

## RECOMMENDING HEALTH OCCUPATIONS CURRICULUM MATERIALS

(Optional – This assessment may be linked to 4B.J)

### Performance Standard 1C.J

Students will review health-related magazines and select one to present to their high school's Health Occupations Department for adoption as a classroom resource. The recommendation will include the student's reasons for adopting the periodical accordingly:

- *Developing an explanation:* include reasons for recommending the periodical.
- *Reviewing content:* support the content review with references from the content; report references accurately.
- *Defining audience:* define individuals or groups; describe links between content and audience.
- *Supporting issues:* support with references from the content.

### Procedures

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
  - Use preview questions and predictions to guide reading across complex materials and confirm or deny predictions.
  - Use topic, theme, organizational pattern, context and point of view to guide interpretation.
  - Analyze and defend an interpretation of text by integrating interpretation with text-based support.
  - Summarize and make generalizations from content and relate them to the purpose of the material.
  - Synthesize key points and supporting detail to form conclusions.

In accordance with the National Health Care Skills Standards, health care workers will need to be able to read and write, including charts, reports and manuals, and use health care terminology. In the ever-changing world of health care, workers must be aware of current trends and new discoveries. These trends are most often reported in health-related periodicals.
2. Health Occupations students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, periodical reviews and the purpose of the recommendation.
4. Students will have discussed criteria for the selection of periodicals.
5. Each Health Occupations student will select a periodical which he/she can review.
6. Each student will review the periodical's content, making notes on how it fits into the curriculum, relevance to their chosen professional field, attractiveness, well-written content, easily read and understood, challenges students to increase their knowledge in health care, intended audience, etc.
7. Each student will write an explanation of why that periodical should be included in the Health Occupations Department's list of required classroom readings.
8. (OPTIONAL, may assess this part with 4B – Stage J, Speaking) Each student may present his/her analysis to the class to argue for adding the periodical to the curriculum. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same periodical.)
9. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Time Requirements

- One class period

### Resources

- Periodicals selected from class or personal reading
- Writing materials, including available technology
- Recommending Health Occupations Curriculum Materials Classroom Periodical Adoption Form
- Recommending Health Occupations Curriculum Materials Rubric

**RECOMMENDING HEALTH OCCUPATIONS CURRICULUM MATERIALS**  
**Classroom Periodical Adoption Form**

Periodical Title:

Editor:

Publisher and Date:

Reasons for Inclusion:

Your analysis of the periodical and your recommendation for its adoption as supplemental reading in a Health Occupations program should include the following parts:

**PART ONE:** Please describe your reasons for recommending this periodical. Include all relevant information on how it fits into the curriculum, attractiveness, well-written content, easily read and understood, challenges the students to increase their knowledge in health care and other points you think should be considered when the department looks at this periodical.

**PART TWO:** Please identify any special group or individuals who might find this periodical particularly interesting or helpful (e.g., students interested in nursing, pharmacy or veterinarian careers). Explain what the periodical says to those individuals and why it is a good source of information for them to read.

**PART THREE:** Please describe particular issues (e.g., social, political, racial, ethnic) that appear in the periodical and the author's treatment of those issues. Explain why the study of each issue is valuable to students.

## RECOMMENDING HEALTH OCCUPATIONS CURRICULUM MATERIALS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 -10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	<b>Explanation</b>	<b>Content Review</b>	<b>Audience</b>	<b>Issues</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• The explanation includes six or more specific reasons for recommending the periodical.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is consistently supported with references from the content.</li> <li>• All references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> <li>• Links between content and audience are clearly described.</li> </ul>	<ul style="list-style-type: none"> <li>• All issues identified are supported with specific references from the content.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The explanation includes four or five specific reasons for recommending the periodical.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is usually supported with references from the content.</li> <li>• Most references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> <li>• At least one link between content and audience is clearly described.</li> <li>• One or more links may be vaguely described.</li> </ul>	<ul style="list-style-type: none"> <li>• Most issues identified are supported with specific references from the content.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The explanation includes two or three specific reasons for recommending the periodical.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is occasionally supported with references from the content.</li> <li>• Some references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups generally defined.</li> <li>• Links between content and audience attempted but not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Some issues identified are supported with specific references from the content.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The explanation includes no or one specific reason for recommending the periodical.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is rarely supported with references from the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups not defined.</li> <li>• Links between content and audience not clear.</li> <li style="text-align: center;">OR</li> <li>• Links missing.</li> </ul>	<ul style="list-style-type: none"> <li>• Few or no issues identified are supported with specific references from the content.</li> </ul>
<b>Score</b>				