Determine which detail(s) support(s) a main idea. f. Identify a theme, or identify which element(s) in a text support a theme. g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
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# Week 6, Lesson 2

## THEME: Drug Shortages - Individualism and Collectivism

### OBJECTIVES:

- Watch a video and graphic on cultural individualism and collectivism.
- Align individualism and collectivism with forms of government and political parties.

### MATERIALS:

- Handout: Make one copy for each student.  
*Individualism*  
<http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/individualism/>
- Handout: Make one copy for each student.  
*Types of Government*  
<http://stutzfamily.com/mrstutz/WorldAffairs/typesofgovt.html>
- Handout: Make one copy for each student.  
*Political Party Briefing Notes*  
[http://www.pbs.org/newshour/extra/teachers/lessonplans/us/july-dec10/midterms\\_09-30\\_printout2.pdf](http://www.pbs.org/newshour/extra/teachers/lessonplans/us/july-dec10/midterms_09-30_printout2.pdf)
- Handout: Make one copy for each student or provide a link to the on-line article.  
*Individualism and Collectivism*  
[http://www.science20.com/gerhard\\_adam/individualism\\_and\\_collectivism](http://www.science20.com/gerhard_adam/individualism_and_collectivism)
- Video: *Culturally Speaking: Individualism-Collectivism*  
<http://www.youtube.com/watch?v=4uFa0hBPqOY> (running time: 03:30)

### ACTIVITY #1: View Visuals on Cultural Individualism and Collectivism - 40 minutes.

- Go round robin and have students read aloud the descriptions of themselves they wrote for homework.
- Ask: Is your family or cultural group individualistic or collectivistic? Have students answer and give their reasons.
- Watch the short video *Culturally Speaking: Individualism-Collectivism*.
- Review the graphic *Individualism*. Have students note the standing of the US and other individualistic countries.
- Ask students from other countries whether their cultures are individualistic or not. Check their “standings” on the country listing.
- Ask students to comment further on the relationship between their communities and individualistic values.

### ACTIVITY #2: Align Individualism and Collectivism with Types of Government and Political Parties - 30 minutes.

- Review *Types of Government*. Have different students read definitions of capitalism, socialism, and communism out loud.
- Have them categorize each of these types of economies in terms of individualism and collectivism.
- Ask: How would you categorize the primary focus of the cupcake factory owners? Why?

## Week 6, Lesson 2

- Review *Political Party Briefing Notes*. Have students read each definition out loud.
- For each political party ask the following questions:
  - Is this party more individualistic or collectivistic?
  - How would this party respond to the drug shortage crisis?
  - What would they be willing or unwilling to do?

### ACTIVITY #3: Write a 45-minute essay - 50 minutes.

- Tell students that the last set of essays will be evaluated based on the entire *GED Scoring Rubric*. Have them get out their rubric. Go over the two new items they will be scored on.
- Then tell students to relax. Their writing is improving and they should still maintain their natural conversational voice.
- Use the following writing prompt:
  - Would you define your community as individualistic or collectivistic?
  - In your introduction, introduce the importance of the topic and provide a clear thesis.
  - Then provide three reasons that support your thesis in three paragraphs with clear topic sentences.
  - Lastly, write a conclusion that talks about how well your community's culture fits into the US mainstream culture.
- Time the essay writing.
- Collect these essays at the end of class for review during Week 7, Lesson 2.

### HOMEWORK:

**READ:** Have students read *Individualism and Collectivism*. Instruct them to:

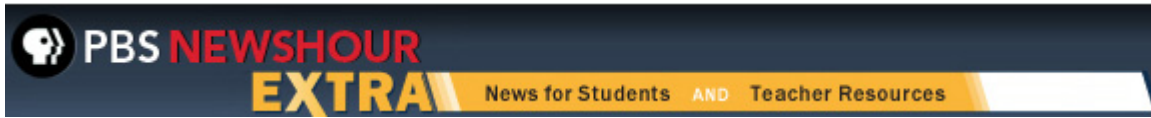
- Highlight the thesis and reasons that back up that thesis.
- Underline new vocabulary words.
- Bring the article to the next class.

