



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Aspiring Medical Professionals 2 Curriculum

**Course Description:** Students participating in this course can earn 1 credit per semester. Aspiring Medical Professionals 2 builds upon professional skills through hands-on projects, a book study, guest speakers, and lessons regarding a variety of healthcare topics. Aspiring Medical Professionals are also able to further their understanding of the healthcare world by completing a rotational internship through local health systems.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
18 weeks	Internship	Topic 1: Self-Exploration Topic 2: Career Exploration Topic 3: Professional Exploration

## Unit 1: Internship

**Subject:** Aspiring Medical Professionals

**Grade:** 11-12

**Name of Unit:** Internship

**Length of Unit:** 18 weeks

**Overview of Unit:** Internship provides students with the opportunity to immerse themselves in a professional environment with the guidance and assistance of a Park Hill Professional Studies Facilitator and professional partner in a preferred setting. Students will interview with a potential business to ensure that the internship is a good fit for both the student and the business. During the internship students will have the opportunity to observe and to deepen their professional skills. Students will reflect on this profession and develop future plans.

**Competencies as defined by NACE (National Association of Colleges and Employers, taken from website on 12/10/2020):**

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Essential Learning Outcomes:**

- Develop professional skills through personal and professional experiences.
- Demonstrate the use of networking, mentorship, and reflection for professional and personal growth.
- Understand the importance of future planning for college, career and life readiness.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Professional skills	Develop	Apply	3 (early in semester), 4 (later in semester)
Personal and Professional Experiences	Apply	Apply	4
Networking	Demonstrate	Understand	3
Mentorship	Engage	Understand	3
Reflect	Engage	Analyze	3 (early in semester), 4 (later in the semester)
Career Exploration	Engage	Understand	3
Future Planning	Understand	Analyze	4
Future Success	Understand	Create	3

**Essential Questions:**

1. Why is the development of professional skills important to career success?
2. Why is the use of networking, mentorship and ongoing self-reflection important to life success?
3. Why is exploration of career and/or college planning important prior to graduation for future success?

**Enduring Understanding/Big Ideas:**

1. Developing professional skills and using them effectively will be essential to an individual's development and future success.
2. Understanding the importance of networking, mentorship and self-reflection provides insight and professional growth which is essential to an individual's future success.
3. Career and college exploration provide insight into interests, skills, and values related to future fulfillment beyond high school.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Professionalism Professional Skills Networking Mentorship Initiative Career, College and Life Readiness Career Exploration Self-Reflection Self-Motivation Diversity Future Success Professional and Personal Growth	Professionalism     Career Management        Critical Thinking/Problem Solving

## Topic 1: Self Exploration

### **Engaging Experience 1**

**Title:** Personal Development and Goals

**Suggested Length of Time:** Ongoing throughout Internship unit

#### **Course Competencies Addressed:**

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

#### **Essential Learning Outcomes:**

- Develop professional skills through personal and professional experiences.
- Demonstrate the use of networking, mentorship, and reflection for professional and personal growth.
- Understand the importance of future planning for college, career and life readiness.

#### **Detailed Description/Instructions:**

Students will deepen their understanding of their personal values, strengths, and opportunities for growth to build confidence, establish self-awareness, and set meaningful goals.

#### **Suggested Examples of Activities:**

- Naviance Strengths Explorer
- Habitudes Book Study
- Independent Book Study that is approved by the facilitator.
- Weekly Reflections
- Advisory Circle
- Develop SMART goals
- Self-Evaluation

\*Activities will embed the employability skills of problem solver, ability to adapt, self-motivated, takes initiative, shows leadership and works in teams.

## Topic 2: Career Exploration

### **Engaging Experience 1**

**Title:** Professional Studies internship - students will complete 8 hours per week

**Suggested Length of Time:** 18 weeks

#### **Course Competencies Addressed:**

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

#### **Essential Learning Outcomes:**

- Develop professional skills through personal and professional experiences.
- Demonstrate the use of networking, mentorship, and reflection for professional and personal growth.
- Understand the importance of future planning for college, career and life readiness.

**Detailed Description/Instructions:** Students will complete an internship in a professional setting that aligns with their career exploration goals to connect classroom learning with professional experiences.

