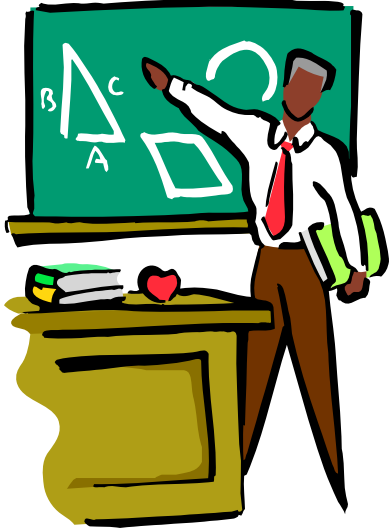


How We Learn



We learn: 1% through taste
1.5% through touch
3.5% through smell
11% through hearing
83% through sight

Examining the data from a different viewpoint, the same group reported that we remember:

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
80% of what we say
90% of what we say as we act

It may be only recently that we have received scientific and statistical confirmation of these facts, but intuitively we have known them for a long time. There are ancient Chinese proverbs that read:

I hear and I forget
I see and I remember
I do and I understand
and

One picture is worth a thousand words

Another study, by R. Benschofter, reports the influence of using sound and sight, separately or combined, as a teaching tool:

Methods of Instruction

Telling, when used alone, results in 70% recall three hours later and 10% recall three days later.

Showing, when used alone, results in 72% recall three hours later, and 20% recall three days later.

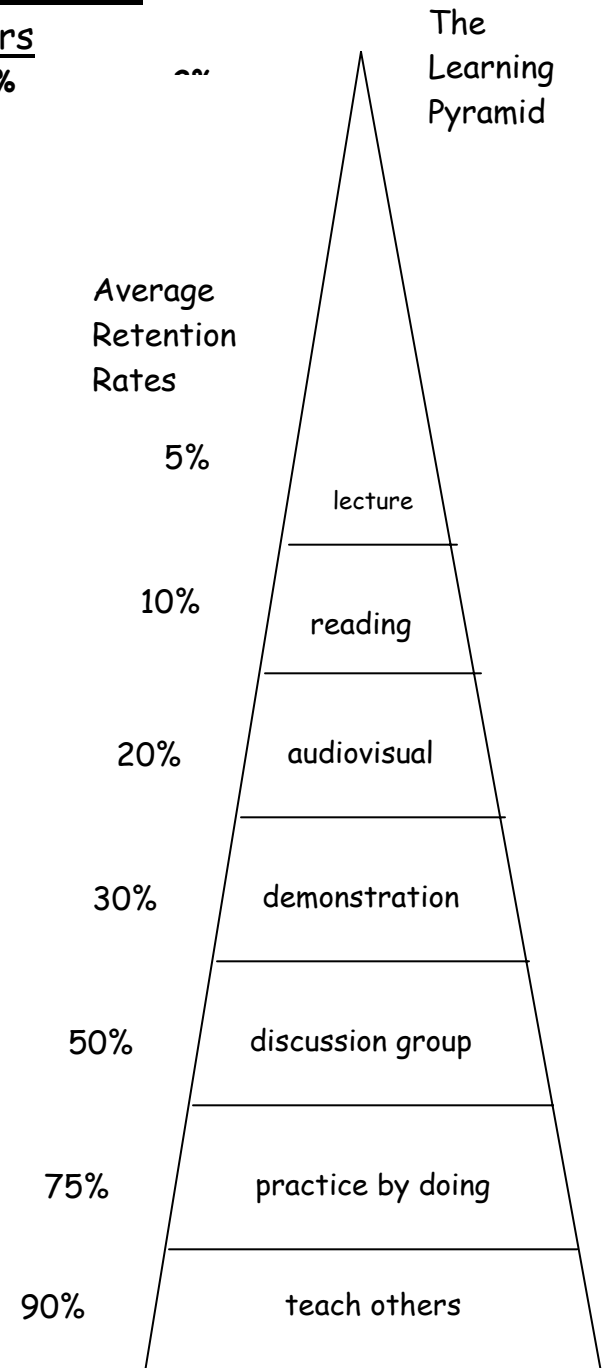
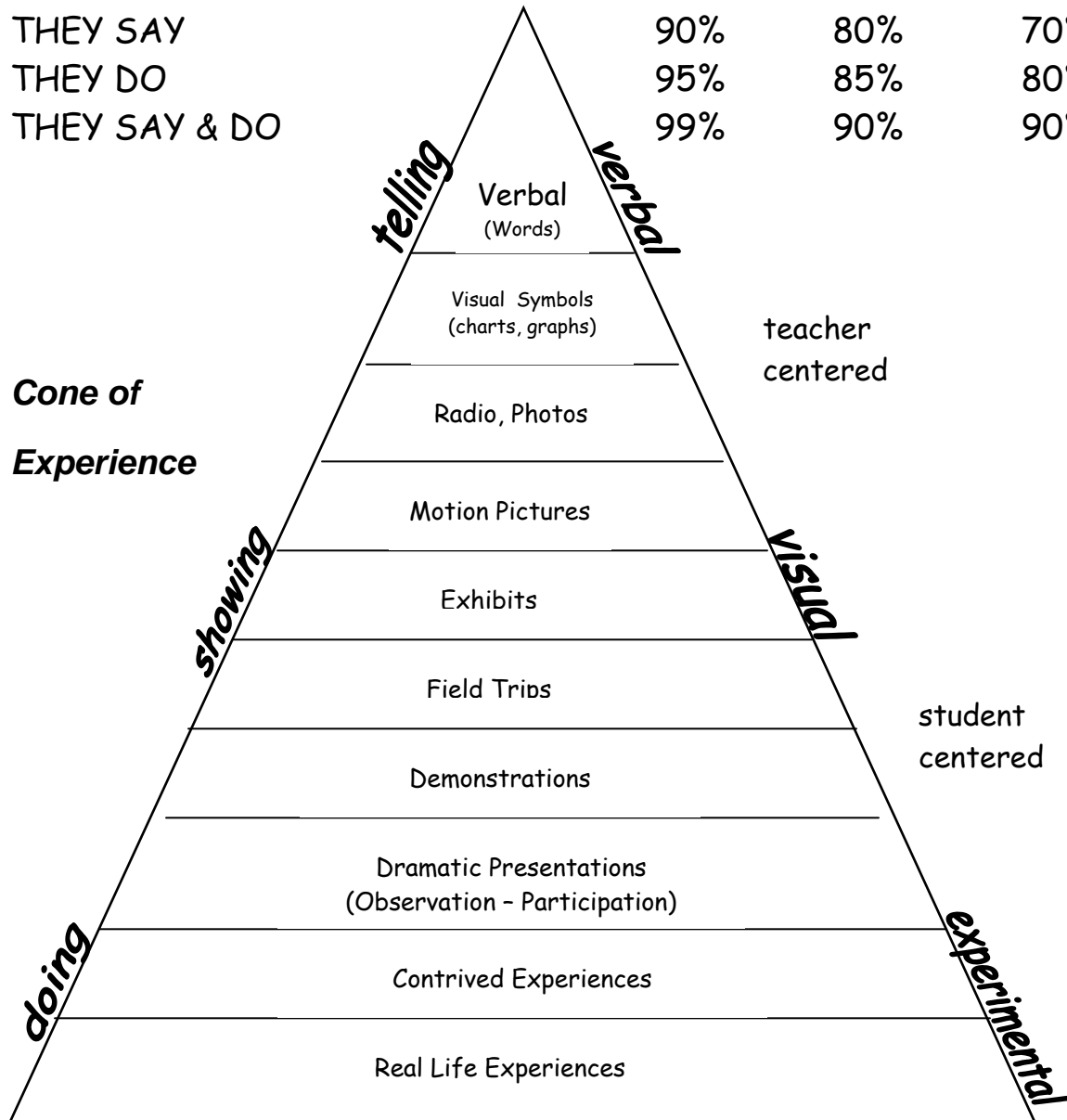
Blend of telling and showing results in 85% recall three hours later and 65% recall three days later.