**TEACHER NOTE:** Read the 45-minute essays on individualism vs. collectivism to help you choose grammar homework for the lessons in Week 7. Do not mark up student essays as clean copies will be needed for an in-class activity in Week 7, Lesson 2. Instead, on a separate sheet of paper, write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?

Give scores for all GED rubric items based on the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3.

## Political Party Briefing Notes



### Student Handout: Political Party Briefing Notes

1. Review the party philosophy summaries of each political organization listed below.
2. Then complete the research questions for the political organization you were assigned. (Suggested research sites are at the end of this assignment.)



#### **The America First Party—Party Philosophy Summary**

The America First Party believes that government should serve the interests of Americans and not the world as a whole; pursue good relations, but avoid entangling alliances. The party platform seeks to preserve and protect the nation's sovereignty against all enemies by opposing any attempts to make the nation subservient to other countries. Border security is most important and security needs rational immigration policies. The party strives to protect American citizens' rights and supports traditional values of the family, the sanctity of life and promotes economic growth within

the country.

- Briefly describe the origins of this political party.
- List 2 or 3 accomplishments of this political party.
- Describe the party's main issues of concern.



#### **The Constitution Party—Party Philosophy Summary**

The Constitution Party is based on the principles of the Declaration of Independence, the Constitution and the Bill of Rights. The government's power should be limited and derive its authority only from these documents. The party believes the country was founded on Biblical foundations that each individual is endowed by his Creator with certain unalienable rights; among these are individuals have the right to own, control, protect and freely dispose of property as they see fit. The party supports the sanctity of life, limited government, and personal responsibility.

- Briefly describe the origins of this political party.
- List 2 or 3 accomplishments of this political party.

- Describe the party’s main issues of concern.



**The Democratic Party—Party Philosophy Summary**

Democrats believe that all people in society have an obligation to each other and a role to play in creating progress for the country. Democrats believe all Americans should be given equal opportunities to achieve their full potential and that that government has a role to play in addressing these goals and helping the less fortunate. Democrats honor the civil liberties embodied in the first 10 Amendments and feel that government doesn’t have the right to violate the privacy of citizens in private matters like abortion, sexual preference, or termination of life.

- Briefly describe the origins of this political party.
- List 2 or 3 accomplishments of this political party.
- Describe the party’s main issues of concern.



**The Green Party—Party Philosophy Summary**

The Green Party is committed to ecology, social justice, non-violence, and political organizing at the local level. The party strives to reduce corporate influence in government and people’s lives by promoting “grass-roots politics” and encouraging people to participate at all levels of government. The Green Party’s goal is to make governmental officials accountable to the people, not

private interests.

- Briefly describe the origins of this political party.
- List 2 or 3 accomplishments of this political party.



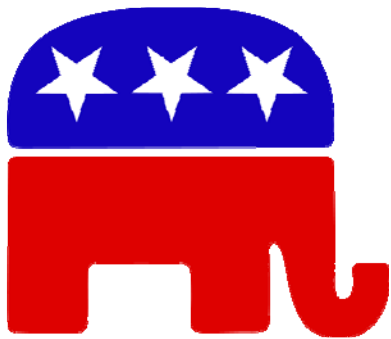
- Describe the party's main issues of concern.



### **The Libertarian Party—Party Philosophy Summary**

The Libertarian Party promotes the idea that the government that governs best, governs least. The party believes in America's foundations of liberty and freedom, a free market economy, and personal responsibility and promotes the idea that consumers and businesses, not government, are better able to make decisions that affect their lives. Libertarians work for world peace through a policy of non-intervention and free trade.

- Briefly describe the origins of this political party.
- List 2 or 3 accomplishments of this political party.
- Describe the party's main issues of concern.



### **The Republican Party—Party Philosophy Summary**

The Republican Party's core belief is limiting the power of government to its constitutional principles and allowing individuals and free enterprise to thrive. Republicans do believe government has a role to limit what it considers irresponsible behavior in issues such as abortion, gay marriage, and termination of life. Republicans believe the Constitution should be interpreted narrowly, close to its original intent. The Republican Party advocates a strong military and aggressively defending America's interests when they

are threatened.