#### **Suggested Examples of Activities:**

- Activities and/or projects will be determined by conversations with the student's facilitator and professional partner.

\*Activities will embed all employability skills.

## **Engaging Experience 2**

**Title:** Developing components for Capstone portfolio

**Suggested Length of time:** Ongoing throughout Internship Unit

### **Course Competencies Addressed:**

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

### **Essential Learning Outcomes:**

- Develop professional skills through personal and professional experiences.
- Demonstrate the use of networking, mentorship, and reflection for professional and personal growth.
- Understand the importance of future planning for college, career and life readiness.

**Detailed Description/Instructions:** Through this experience, students will begin to develop the components of their Capstone portfolio.

### **Suggested Examples of Activities:**

- Create Capstone presentation highlighting experiences
  - Final reflection or growth paper from entire semester
- \*Activities and Capstone projects will embed and reflect employability skills.

## Topic 3: Professional Exploration

### **Engaging Experience 1**

**Title:** Learning by Career Path Journey

**Suggested Length of Time:** Ongoing throughout Internship Unit

**Course Competencies Addressed:**

- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Essential Learning Outcomes:**

- Develop professional skills through personal and professional experiences.
- Demonstrate the use of networking, mentorship, and reflection for professional and personal growth.
- Understand the importance of future planning for college, career and life readiness.

**Detailed Description/Instructions:** Students will discover new pathways by listening to stories, guidance, and inspiration from career mentors to explore and reflect on various career and or life journeys.

**Suggested Examples of Activities:**

- Roadtrip Nation (<https://roadtripnation.com>) also through Naviance
- Guest Speakers
- Habitudes
- Independent Book Study

\*Activities and Capstone projects will embed and reflect employability skills.

### **Engaging Experience 2**

**Title:** Professional Partner Interview

**Suggested Length of Time:** 1 week

**Course Competencies Addressed:**

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options,



understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Essential Learning Outcomes:** Develop professional skills through personal and professional experiences.

- Demonstrate the use of networking, mentorship, and reflection for professional and personal growth.
- Understand the importance of future planning for college, career and life readiness.

**Detailed Description/Instructions:** Students will conduct a professional interview with their mentor to explore and reflect on their career path.

**Suggested Examples of Activities:**

Professional partner interview and reflection: *Examples can include but are not limited to:*

1. What steps did you take to get to where you are today? What hurdles did you face along the way?
2. How have you differentiated yourself at work, and how have you seen that benefit you?
3. How are you able to integrate technology into your work environment?
4. How do you contribute to ensuring a cohesive team that is respectful of each individual yet works together well?
5. What strategies do you use to organize and manage your time, both in terms of getting your work finished as well as work/life balance?
6. Can you describe a difficult situation you've faced at work, and how did you handle that?
7. What is the most important or helpful piece of advice you have been given?
8. What pieces of advice do you have for me, both from a career standpoint and as I enter college or a career field?

\*Activities will embed the employability skills of good communicator, ability to adapt, self-motivated, takes initiative, shows leadership.

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

### **Capstone Night Community Celebration**

This is a culminating event for students. During this event, students have the opportunity to highlight personal and professional growth related to professional skills. Students also demonstrate their professional connections they have made to a career. Students create a presentation to share at this event. Student and Professional Studies staff attendance is mandatory.

Guests may include:

- District administrators and officials
- Parents/Guardians
- Project Managers and other business partners
- Community members

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Self-Exploration	Professional Development and Goals	Students will deepen their understanding of their personal values, strengths, and opportunities for growth to build confidence, establish self-awareness, and set meaningful goals.	Ongoing throughout Internship Unit
Career Exploration	Career Understanding	Professional Studies internship - students are expected to participate 8 hours per week onsite at their internship location.	18 weeks
Professional Exploration	Learning by Career Path Journey	Students will discover new pathways by listening to stories, guidance, and inspiration from career mentors to explore and reflect on various career and or life journeys.	Ongoing throughout Internship Unit
Professional Exploration	Professional Partner Interview	Students will conduct a professional interview with their mentor to explore and reflect on their career path.	1 week

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.