Each of these studies, of course, is applicable only to the specific situation in which it was carried out. But the fact that every study comes up with roughly the same results leaves little doubt of the power of audiovisuals to communicate effectively, on a long-term basis as well as short-term.

METHOD OF PRESENTATION

RECALL AFTER

| | <u>3 hours</u> | <u>24 hours</u> | <u>72 hours</u> |
|---------------|----------------|-----------------|-----------------|
| HEARS ONLY | | | 70% 10% |
| SEES ONLY | 72% | 20% | 10% |
| HEARS & SEES | 85% | 65% | 50% |
| THEY SAY | 90% | 80% | 70% |
| THEY DO | 95% | 85% | 80% |
| THEY SAY & DO | 99% | 90% | 90% |



90-Minute Do's and Don'ts

DO:

Plan, plan, plan

Plan several activities per unit of study

Plan more activities than you think you will need

Use lots of Cooperative Learning

Use hands-on, manipulative activities

Use activities that require student movement

Expect student resistance

Be flexible

Let students be responsible for their learning

Focus on essential knowledge and skills

Give opportunities for discovery

Integrate topics

Spend time with students

Use a variety of activities

Use project learning

Address all learning styles

Try new things (and expect some to fail)

DON'T:

Waste time

Be unprepared

Lecture too much, too often

Forget that students have problems, too

Lower your expectations for students

Do page 1, 2, 3, etc. of a textbook

Give a test for longer than one hour

Expect to be perfect



Note: The purpose of using a 1977 dated handout is to illustrate the point that many popular strategies used today are not new!

| 57 WAYS TO TEACH | | |
|--|--|---|
| Instructional Methods and Techniques | | |
| <ul style="list-style-type: none"> ▪ Lecture ▪ Directed Discussion ▪ Demonstration ▪ Illustration (Example) ▪ Recitation ▪ Oral Report ▪ Written Report | <ul style="list-style-type: none"> ▪ Laboratory Method ▪ Project Method ▪ Supervised Study ▪ Field Trip ▪ Drill and Practice ▪ Review ▪ Testing (as a Method of Teaching) | <ul style="list-style-type: none"> ▪ Making Assignments ▪ Homework ▪ Textbook ▪ Workbook ▪ Current Affairs ▪ Resource People ▪ Peer Tutoring |
| Group Methods and Techniques | | |
| <ul style="list-style-type: none"> ▪ Committee ▪ Panel Discussion ▪ Debate | <ul style="list-style-type: none"> ▪ Brainstorming ▪ Buzz Session | <ul style="list-style-type: none"> ▪ Case Study ▪ Cooperative Learning |
| Dramatic Methods and Techniques | | |
| <ul style="list-style-type: none"> ▪ Role Playing | <ul style="list-style-type: none"> ▪ Sociodrama | <ul style="list-style-type: none"> ▪ Story Telling |
| Newer Instructional Methods and Techniques | | |
| <ul style="list-style-type: none"> ▪ Questioning ▪ Problem Solving ▪ Inquiry ▪ Team Teaching ▪ Large and Small Group Instruction - Independent Study | <ul style="list-style-type: none"> ▪ Individualized Instruction ▪ Learning Package ▪ Simulation Game ▪ Programmed Instruction ▪ Computer - Assisted Instruction | <ul style="list-style-type: none"> ▪ Language Laboratory (Electronic Study Center) ▪ Television ▪ Radio |
| Material - Oriented Methods and Techniques | | |
| <ul style="list-style-type: none"> ▪ Chalkboard ▪ Flannel Board ▪ Picture ▪ Cartoon ▪ Graphs ▪ Recordings | <ul style="list-style-type: none"> ▪ Filmstrips ▪ Exhibit ▪ Poster ▪ Charts ▪ Maps | <ul style="list-style-type: none"> ▪ Films ▪ Photographic Slides ▪ Bulletin Board ▪ Overhead Transparencies |

Figure 15. Zenger, S., & Zenger, W. (1977). Los Angeles, CA: Crescent Publications.



HST I

Scope and Sequence

2002-2003

- 8-14-02 Intro
- 8-15-02 Personality collage, make a personality collage, then present to the class
- 8-16-02 Same
- 8-19-02 Talk about "eras" in the history of health care, begin history of HC project, look up contributor, write report, present to class
- 8-20-02 Same
- 8-21-02 Same
- 8-22-02 Same
- 8-23-02 Fill out the Chp 1 outline from the info in the book
- 8-26-02 Lecture the rest of the outline
- 8-27-02 Complete the outline
- 8-28-02 Lecture Chp 2 - only the characteristics of a HCW part, begin the video Awakenings, watch video, complete the worksheet
- 8-29-02 Same
- 8-30-02 Same, Column I Med Term. Test
- 9-3-02 Lecture Chapter 2 handout, II B,D,F,G,H,I
- 9-4-02 Lecture Chapter 2 handout IIC, do Maslows activity, talk about HOSA
- 9-5-02 Lecture Phys/Mental/Social Health Ch 2 IID, show HOSA power points
Begin Tuesdays with Morrie
- 9-6-02 Begin Tuesdays with Morrie
- 9-9-02 Tuesdays with Morrie and worksheet
- 9-10-02 Column II med abbrev.
- 9-11-02 9-11 announcement, Communication lecture and activities
- 9-12-02 Standard precautions lecture - begin Triangle Fire Scandal
- 9-13-02 Finish Triangle Fire Scandal - worksheet



9-16-02 Legal - Ethical - fill in outline
 9-17-02 My name is Mrs. Simon activity, finish outline
 9-18-02 Lecture Legal ethical
 9-19-02 Lecture Chapt 5, Begin a Bugs Life
 9-20-02 Bugs Life