- Briefly describe the origins of this political party.

- List 2 or 3 accomplishments of this political party.
- Describe the party's main issues of concern.



### **The Tea Party—Party Philosophy Summary**

The Tea Party is a grassroots movement of different organizations, and thus is not a centralized political organization like the other parties. The movement's founding was inspired by the Boston Tea Party of 1773. It advocates upholding the principles of the Declaration of Independence, U.S. Constitution, and the Bill of Rights. The Tea Party rejects excessive government spending and taxes and seeks to mobilize citizens to support public policy consistent with the values of fiscal responsibility, limited government, and free markets.

- Briefly describe the origins of this political party.
- List 2 or 3 accomplishments of this political party.
- Describe the party's main issues of concern.

### **Suggested Research Sites**

- America First Party <http://www.americafirstparty.org>
- Constitution Party <http://www.constitutionparty.com/>
- Democratic Party <http://www.democrats.org>
- Green Party <http://www.gp.org>
- Libertarian Party <http://www.lp.org/>
- Republican Party <http://www.gop.com>
- Tea Party <http://www.teaparty.org/>

## Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Analyze the homework reading including thesis and reasons.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p>
<p>Analyze the elements of the <i>Universal Declaration of Human Rights</i> as individualistic or collectivistic.</p>		

## Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 3

<p>Write a 45-minute essay on whether healthcare is a human right and whether it should be a personal or a government responsibility.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <ul style="list-style-type: none"><li>a. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li><li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>
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# Week 6, Lesson 3

## THEME: Drug Shortages - Individualism and Collectivism

### OBJECTIVES:

- Analyze the homework reading including thesis and reasons.
- Analyze the elements of the *Universal Declaration of Human Rights* as individualistic or collectivistic.
- Write a 45-minute essay.

### MATERIALS:

- Classroom Resource: Dictionaries.
- Handout: Make one copy for each student.  
*Universal Declaration of Human Rights*  
<http://www.amnestyusa.org/research/human-rights-basics/universal-declaration-of-human-rights>

### ACTIVITY #1: Analyze the Homework Reading – 40 minutes.

- Go round robin and have students read their descriptions of their communities as individualistic or collectivistic.
- Tell students to take out the homework reading, *Individualism and Collectivism*.
- Put students in new pairs. Have pairs:
  - Compare their highlighting.
  - Identify the thesis and the specific reasons for the author's point of view.
  - List the words they do not understand.
- Go round robin for words students do not understand and list them on the board.
- Have students provide definitions on the board.
- Have students read the other words in context to figure out the meanings.
- Look up any definitions for words that students still do not know.
- Have students write down all these new vocabulary words in their notebooks.
- Go round robin and have pairs identify the thesis and the reasons given for the thesis.
- Ask students: Do you agree with this thesis? Why or why not?

### ACTIVITY #2: Analyze the Declaration of Human Rights - 30 minutes.

- Finish this week's analysis activities:
  - Pass out the *Universal Declaration of Human Rights*. Explain the international significance of this document.
  - Go round robin to read each of the numbered rights.
  - After each right is read, ask: Is this value individualistic or collectivistic? Why?
- At the end, ask students:
  - Which of the following statements do the supporters of this document believe?
    - Healthcare is a human right that society has a responsibility to provide regardless of circumstance.

## Week 6, Lesson 3

- The government should help us, but our health and healthcare are primarily personal responsibilities.
- Which of these statements do you believe? Why or why not?

### ACTIVITY #3: Write a 45-minute essay - 50 minutes.

- Give the following writing prompt:
  - Do you believe that healthcare is a human right that society has a responsibility to provide regardless of circumstance, or
  - Do you believe that our health and our healthcare are personal responsibilities that the government should help us with but not have primary responsibility.
- Write a five-paragraph essay that introduces your position, provides three well-explained reasons in separate paragraphs, and ends with a conclusion that provides recommendations for basic government policy.
- Collect these essays at the end of class for review during Week 7, Lesson 2.

