

<b>Program Information</b>	<b>Jobs in Healthcare</b>		<b>Liz Gage</b>		<b>Project Learn Summit County</b>	
	<b>Career; Health and Wellness</b>		<b>NRS EFL(s) : 2-3</b>		<b>1.5 Hours</b>	
<b>Instruction</b>	<b><u>ESOL Standards</u></b>					
	<b>Receptive</b>		<b>Productive</b>		<b>Interactive</b>	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	<b>2.1.1 3.1.1</b>	3. Speak and write about level-appropriate complex literary and informational texts and topics.	<b>2.3.1 3.3.1</b>	2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	<b>2.2.1 2.2.2</b>
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.	<b>2.8.1, 3.8.1</b>	9. Create clear and coherent level-appropriate speech and text.			
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	<b>2.10.2</b>		
	<b><u>CAREER COMPONENTS</u></b>			<b><u>DIGITAL LITERACY</u></b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Education, Career, and Life Plans</li> <li><input type="checkbox"/> Ongoing Assessment and Learning</li> <li><input type="checkbox"/> Career Advising</li> <li><input type="checkbox"/> Instruction and Job Training Services</li> </ul>			<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Computer Skills</li> <li><input type="checkbox"/> Internet and Communications</li> <li><input type="checkbox"/> Productivity Software</li> <li><input type="checkbox"/> Information Literacy</li> </ul>			

	<p><b>LEARNER OUTCOME(S)</b></p> <ul style="list-style-type: none"> <li>• 2.8.1 &amp; 3.8.1 : Recognize and determine the meaning of healthcare careers and symptoms and illnesses in frequently used vocabulary in the lesson.</li> <li>• 2.1.1 &amp; 3.1.1 : Identify the main topic and phrases from the reading and activities.</li> <li>• 2.3.1 &amp; 3.3.1; 2.10.2; 2.2.1 &amp; 2.2.2 : Deliver oral presentations about the topic and healthcare from conversation questions and prompts.</li> <li>• 2.4.1 : Express an opinion about working in the healthcare industry.</li> </ul>	<p><b>ASSESSMENT TOOLS/METHODS</b></p> <ul style="list-style-type: none"> <li>• Online Kahoot and/or Google Doc Quiz</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Class Presentation</li> </ul>
	<p><b>LEARNER PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Basic grasp of the English language</li> <li>• Prior knowledge of vocabulary in their home language</li> </ul>	

	<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Warm Up Conversation Question (5 mins) – Have you ever visited the hospital? When and Why?</li> <li>• Reading “Working at the Hospital” (10 mins) – Students take turn reading the article. Pause for vocabulary definitions. After the reading, have the students list out the jobs at a hospital from the reading and any other healthcare job titles they can think of.</li> <li>• Comprehension and Writing (15 mins) – Based on the article, have students discuss or write answers to these questions. 1. What are some jobs at the hospital? 2. Where are some hospitals in your community in Ohio? 3. When was the last time you were at the hospital? 4. What job would you want to have at a hospital?</li> <li>• Symptoms vs. Illness (30 mins) – Introduce vocabulary for symptoms (rash, vomiting, fever, cough, bleeding, swelling etc.) and illnesses (flu, cancer, heart issues, malaria etc.). Outline the difference of each and how to express symptoms ( I have... I feel... I am sick...).</li> <li>• Activating Vocabulary (15 mins) – Put together 8-10 images showing people with different symptoms. Ask the question “What’s wrong?” Students work together or independently to write the answers for the symptoms or illness each picture represents. Example Sentences: I have a back ache. I can’t breathe. I am nauseous.</li> <li>• Activities (15 mins) – Play the Symptom and Illness Kahoot as a class or complete a google doc quiz for assessment of knowledge gained.</li> </ul>	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Working at the Hospital</a></li> <li>• <a href="#">Symptoms and Illness lesson resource</a></li> <li>• <a href="#">Expressing symptoms resource</a></li> <li>• <a href="#">Symptoms and Illnesses Google Doc Quiz</a> Example to copy and create</li> <li>• <a href="#">Symptom and Illness Kahoot</a></li> </ul>
	<p><b>DIFFERENTIATION</b></p> <ul style="list-style-type: none"> <li>• Content can be varied to challenge all levels.</li> <li>• Group work activity or independent practice with an opportunity to share with the class.</li> <li>• Expand lesson with guest speaker from local hospital to discuss routine doctor visits, general healthcare procedures and/or current job openings at the hospital. Incorporate tour of local city hospital if possible.</li> </ul>	

<b>Reflection</b>	<b>TEACHER REFLECTION/LESSON EVALUATION</b> <ul style="list-style-type: none"><li>• How engaging was the lesson? Did students seem to be interested? Did students grasp the concept?</li><li>• Were students uncomfortable talking and presenting in front of the class? Did encouragement and praise help with uncertainties while practicing the language in writing, speaking and reading?</li></ul>
	<b>ADDITIONAL INFORMATION</b>