 9-23-02 Finish Bugs Life, review for test
 9-24-02 Column III med term test, study for test
 9-25-02 Study for test
 9-26-02 Chapters 1-5 Test
 9-27-02 Begin Chapter 6 lecture

 9-30-02 lecture
 10-01-02 coloring page and packet
 10-02-02 coloring page and packet
 10-3-02 CV packet
 10-4-02 CV packet

 10-7-02 Lecture structure of the heart
 10-08-02 Lecture electrical activity of the heart
 10-9-02 Lecture CV disease
 10-10-02 Bradford school
 10-11-02 CV packet heart rate activity, CV term quiz

 10-14-02 holiday
 10-15-02 Lecture circ and review for unit test
 10-16-02 Labeling the heart and blood flow quiz
 10-17-02 Ch 6-8 test
 10-18-02 coloring

 10-21-02 Cut to the Heart video
 10-22-02 Cut to the Heart video
 10-23-02 Med term tape #2
 10-24-02 Nova video part 1, begin Skeletal lecture
 10-25-02 Finish skeletal lecture, Calcium video

 10-28-02 Make skeletons
 10-29-02 Bone games



10-30-01 Bone, joint, muscle packets
 10-31-02 Finish and turn in packets
 11-1-02 Bone bingo

 11-4-02 Show Muscle video
 11-5-02 Muscle lecture
 11-6-02 Resp lecture
 11-7-02 Resp packet and coloring page
 11-8-02 Resp packet and coloring page

 11-11-02 Talk about VS, practice reading a glass therm, practice taking temp
 11-12-02 Resp therapy workers video x2 (10th graders out for TAKS)
 11-13-02 Practice pulse and resps
 11-14-02 Unit test
 11-15-02 Blood pressure

 11-18-02 Complete all vital signs
 11-19-02 Lecture GI system
 11-20-02 Nova video - middle part, Magic School bus video (10th out)
 11-21-02 same, (11th out)
 11-22-02 urinary system lab packet
 12-2-02 lecture urinary system
 12-3-02 GI/GU test
 12-4-02 Coma video
 12-5-02 Coma video
 12-6-02 lecture neuro system

 12-9-02 lecture endocrine system
 12-10-02 lecture integumentary system
 12-11-02 finish lectures
 12-12-02 Sensory project
 12-13-02 Sensory project

 12-16 through 12-20 Review and Finals

 12-23 through January 3 Break



| | |
|---------|------------------------------------|
| 1-6-03 | Repro system - male |
| 1-7-03 | male worksheets |
| 1-8-03 | female repro worksheet |
| 1-9-03 | female worksheets |
| 1-10-03 | Universe within last segment video |
| 1-13-03 | Lecture Labor and delivery |
| 1-14-03 | Coloring page |
| 1-15-03 | Birthing video |
| 1-16-03 | Repro sx quiz/ teen parenting quiz |
| 1-17-03 | Revenge of the superbugs |
| 1-20-03 | Holiday |
| 1-21-03 | Review for test |
| 1-22-03 | Teen preg video and activity |
| 1-23-03 | test |
| 1-24-03 | 48 hours video |
| 1-27-03 | Disease research project |
| 1-28-03 | " |
| 1-29-03 | " |
| 1-30-03 | " |
| 1-31-03 | Oral presentations |
| 2-3-03 | Oral presentations |
| 2-4-03 | Lecture comm. Vs. noncom. Diseases |
| 2-5-03 | lecture |
| 2-6-03 | lecture |
| 2-7-03 | Student holiday |
| 2-10-03 | Lecture STD's |
| 2-11-03 | HIV lecture |
| 2-12-03 | Barn HIV |
| 2-13-03 | Amy's story, HIV activity |
| 2-14-03 | Review for test |
| 2-17-03 | Current event |
| 2-18-03 | Unit test |



2-19-03 Tobacco video - Teen Files
2-20-03 Tobacco video - Trying or Dying to Quit
2-21-03 Tobacco lecture

2-24-03 Teen Files - Drinking
2-25-03 TAKS
2-26-03 Lecture - drinking, FAS
2-27-03 alc/mari quiz
2-28-03 Binge drinking blowout

3-3-03 Drunk goggles
3-4-03 Drug lecture
3-5-03 Cocaine video, Meth video
3-6-03 LSD video
3-7-03 Heroine video

3-10-03 BARN alcohol and other drugs
3-11-03 Mari/club drugs lecture
3-12-03 Marijuana video
3-13-03 Inhalants video
3-14-03 Steroids video

3-24-03 Ecstasy video
3-25-03 Addiction lecture
3-26-03 - 3-28-03 Under the Influence video

3-31-03 Test review
4-1-03 Test
4-2-03 - 4-4-03 The making of a doctor

4-7-03 - 4-11-03 CPR and First Aid



INSTRUCTIONAL MANAGEMENT PLAN- Example

HEALTH SCIENCE TECHNOLOGY I

The textbook is the sixth edition of Diversified Health Occupations by Louise Simmers.

Medical Terminology 350 by Dean Vaughn is also used. The class periods are approximately 50 minutes long.

First Semester

Introduction

Units

| | | | |
|---------|-------|---|----------|
| 8-10-05 | Day 1 | Introduction to Course-Procedures, class rules, Packet of information | |
| 8-11-05 | Day 2 | Get acquainted activities, HOSA, Leadership, Medical abbreviations | |
| | | | 5:1, 5:2 |

BASIC HEALTH CARE CONCEPTS AND SKILLS-Part I

Health Care Systems-Unit 1

| | | | |
|---------|-------|---|----------|
| 8-12-05 | Day 3 | History of Health Care | 1:1 |
| 8-15-05 | Day 4 | Private Health Care Facilities | |
| | | | 1:2 |
| 8-16-05 | Day 5 | Government Agencies/Voluntary or Nonprofit Agencies | |
| | | | 1:3, 1:4 |
| 8-17-05 | Day 6 | Health Insurance Plans/Organizational Structure/Trends in Health Care | |
| | | | 1:5 |
| | | | 1:6, 1:7 |