### HOMEWORK:

**PREPARE:** Study vocabulary words for a test in the next class.

**TEACHER NOTE:** Prepare a vocabulary test on words identified during the Drug Shortage Crisis unit.

**TEACHER NOTE:** Read the 45-minute essays on healthcare as a human right to help you choose grammar homework for the class. Do not mark up student essays. Instead use a separate sheet of paper to write your evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?

Give scores for all GED rubric items based on the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 6, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Take a vocabulary test.	<b>LANGUAGE</b>	<p><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>a. Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.</p>
Prepare an outline for the final essay.	<b>WRITING</b>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
Begin assembling the final essay.		
<p><b>Writing Homework</b> Complete the final essay.</p>		

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# Week 6, Lesson 4

## THEME: Drug Shortages – Individualism and Collectivism



Class to be held in the Technology Lab

### OBJECTIVES:

- Take a vocabulary test.
- Prepare an outline for the final essay.
- Begin assembling the final essay.

### MATERIALS:

- Teacher materials: Vocabulary test on student-identified words.

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### **ACTIVITY #1: Prepare for and Take a Vocabulary Test – 30 minutes.**

- Put students into pairs to quiz each other on the words and definitions that have been identified for the Drug Shortage Unit during Week 5. Students should:
  - Read words aloud to their partner to define and then switch.
  - Read definitions aloud to their partner to match with words and then switch.
- Give students the vocabulary test.
- Go over answers as a class.

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### **ACTIVITY #2: Prepare for the Last Writing Assignment! - 40 minutes.**

- Tell students that previous writing assignments will help them respond to this final prompt:  
Write a letter to Barack Obama to recommend government solutions for the drug shortage crisis. The letter should:
  - Introduce yourself, your values, and your interest in healthcare.
  - Summarize the drug shortage crisis as you understand it.
  - Provide the president with three recommendations to work on.
  - Thank him for his time and attention to this issue.
- Put students into pairs to talk through their approach to this assignment and decide what further research they will need to write this essay.
- Have students individually find useful articles online and then write an outline.
- Have each student present his/her outline to a partner for feedback. Students should talk through their essays to each other.
- Come together as a class to ask students their approach to this essay.

## Week 6, Lesson 4

### **ACTIVITY #3: Begin Assembling the Final Essay – 50 minutes.**

- Allow students to begin to work independently on this final essay.

### **HOMEWORK:**

**WRITE:** Students must complete the final essay. Remind them to bring a hard copy to the next lesson.

## Healthcare Career Bridge III: High ASE Standards Covered For Week 7, Lesson 1

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Take and analyze GED tests on language, economics, and politics.	<b>READING</b>	<b>Various.</b>
<b>Writing Homework</b> Complete assigned grammar homework.	<b>LANGUAGE</b>	<ol style="list-style-type: none"> <li><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <ul style="list-style-type: none"> <li>• Various</li> </ul> </li> <li><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b> <ul style="list-style-type: none"> <li>• Various</li> </ul> </li> </ol>

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# Week 7, Lesson 1

## THEME: Drug Shortages – Final Writing Project

### OBJECTIVES:

- Take and analyze GED tests on language, economics, and politics.

### MATERIALS:

- Handout: At least two GED tests on Language, Economics, and Politics using Steck-Vaughn materials.
- Student Work: Students should bring hard copies of their letters to Obama.

### **ACTIVITY #1: Take and Analyze GED Tests on Language - 60 minutes.**

- Collect the letters to Obama assigned in the last class.
- Explain to students that they are going to take a timed GED practice test on Language. Estimate the total time by multiplying four minutes per question.
- Pass out the GED reading and test questions.
- Administer and time the test.
- Write the following four sentences on the board. After the test, tell each student to rate each question 1-4 based on whether:
  1. You understand the question and know the answer.
  2. You understand the question and think you know the answer.
  3. You understand the question and do not know the answer.
  4. You do not understand the question and do not know the answer.

Students should write the number 1-4 next to each question.

- Put students in pairs and have them compare their ratings and discuss their answers. If their answers are different, they should come up with an answer they both think is right. They need to be prepared to explain why they chose each answer. Pairs should also decide:
  - Which is the second best answer? Why? (Put a check by it.)
  - What is the worst answer of the ones they have to choose from? Why? (Put an X by it.)
- For each question:
  - Ask the first pair: What is the answer to the question? Why?
  - After the pair has given their answer, move to the second pair and ask: Did the first pair give the right answer? How do you know?
  - Then ask the class: Did any pair decide on a different answer? Why?
- Have the class come to a consensus on the right answer and the reason for that answer.
- Repeat this process for the following two questions:
  - Which is the worst answer of the ones to choose from? Why?
  - Which is the second best answer? Why?

# Week 7, Lesson 1

## **ACTIVITY #2: Take and Analyze GED Tests on Social Studies: Economics and Politics - 60 minutes.**

- Repeat the process above for Social Studies: Economics and Politics GED test materials.

## **HOMEWORK:**

**COMPLETE:** Assign grammar homework based on your evaluation of student writing. This can either be individual or based on overall classroom needs.

**TEACHER NOTE:** Read the letters to Obama to help you choose grammar homework for the class. Do not mark up student essays. Instead on a separate sheet of paper, write your evaluation in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?

Give scores for all GED rubric items based on the *GED Essay Scoring Rubric* from “Materials” in Week 1, Lesson 3. You can use the *Essay Scoring Rubric* attached to Week 7, Lesson 2.

Be prepared to return the following student essays in the next lesson:

- Individualism vs. Collectivism (Week 6, Lesson 2).
- Healthcare as a Human Right (Week 6, Lesson 3).
- Letter to Obama (Week 6, Lesson 4).

## Healthcare Career Bridge III: High ASE Standards Covered For Week 7, Lesson 2

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate multiple essays.	<b>READING</b>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c. Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Healthcare Career Bridge III: High ASE  
Standards Covered For Week 7, Lesson 2

<p><b>Writing Homework</b> Complete assigned grammar homework.</p>	<p><b>LANGUAGE</b></p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"><li>• Various</li></ul> <p><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b></p> <ul style="list-style-type: none"><li>• Various</li></ul>
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# Week 7, Lesson 2

## THEME: Drug Shortages – Final Writing Project



Class to be held in the Technology Lab

### OBJECTIVES:

- Evaluate multiple essays.

### MATERIALS:

- Handout: Make two copies for each student.  
*Essay Scoring Rubric* (attached)
- Student Work: Students should bring the writing criteria that the class developed in Week 1, Lesson 2.

### **ACTIVITY #1: Evaluate Two 45-Minute Essays Using the GED Rubrics – 80 minutes.**

- Return students' most recent 45-minute essays: "Individualism vs. collectivism" and "Is healthcare a human right?"
- Pass out two *Essay Scoring Rubrics* per student.

#### **Follow these activity details for each essay:**

- Tell students to take out the writing criteria the class created in Week 1, Lesson 2. Ask them to give you the criteria for introductions, body paragraphs, and conclusions. Write these criteria on the board in separate categories.
- Have students get out their *GED Essay Scoring Rubrics* from Week 1, Lesson 3. Tell students from now on they are to use all GED rubric requirements. Create criteria for both the "Standard English" and "Word Choice" categories.
- Tell students they will assist other students' writing process by giving constructive feedback. All their feedback must answer the following questions (write these on the board):
  - What worked well in the essay?
  - What are some suggestions for improvement?
  - What scores would you give them on the *GED Essay Scoring Rubric*?
- Tell students to write all the answers to the questions for each essay on *Essay Scoring Rubric* sheet.
- Hand back student essays without your evaluation.
- Put students into groups of three.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments by answering the three questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- At this point, the class should come together to answer some questions:
  - Did your evaluators say the same or different things?

## Week 7, Lesson 2

- Did your evaluators give you ideas for how to improve your essay?
  - Did your evaluators confuse you? Please ask for clarification.
- Pass out your evaluations of student essays. Have the evaluation groups pass these evaluations around, read, and discuss.
- Ask the class:
  - Did the teacher evaluations match what the student evaluators said?
  - What were the similarities? What were the differences?