Careers in Health Care-Unit 2 Teks(c)(4)(A,B), 5(A-E), (6)(A)

| | | | |
|---------|-------|---|---------------|
| 8-18-05 | Day 7 | Introduction to Health Careers Dental Careers, Diagnostic Services | |
| | | | 2:1, 2:2, 2:3 |
| 8-19-05 | Day 8 | Emergency Medical Services, Health | |



| | | | |
|--|---------------|---|------|
| | | Information and Communication Services | |
| | 2:4, 2:5, 2:6 | | |
| | | Hospital/health Care Facility Services | |
| 8-22-05 | Day 9 | Medical Careers | 2:7 |
| 8-23-05 | Day 10 | Mental and Social Services, Mortuary Careers, Nursing Careers | 2:8, |
| | 2:9, 2:10 | | |
| 8-24-05 | Day 11 | Nutrition/Dietary Services/Therapeutic Services/Veterinary Careers/Vision Services | |
| | 2:11, 2:12, | | |
| | 2:13, 2:14 | | |
| Promotion of Safety -Unit 12 | | Teks(c)(1)(I,H), 6(B), (11)(A-F), (13)(K) | |
| 8-25-05 | Day 12 | Using Body Mechanics | |
| | 12:1 | | |
| 8-28-05 | Day 13 | Preventing Accidents and Injuries | |
| | 12:2 | | |
| 8-29-05 | Day 14 | Observing Fire Safety | |
| | 12:3 | | |
| Legal and Ethical Responsibilities-Unit 4 | | Teks(c)(1)(J), (7)(A-G), (8)(A-C) | |
| 8-30-05 | Day 15 | Legal Responsibilities | |
| | 4:1 | | |
| 8-31-05 | Day 16 | Ethics | |
| | 4:2 | | |
| 9-1-05 | Day 17 | Patients' Rights/Advance Directives | |
| | 4:3, 4:4 | | |
| 9-2-05 | Day 18 | Professional Standards | |
| | 4:5 | | |
| 9-5-05 | | Holiday | |
| Personal Qualities of a Health Care Worker-Unit 3 | | Teks(c)(9)(A-B) | |
| 9-6-05 | Day 19 | Personal Appearance/ Personal Characteristics | |
| | 3:1, 3:2 | | |
| 9-7-05 | Day 20 | Teamwork/Professional Leadership | |
| | 3:3, 3:4 | | |



| | | |
|---------|----------|-----------------------------|
| 9-8-05 | Day 21 | Stress/Time Management |
| | 3:5, 3:6 | |
| 9-9-05 | Day 22 | Review first six weeks exam |
| 9-12-05 | Day 23 | Take exam |

Medical Terminology-Unit 5

| | | |
|---------|--------|-------------------------|
| 9-13-05 | Day 24 | Interpreting word parts |
| | 5:2 | |

SECOND SIX WEEKS

Anatomy and Physiology-Unit 6

Teks(c)(1)(E,F)

| | | | |
|---------|--------|---------------------------------------|-----|
| 9-14-05 | Day 25 | Basic Structure of the Human Body | |
| | 6:1 | | |
| 9-15-05 | Day 26 | Basic Structure of the Human Body | |
| | 6:1 | | |
| 9-16-05 | Day 27 | Body Planes, Directions, and Cavities | |
| | 6:2 | | |
| 9-19-05 | Day 28 | Integumentary System | |
| | 6:3 | | |
| 9-20-05 | Day 29 | Integumentary System | |
| | 6:3 | | |
| 9-21-05 | Day 30 | Integumentary System | |
| | 6:3 | | |
| 9-22-05 | Day 31 | Integumentary System | |
| | 6:3 | | |
| 9-23-05 | Day 32 | Integumentary System | |
| | 6:3 | | |
| 9-26-05 | Day 33 | Skeletal System | |
| | 6:4 | | |
| 9-27-05 | Day 34 | Skeletal System | |
| | 6:4 | | |
| 9-28-05 | Day 35 | Skeletal System | |
| | 6:4 | | |
| 9-29-05 | Day 36 | Skeletal System | |
| | 6:4 | | |
| 9-30-05 | Day 37 | Skeletal System | 6:4 |



| | | |
|----------|--------|-----------------------|
| 10-3-05 | Day 38 | Muscular System |
| 6:5 | | |
| 10-4-05 | Day 39 | Muscular System |
| 6:5 | | |
| 10-5-05 | Day 40 | Muscular System |
| 6:5 | | |
| 10-6-05 | Day 41 | Muscular System |
| 6:5 | | |
| 10-7-05 | Day 42 | Muscular System |
| 6:5 | | |
| 10-10-05 | | Staff Development |
| 10-11-05 | Day 43 | Nervous System |
| 6:6 | | |
| 10-12-05 | Day 44 | Nervous System |
| 6.6 | | |
| 10-13-05 | Day 45 | Nervous System |
| 6.6 | | |
| 10-14-05 | Day 46 | Nervous System |
| 6.6 | | |
| 10-17-05 | Day 47 | Special Senses |
| 6:7 | | |
| 10-18-05 | Day 48 | Special Senses |
| 6:7 | | |
| 10-19-05 | Day 49 | Special Senses |
| 6:7 | | |
| 10-20-05 | Day 50 | Lymphatic System |
| 6:9 | | |
| 10-21-05 | Day 51 | Lymphatic System |
| 6:9 | | |
| 10-24-05 | Day 52 | Circulatory System |
| 6:8 | | |
| 10-25-05 | Day 53 | Circulatory System |
| 6:8 | | |
| 10-26-05 | Day 54 | Circulatory System |
| 6:8 | | |
| 10-27-05 | Day 55 | Second six weeks exam |

Medical Terminology - Unit 5



10-28-05 Day 56 Medical Terminology
5:2

THIRD SIX WEEKS

Anatomy and Physiology - Unit 6 Tek(c)(1)(E,F)

10-31-05 Day 57 Respiratory System
6:10

11-01-05 Day 58 Respiratory System
6:10

11-02-05 Day 59 Respiratory System
6:10

11-03-05 Day 60 Respiratory System
6:10

11-04-05 Day 61 Respiratory System
6:10

11-07-05 Day 62 Digestive System
6:11

11-08-05 Day 63 Digestive System
6:11

11-09-05 Day 64 Digestive System
6:11

11-10-05 Day 65 Digestive System
6:11

11-11-05 Day 66 Digestive System
6:11

11-14-05 Day 67 Urinary System
6:12

11-15-05 Day 68 Urinary System
6:12

11-16-05 Day 69 Urinary System
6:12

11-17-05 Day 70 Urinary System
6:12

11-18-05 Day 71 Urinary System
6:12

Thanksgiving Holidays

11-28-05 Day 72 Endocrine System
6:13



11-29-05 Day 73 Endocrine System
6:13
11-30-05 Day 74 Endocrine System
6:13
12-1-05 Day 75 Endocrine System
6:13

Medical Terminology - Unit 5

12-2-05 Day 76 Medical Terminology
5:1, 5:2

Anatomy and Physiology - Unit 6 Teks(c)(1)(E,F)

12-5-05 Day 77 Reproductive System
6:14
12-6-05 Day 78 Reproductive System
6:14
12-7-05 Day 79 Reproductive System
6:14
12-8-05 Day 80 Reproductive System
6:14
12-9-05 Day 81 Review for midterm exam
12-12-05 Day 82 Review for midterm exam

Midterm exams - all week

*****Regular Scheduled School Events: Lessons will be modified on these days.

| | |
|-------------------|---------------------------------|
| Pep Rallies | Number unknown |
| Fire Drills | One per month |
| Early dismissals | Last Friday of every six weeks- |
| shortened periods | |



HEALTH SCIENCE TECHNOLOGY I AISD 08355

Mrs. R. George

Phone: (325)690-3458

Email: georger@aisd.org

Course Description:

A course designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid and CPR. This course prepares the student for the transition to clinical or work-based experiences in health care. Students with a full unit in this course may waive the Health course (1/2 unit) required for graduation. Students who meet the requirements for this course may earn college credit through the Advanced Technical College Credit (Tech Prep program). This course meets one of the "advanced measures" of the Distinguished Achievement Program.