### ACTIVITY #2: Evaluate the Final Essay – 40 minutes.

- Repeat the process above for the letter to President Obama.

### HOMEWORK:

**COMPLETE:** Assign grammar homework based on your evaluation of student writing. This can either be individual or based on overall classroom needs.

**TEACHER PREPARATION:** Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the editing games in the next lesson.

## ESSAY SCORING RUBRIC

WRITER: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

	<b>Effective 4</b>	<b>Adequate 3</b>	<b>Marginal 2</b>	<b>Inadequate 1</b>
<b>Response to prompt</b>				
<b>Organization</b>				
<b>Development and Details</b>				
<b>Conventions of EAE (Edited American English)</b>				
<b>Word Choice</b>				

**EVALUATOR'S SUMMARY:**

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 7, Lesson 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Play the editing game to practice editing skills.	<b>WRITING</b>	<p><b>4. Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt.</b></p> <p>a. Differentiate between example and reason when given a writing prompt.</p> <p>b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
Edit samples of student writing.	<b>LANGUAGE</b>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul>
<p><b>Writing Homework</b> Complete assigned grammar homework.</p>		<p><b>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b></p> <ul style="list-style-type: none"> <li>• Various</li> </ul>

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# Week 7, Lesson 3

## THEME: Drug Shortages – Final Writing Project

### OBJECTIVES:

- Play the editing game to practice editing skills.
- Edit samples of student writing.

### MATERIALS:

- Handout: Make one copy for each student.  
Two-sided handout with the chosen samples of student writing

### **ACTIVITY #1: Play the Editing Game – 40 minutes.**

- Pass out the chosen samples of student writing, reprinted with all the grammar and spelling mistakes intact.
- Have students read the paragraph and underline the grammar and spelling issues they find. While they do that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
- Ask the class:
  - Is the underline in the right place?
  - Is this the right correction?
- If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the relevant grammar or spelling rule.
- Go around to all the teams and have a different student come to the board and repeat the process.
- Keep team scores on the board.

### **ACTIVITY #2: Repeat Editing Game – 40 minutes.**

- Have students form new teams.
- Repeat the editing game described above with the other paragraph of student writing.

### **ACTIVITY #3: Examine the Editing Process – 40 minutes.**

- Ask: Which essay do you want to rewrite for your final project? Go round robin to get students' answers.
- Have students read over their letters to Obama, mark those areas where they think something is wrong, and underline the areas where they have questions.
- Put the following set of issues on the board:
  - Sentence structure.

## Week 7, Lesson 3

- Punctuation.
- Paragraph breaks.
- Spelling.
- Run-on sentences.
- Sentence fragments.
- Have students label each of their errors with a label from the board.
- Ask: Which are the top two areas that you need help with? Go round robin and reach a consensus on the two biggest issues in this class.
- Set up two categories with a lot of space on the board, labeled with the two issues students have chosen.
- Put students in pairs and have them choose sentences from their work to put on the board, one for each category. Have students take turns writing these on the board.
- After all the sentences have been written on the board, go from sentence to sentence using this protocol:
  - Read a sentence aloud.
  - Ask:
    - Is the section underlined really the problem? Why or why not?
    - If not, where should the underline go?
  - Have a student come to the board, make corrections, and read the corrected sentence out loud.
  - Ask the student: Why did you make each of these corrections?
  - Ask the class: Are the corrections right?
  - Make additional corrections as needed.
  - Ask: What are the rules behind these corrections?
- Discuss each sentence on the board in this way.
- Repeat this process for the second issue the class chose to address.

### **HOMEWORK:**

**WRITE:** Assign grammar homework based on your evaluation of student writing. This can either be individual or based on overall classroom needs.



## Healthcare Career Bridge III: High ASE Standards Covered For Week 7, Lesson 4

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Begin the rewriting process on the computer.	<b>WRITING</b>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p><b>Writing Homework</b> Produce an edited final paper</p>		

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# Week 7, Lesson 4

## THEME: Drug Shortages – Final Writing Project



Class to be held in the Technology Lab

### OBJECTIVES:

- Begin the rewriting process on the computer.