Course TEKS:

§121.3. Health Science Technology I (One to Two Credits).

- (a) General requirements. This course is recommended for students in Grades 9-12. The recommended prerequisites for this course are Introduction to Health Science Technology and Biology, as a prerequisite or concurrent enrollment.
- (b) Introduction.
 - (1) To pursue a career in health care, students should know how to learn, reason, think critically, make decisions, solve problems, and communicate effectively. Students should understand that quality health care depends on the ability to work well with others.
 - (2) The health care industry is comprised of diagnostic, therapeutic, informational, and environmental systems that function individually and collaboratively to provide comprehensive health care. Students should understand the employment opportunities, technology, and safety requirements of each system. Students are expected to learn the knowledge and skills necessary to pursue a health career through further education and/or employment.



- (3) Professional integrity in health care is dependent on acceptance of ethical and legal responsibilities. Students are expected to understand their ethical and legal responsibilities, limitations, and the implications of their actions.

HEALTH SCIENCE TECHNOLOGY I SEQUENCE OF INSTRUCTION

Sequence of instruction is based upon six week grading periods in which a typical six weeks has approximately 29 days of 50 minute class time. Within each lesson there are activities, guest speakers, field trips and projects which increases the time spent on each lesson. Modifications are made to allow for school events such as pep rallies, school assemblies and TAKS testing.

First Six Weeks (29 days):

Curriculum: 121.3 (b) (1), (2), (3)

Unit Topic: Leadership Skills

| | | |
|-----------------|--|-------------------|
| <i>Lessons:</i> | Careers in Health Care | (6 class periods) |
| | Health Care Systems | (4 class periods) |
| | Medical Terminology | (5 class periods) |
| | Personal Qualities of a Health Care Worker | (4 class periods) |
| | History of Medicine | (3 class periods) |
| | Leadership Behavior | (4 class periods) |
| | Parliamentary Procedure | (3 class periods) |

Second Six Weeks (30 days):

Curriculum: 121.3 (b) (1), (3)

Unit Topic: Communications



| | | |
|-----------------|------------------------------------|--------------------|
| <i>Lessons:</i> | Legal and Ethical Responsibilities | (8 class periods) |
| | Aging | (5 class periods) |
| | Cultural Diversity | (7 class periods) |
| | Communication | (10 class periods) |

Third - Sixth Six Weeks (118 days):

Curriculum: 121.3 (c)

Unit Topic: Introduction to Anatomy and Physiology

| | | |
|-----------------|--|--------------------|
| <i>Lessons:</i> | Basic Structure of the Human Body | (9 class periods) |
| | Body Planes, Directions and Cavities | (7 class periods) |
| | Integumentary System (Hand washing; asepsis) | (12 class periods) |
| | Skeletal System (Body Mechanics) | (9 class periods) |
| | Muscular System (massage) | (7 class periods) |
| | Nervous System | (6 class periods) |
| | Special Senses | (8 class periods) |
| | Circulatory System (CPR) | (14 class periods) |
| | Lymphatic System | (7 class periods) |
| | Respiratory System | (9 class periods) |
| | Digestive System | (7 class periods) |
| | Urinary System | (6 class periods) |
| | Endocrine System | (5 class periods) |
| | Reproductive System (STDs) | (12 class periods) |



HEALTH SCIENCE TECHNOLOGY I

A course designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work based experiences in health care.

Unit I Leadership Skills

Unit II Communications

Unit III Safety and Body Mechanics

Unit IV Asepsis

Unit V Introduction to Anatomy and Physiology

Unit VI Skills Development

Unit VII Client's Rights, Choices, and Related Ethics

Unit VIII Death and Dying

Unit IX Technology

Unit X Employment Skills

HEALTH SCIENCE TECHNOLOGY I

Health Science Technology I

Course Description:

A course designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work based experiences in health care.

PEIMS Number: 12101300

Recommended Resources:

General Requirements:



This course is recommended for students in Grades 9-12. The recommended prerequisites for this course are Introduction to Health Science Technology and Biology, as a prerequisite or concurrent enrollment.

[TEKS](#)

Health Education

Course Description:

This course examines the basic human anatomy and physiology and its relationship to a normal functioning body for the development of a healthy lifestyle. Health Education also provides practical instruction in cardiopulmonary resuscitation (CPR), first aid and nutrition, as well as exploring the impact of mental health, communicable diseases, drugs, tobacco, alcohol, and consumer health on a healthy individual. Health education is required for high school graduation and credit for it may be given in HST I.

PEIMS Number: 0381011

Recommended Resources: State adopted textbook

General Requirements:

To receive credit for Health Education as part of HST I, the student must successfully complete full year of HST I.

[TEKS](#)

[Texas Education Code - Chapter 38](#)

[Health Science Technology I and Health Education TEKS Matrix](#)

UNITS OF STUDY

UNIT 1 LEADERSHIP SKILLS

A. Health Science Technology Knowledge and Skills. The student is expected to:

1. demonstrate leadership skills for goal setting and team building 9A
2. demonstrate the ability to conduct effective meetings according to Robert's Rules of Order, Newly Revised 9B

B. Health Education Knowledge and Skills. The student is expected to:

1. 1. evaluate the dynamics of social groups 13G

C. Activities



1. [Parliamentary Procedure #1](#)
2. [Parliamentary Procedure #2](#)
3. [Parliamentary Procedure #3](#)
4. [Parliamentary Procedure #4](#)
5. [Leadership Behavior](#)

UNIT II COMMUNICATIONS

A. Health Science Technology Knowledge and Skills. The student is expected to:

1. identify components of effective communications 2A
2. identify barriers to effective communication 2B
3. develop communication skills which are responsive rather than reactive 2E
4. adapt communication to the needs of the individual in a diverse society 2D
5. evaluate the use of verbal and nonverbal language in a variety of health care scenarios 2C
6. demonstrate use of precise language to clearly communicate ideas 1D
7. accurately interpret, transcribe, and communicate using medical vocabulary 2F
8. interpret technical material related to health care 1C

B. Health Education Knowledge and Skills. The student is expected to:

1. demonstrate communication skills in building and maintaining healthy relationships 13A
2. distinguish between a dating relationship and marriage 13B
3. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage 13C
4. evaluate the effectiveness of conflict resolution techniques in various situations 13D
5. demonstrate refusal strategies 13E
6. demonstrate strategies for communicating needs, wants, and emotions 14A
7. apply communication skills that demonstrate consideration and respect for self, family and others 15A
8. demonstrate empathy towards others 15B
9. analyze ways to show disapproval of inconsiderate and disrespectful behavior 15C
10. summarize the advantages of seeking advice and feedback regarding the use of decision making and problem solving skills 16B
11. classify forms of communication such as passive, aggressive, or assertive 16C
12. demonstrate knowledge about personal and family health concerns 17B
13. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends 8A
14. describe the roles of parents, grandparents, and other family members in promoting a healthy family 9A



15. analyze the dynamics of family roles and responsibilities relating to health behavior 9B

C. Activities

1. [Foundations of Communication](#)
2. [Verbal Communication](#)
3. [Nonverbal Communication](#)
4. [Medical Language](#)
5. [How Available is Health Care](#)
6. [Medical Roots - Body](#)
7. [Utilizing the PDR](#)
8. [Relationships, Dating, Marriage and Family](#)

UNIT III SAFETY AND BODY MECHANICS

A. Health Science Technology Knowledge and skills. The student is expected to:

1. identify industry safety standards 6B
2. identify regulatory agencies such as Occupational Safety and Health Administration (OSHA) and Food and Drug Administration (FDA) 11A
3. identify legislation that mandates an employers obligation to provide a safe workplace 11B
4. analyze the impact of local, state, and national government on the health care industry 1I
5. identifies fire prevention and safety practices 11C
6. recognize hazardous materials and situations 11D
7. demonstrate safe use of chemicals and equipment 11E
8. evaluate environmental management procedures 13K
9. identify, demonstrate, and practice principles of body mechanics 11F
10. analyze forces and the effects of movement, torque, tension, and elasticity on the human body 1H

B. Health Education Knowledge and Skills. The student is expected to:

1. analyze the harmful effects of alcohol, tobacco, drugs and other substances such as physical, mental, social, and legal consequences 7A
2. explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV) / Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents 7B
3. develop strategies for preventing use of tobacco, alcohol, and other addictive substances 7C
4. analyze the importance of alternatives to drug and substance use 7D
5. analyze and apply strategies for avoiding violence, gangs and weapons and drugs 7E



6. analyze strategies for preventing and responding to deliberate and accidental injuries 7F
7. analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence 7G
8. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape 7J
9. associate risk taking with consequences such as drinking and driving 16D

C. Activities

1. [Body Mechanics](#)
2. [Basic Fire Safety](#)
3. [Harmful Effects of Medication, Alcohol, and Drugs](#)
4. [Violence in Society](#)
5. [OSHA](#)
6. [Environmental Health](#)

UNIT IV ASEPSIS

A. Health Science Technology Knowledge and skills. The student is expected to:

1. identify the cycle of the infectious process 10A
2. identify guidelines of standard precautions 10B
3. demonstrate skills related to infection control 10C

B. Health Education Knowledge and Skills. The student is expected to:

1. develop and analyze strategies related to the prevention of communicable and non communicable diseases 2D

C. Activities

1. [The Cycle of Infection](#)
2. [Handwashing](#)
3. [Asepsis - Gloving](#)
4. [Tattoos and Body Piercing](#)

UNIT V INTRODUCTION TO ANATOMY AND PHYSIOLOGY

A. Health Science Technology Knowledge and skills. The student is expected to:

1. describe biological and chemical processes that maintain homeostasis 1F
2. plan and prepare effective oral presentations 1E

B. Health Education Knowledge and Skills. The student is expected to:

1. examine the relationship among body composition, diet, and fitness 1B
2. examine the relationship between nutrition, quality of life, and disease 1C



3. describe the causes, symptoms, and treatment of eating disorders 1D
4. analyze the relationship between health promotion and disease prevention 2A
5. explain fetal development from conception through pregnancy and birth 3A
6. explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breastfeeding 3B
7. analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental factors such as lead 3C
8. explain the significance of genetics and its role in fetal development 3D
9. examine the effects of health behaviors on body systems 6A
10. relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care 6B
11. appraise the significance of body changes occurring during adolescence 6C
12. analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases 7H
13. analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage 7I
14. analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age 7K
15. discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity 7L
16. communicate the importance of practicing abstinence 14C

C. Activities

1. See [Anatomy and Physiology of Human Systems](#). Choose materials appropriate for individual course.
2. [Issues in Organ Donation](#)
3. [Reproductive Health](#)
4. [Eating Disorders](#)

UNIT VI SKILLS DEVELOPMENT

A. Health Science Technology Knowledge and skills. The student is expected to:

1. assess client status and accurately determine vital signs 13A
2. demonstrate the ability to chart and graph 3C
3. use measurement functions for client assessment 1B



4. convert units between systems of measurement 1A
5. monitor client nutrition 13D
6. manage client hygiene 13C
7. demonstrate skills related to activities of daily living 13F
8. demonstrate skills associated with rehabilitative care, such as range of motion, positioning, and ambulation 13G
9. move, lift, and transport clients safely 13B
10. practice personal and client safety 11G
11. respond to emergencies appropriately 13E
12. review the structure and composition of client records 3A
13. identify the processes for collection and dissemination of health care data 14B
14. compile and record client data 3B
15. manage client information appropriately 13J

B. Health Education Knowledge and Skills. The student is expected to:

1. demonstrate decision making skills based on health information and explore methods 5D
2. identify decision making skills that promote individual, family and community health 16A
3. summarize the advantages of seeking advice and feedback regarding the use of decision making and problem solving skills 16B

C. Activities

1. [Systems of Measurement](#)
2. [Introduction to History and Physicals](#)
3. [Intake and Output](#)
4. [Activities of Daily Living - Hygiene](#)
5. [Temperature, Pulse and Respiration](#)
6. [Blood Pressure Assessment](#)
7. [Bedmaking](#)
8. [Filing Patient Records](#)
9. [Punctuation at Work in the Health Professions](#)
10. [Healing Hands](#)
11. [Decisions Making Skills](#)
12. [Goal Setting](#)
13. [Military Time](#)

UNIT VII CLIENT'S RIGHTS, CHOICES, AND RELATED ETHICS

A. Health Science Technology Knowledge and skills. The student is expected to:

1. review documentation related to client's rights and choices 8B
2. evaluate situations related to client autonomy 8A