### MATERIALS:

None.

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### ACTIVITY #1: Final Editing Questions - 30 minutes.

- Use the following protocol from the previous lesson to answer additional editing questions,
- Ask students to choose and underline a sentence from their essay that they still have questions about and provide space on the board for each student to write their chosen sentence.
- When all the chosen sentences are on the board, read a sentence aloud and ask:
  - Is the section underlined really the problem? Why or why not?
  - If not, where should the underline go?
- Have a student come to the board, make corrections, and read the corrected sentence out loud.
- Ask the student: Why did you make each of these corrections?
- Ask the class: Are the corrections right?
- Make additional connections as needed.
- Ask: What are the rules behind these corrections?

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### ACTIVITY #2: Begin the Rewriting Process on the Computer - 90 minutes.

- Let students know there will be writing workshops next week. In the writing workshops, students will view their paper on the overhead projector and read it out loud while other students write down comments and discuss the paper as a class.
- Schedule students over the next three class days so that each day, roughly six students have 20 minutes of class time on the computer.
- Let students choose when to present based on their own strategies. Students who go earlier will have more time to rewrite based on feedback from the workshop, while students who go later will have more time to prepare a more polished first draft for the workshop.
- If too many students want the same slot, have students pick a number you are thinking of, with the closest winning their first choice in the line-up to break ties.

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### HOMEWORK:

**WRITE:** Students must produce an edited final paper. They should email it to the teacher and bring a hard copy to class.

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## Healthcare Career Bridge III: High ASE Standards Covered For Week 8, Lessons 1 - 3

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate multiple essays.	<b>READING</b>	<p><b>5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c. Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Healthcare Career Bridge III: High ASE Standards  
 Covered For Week 8, Lessons 1 - 3

<p>Evaluate multiple essays.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p> <p><b>4. Demonstrate active listening skills.</b>        a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p><b>5. Comprehend key elements of oral information for:</b>        a. Cause and effect.        b. Comparison/contrast.        c. Conclusion.        d. Context.        e. Purpose.        f. Charts, tables, and graphs.        g. Evaluation/critiques.        h. Mood.        i. Persuasive text.        j. Sequence.        k. Summaries.        l. Technical subject matter.</p> <p><b>6. Identify and evaluate oral information for:</b>        a. Conclusions/solutions.        b. Fact/opinion.        c. Assumptions.        d. Propaganda.        e. Relevancy.        f. Accuracy/sufficiency.        g. Appropriateness/clarity.        h. Validity.        i. Relationships of ideas.</p>
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# Week 8, Lessons 1-3

## THEME: Writing Workshops

### OBJECTIVES:

- Conduct a writing workshop for each student on their papers.

### MATERIALS:

- Handout: Make one copy for each student.  
*GED Essay Scoring Rubric* (attached to Week 1, Lesson 3).
- Handout: Make one copy for each student.  
*Essay Scoring Rubric* (attached to Week 7, Lesson 2).
- Student Work: Student papers projected for review.

### **ACTIVITY #1: Writing Workshops – 120 minutes.**

- Pass out *GED Essay Scoring Rubrics* and blank *Essay Scoring Rubrics*.
- In each writing workshop, a student will display their paper on the overhead projector and read it aloud from a hard copy.
- Other students should write down comments based on the *GED Essay Scoring Rubric*. Students must be prepared to talk about the paper as a class. Maintain focus on the following questions:
  - What worked well in the essay?
  - What are some suggestions for improvement?
  - How would you rate the essay on the *GED Essay Scoring Rubric*?

### HOMEWORK:

None.

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# Week 8, Lesson 4

## **THEME: Celebration**

### **OBJECTIVES:**

- Celebrate students' achievements.

### **MATERIALS:**

- Party materials.
- Certificates for students of your own creation. Make one for each student.

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### **ACTIVITY #1: Celebration Prompts – 120 minutes.**

- Go round robin to ask students what they have learned.
- Cheer for students after they speak.
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.
- Socialize and have fun for the rest of the class!