3. develop awareness of age, cultural, and religious diversity as it relates to client care 8C
4. compare and contrast strategies used by various cultures to solve problems related to health care 1J
5. recognize ethical behavior standards 7A
6. identify ethical considerations resulting from technical advances 7B
7. describe the effects of unethical practices on consumers 7C
8. demonstrate the principles of confidentiality 7D
9. identify legal requirements and scope of practice for students in health care delivery 7E
10. recognize noncompliance and its effects 7F
11. identify issues related to malpractice, negligence, and liability 7G

B. Health Education Knowledge and Skills. The student is expected to:

1. analyze the influence of laws, policies, and practices on health related issues including those related to disease prevention 2B
2. discuss the legal implication regarding sexual activity as it relates to minor persons 5C
3. identify situations requiring professional health services for people of all ages such as primary, preventative, and emergency care 12A
4. explain how to access health service for people of all ages 12B
5. describe the importance of taking responsibility and implementing health maintenance for individuals and family members of all ages 1I
6. examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse 14B

C. Activities

1. [Cultural Diversity in Health Care](#)
2. [Living Will](#)
3. [Errors in Health Care](#)
4. [Legal Considerations in Personal Health](#)
5. [How a Bill Becomes a Law](#)

UNIT VIII DEATH AND DYING

A. Health Science Technology Knowledge and skills. The student is expected to:

1. evaluate techniques in dealing with stressful situations, such as trauma and death and dying 13H
2. demonstrate skills in caring for the dying patient 13I

B. Health Education Knowledge and Skills. The student is expected to:

1. examine issues related to death and grieving 1E



2. discuss health related social issues such as organ donation and homelessness 1F
3. analyze strategies to prevent suicides 1G

C. Activities

1. [Death and Dying](#)

UNIT IX TECHNOLOGY

A. Health Science Technology Knowledge and skills. The student is expected to:

1. enhance keyboarding skills and correspond using electronic messages 14A
2. demonstrate use of appropriate telecommunications technology 2G
3. predict changes in technology 14C
4. identify equipment used in each of the four systems 12A
5. utilize appropriate equipment in the delivery of health care services 12B
6. recognize and report equipment malfunctions 12C

B. Health Education Knowledge and Skills. The student is expected to:

1. analyze the health messages delivered through media and technology 4A
2. explain how technology has impacted the health status of individuals, families, communities, and the world 4B
3. develop evaluation criteria for health information 5A
4. demonstrate ways to utilize criteria to evaluate health information for health appropriateness 5B
5. research information about a personal health concern 17A
6. develop strategies to evaluate information relating to a variety of critical health issues 17C

C. Activities

1. [Developing a Web Site](#)
2. [When in Cyberspace. . . Netiquette](#)
3. [Medical Reading PowerPoint](#)
4. [Evaluation of Health Information on the Net](#)

UNIT X EMPLOYMENT SKILLS

A. Health Science Technology Knowledge and skills. The student is expected to

1. demonstrate the procedures necessary to seek and secure employment 5B
2. describe employer expectations such as communication, organizational skills, and productive work habits 4B
3. identify professional characteristics of health care providers 4A
4. identify employer expectations of punctuality, attendance and time management 6A



5. identify the members of the health care team required to care for an individual client
6. anticipate and adapt to changing employment situations 5E
7. demonstrate step-by-step procedures for problem solving 5C
8. locate, evaluate, and interpret career options and employment information 5A
9. predict the impact of career decisions 5D

B. Health Education Knowledge and Skills. The student is expected to:

1. relate the nation's health goals and objectives to individual, family, and community health 1A
2. examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression 1H
3. identify, describe, and assess available health related services in the community that relate to disease prevention and health promotion 2C
4. explain the benefits of positive relationships among community health professionals in promoting a healthy community 8B
5. assess the impact of population and economy on community and world health 10A
6. analyze the impact of the availability of health services in the community and the world 10B
7. describe a variety of community and world environmental protection programs 10C
8. research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs 11A
9. compare and analyze the cost, availability, and accessibility of health services for people of all ages 11B
10. explore methods for addressing critical health issues 13F

C. Activities

1. [Career Development Folder](#)
2. [Portfolios](#)
3. [Personal Traits of Health Care Professional](#)
4. [Human Relations](#)
5. [Career Scavenger Hunt](#)
6. [Career Shoebox](#)
7. [Career Pathway Assessment](#)

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Seven General Steps in the Development of Lesson Plans

1. Outline roughly the units of instruction. Each item of this outline is an answer to the question, "What do I have to do, and what does the student have to do in order to achieve objective X or to perform task Y?"
2. Identify the type of student performance associated with each step of the skills to be learned?
3. Objectives to be taught are next put into a logical sequence.
4. Content is identified on the basis of knowledge and skills to be taught. Content is selected in answer to the question, "What does the student need to know and be able to do to achieve this objective?"
5. Instructional activities appropriate to the kind of knowledge and skills to be developed are then identified and necessary materials/equipment are listed.
6. Sequencing of units is reviewed and modified as needed. This prevents students from sitting in one place for long periods of time and provides variety in the instruction.
7. Lesson plans are finally completed. Adjustments are made to assure continuity from one lesson to the next, to assure that the student is always aware of where he/she is and how far he/she has come, to assure that the student spends as much time as possible engaged in activities directly related to the objectives, and to assure that the procedures selected can be implemented with time and supplies available.

Remember, the lesson plan should serve as a guide to the way students and teacher will spend class time, rather than a document that precisely dictates what must happen during each instructional minute. It is impossible to predict the exact amount of time required for each objective. Instructional planning should include a great deal of flexibility.

Skilled graduates are produced by carefully specifying the objectives of instruction rather than by mandating the procedures that must be followed during the instruction.



TITLE

OBJECTIVES/RATIONALE

(Briefly state the rationale for teaching this lesson and then list the applicable TEKS as the objective.)

KEY POINTS

- I. *(List lecture notes in outline form. When composing provide enough information to teach the lesson from these notes.)*
 - A.
- II.

ACTIVITIES

- I. *(State the activities using action verbs and make it a student activity that is measurable.)*
- II.

MATERIALS NEEDED

(List all the materials needed for the activity and where the teacher could find the material if possible.)

ASSESSMENT

(Recommend an appropriate assessment method. Rubrics can be used that were developed on CD-ROM.)

ACCOMMODATIONS

(Provide a suggested activity both for reinforcement and enrichment.)

For reinforcement, the student will

For enrichment, the student will

REFLECTIONS

(Blank space for teacher to make comments on lesson.)



Sample Rubrics

[Portfolio Rubric](#)

[Interview Rubric](#)

[Multimedia Rubric](#)

[Member of a Team Rubric](#)

[Oral Presentation Rubric](#)

[Resume Rubric](#)

[Web Site Evaluation Rubric](#)

[Writing Rubric](#)

[Summary Rubric](#)

[Job Application Rubric](#)

[Problem Solving Rubric](#)

[Folder Rubric](#)

[Handwash Rubric](#)

[Role Play Rubric](#)

[Project Rubric](#)

[Laboratory Investigation Rubric](#)

[Career Shoebox Rubric](#)



Portfolio Rubric

Student: _____

Course: _____

Date: _____

| Scoring criteria | 5 Excellent | 4 Good | 3 Needs Some Improvement | 2 Needs Much Improvement | 1 N/A |
|---------------------------------------|----------------|-----------|--------------------------------|--------------------------------|----------|
| Visual Appeal | | | | | |
| Cover Page | | | | | |
| Table of Contents | | | | | |
| Letter of Introduction | | | | | |
| Application | | | | | |
| Letter of Recommendation | | | | | |
| Résumé | | | | | |
| Work Sample 1 + Reflection | | | | | |
| Work Sample 2 + Reflection | | | | | |
| Work Sample 3 + Reflection | | | | | |



| | | | | | |
|---------------------------------------|--|--|--|--|--|
| Work Sample 4 + Reflection | | | | | |
|---------------------------------------|--|--|--|--|--|

Scale:

47-55 A Excellent

38-46 B Good

29-37 C Needs Some Improvement

20-28 D Needs Much Improvement

11-19 F Not Appropriate

TOTAL=



Grading Policy

HST I

- 50% Tests, Major Projects
- 30% Quizzes and Minor Projects
- 20% Daily Work

HST II

- 50% Tests, Major Projects, Rotation Questions
- 30% Quizzes, Minor Projects, Task Sheets
- 20% Rotation Report, Daily Work

DCP

- 50% Job Evaluation, Tests, Major Projects
- 30% Job Folder, Quizzes, Minor Projects
- 20% Weekly Report, Daily Work



SERVING STUDENTS WITH SPECIAL NEEDS

Students with special needs, including students who have a disability, students who are economically or educationally disadvantaged, or who are limited English proficient, may require additional or supplemental services when enrolled in Health Science Technology Education programs. Special needs students enrolled in Health Science Technology programs must be provided the opportunity to acquire job skills and employability skills leading to a smooth transition from school to post-school activities.

The IDEA (Individuals with Disabilities Education Act) defines transition services as: a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, career and technology education, integrated employment, continuing adult education, adult services, independent living, or community participation. The coordinated set of activities should be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional career evaluation.

The IDEA requires that a student's IEP begin including transition service needs by age 14, and a statement of needed transition services by age 16.

Under federal guidelines the LEA is responsible for providing special populations staff development for Career and Technology Education teachers.



**Substitute Instructions
For
Mrs. Hunsucker
HSTI, DCP, HST II.
Friday, May 9, 2003**

Attendance does not usually pick up folders here. After 3rd period today, please take the attendance folders for 1st, 2nd, and 3rd to the Attendance office. It is located down the long hall between my hallway and the main campus. You may take the 5th period folder there when you check out at the end of the day or I will do it tomorrow.

Folders are located in top black stackable on the top of the computer cart in the back of the room next to the podium. Please collect papers at the end of the period and place them in the appropriate folders.

The students may go to the bathroom. Please have them fill out the green pass on the front desk. **The emergency procedure manual is in the right top drawer of the teacher's desk in the front of the classroom.**

1st period: HST

Medical terminology tape #5 - view tape and take quiz

2nd period: HST I

Same as first period

3rd period: DCP

Janna Heaton from Junior Achievement will be here. She will take the class but you will be responsible for discipline. She was here on Tuesday and I separated the boys that sit at the third table. Feel free to separate them if you have any difficulty. If they act or speak inappropriately to you, Mrs. Heaton, the class, or each other - please write them up on the attached discipline forms. Turn the forms into Mr. Gregorski in the office underneath the main stairway in the main hall.

4th period: Conference

4th period is my conference. My lunch is scheduled as B lunch.

5th and 6th period HST II



.Medical terminology tape #5 - view tape, take quiz, fill in worksheet

7th period: DCP supervision

No responsibilities.

TV/VCR Directions

Turn the TV and VCR on. Using the channel changer button on the TV remote, turn the TV to the channel that will say VCR 4 on the screen. Insert the videotape into the VCR and press the play button on the VCR remote.

Do not let students 1st, 2nd, or 3rd periods on the computers. Students in 5th and 6th may be on the computers doing their HST II assignment. Do not let students in my closet.

Mrs. Hunsucker
Substitute Comments

1st period:

2nd period:

3rd period:

5th and 6th periods:



Substitute Teacher Outline

Scheduled Need

Substitute teachers will need to be scheduled in advance for special events such as HOSA conferences, class field trips, or professional development opportunities that take the HSTE teacher away from any regular classes.

Emergency Need

Personal or family emergencies may create unexpected needs to call for a substitute.

Student Preparation for Substitute

During the first-week's orientation, students should be acquainted with the designated procedure to follow when a substitute teacher is in the class. Simple guidelines may be written and posted in the room to avoid confusion and disappointments. Specialized tasks that may and should be performed by students should be identified, along with specific behaviors that are not acceptable. One overriding premise should be made clear: every minute of class time represents a valuable learning opportunity, no matter who is checking roll and making an assignment. A visiting manager at the training station would be shown great courtesy and respect, and the same practice is appropriate for the classroom.

Written Guidelines for the Substitute Teacher

Whether the absence is prescheduled or an emergency, the substitute will need detailed written guidelines in order to keep classes on task. It is a good idea to keep an *emergency packet* prepared for those occasions when there is not enough time to write quality detailed plans for the regularly scheduled lessons. In either case, the substitute will need information for the following: (1) administrative details, (2) personnel information, (3) lesson plan and materials, and (4) other information. Please see the **Substitute Teacher Guidelines** form. Listed below are some basic ideas for "Substitute Day Procedures" and emergency packets. Local district guidelines and individual program designs will determine the degree to which these ideas are useful or need to be supplemented.



Student Operating Procedure with Substitute Teacher

All regular classroom procedures apply:

- Be prompt.
- Be prepared.
- Be polite.
- Be positive.
- Be productive.

Follow the regular pattern for whatever assignment is made:

- Take notes.
- Take a test.
- Script a video.
- Prepare an individual assignment.

Follow the regular pattern for processing finished work:

- Turn in to basket.
- File in your folder.
- Keep until later.

Avoid unpleasant consequences; do not suggest inappropriate uses of time to confuse substitute. Unacceptable activities include the following:

- Eating in class
- Chewing gum
- Sleeping
- Conducting personal business during class time
- Leaving the room to socialize or avoid working
- Doing anything else you would not do on a regular day



Emergency Packet Assignments

Watch and script a selected video for later use when writing a paper or leading a discussion.

Read and complete periodical reports on articles from medical, nursing, and technical publications.

Use class time to prepare individualized assignments listed on training plan.

Substitute Teacher Guidelines for _____ 20_____

Health Science Technology Education, Room ____

_____ HIGH SCHOOL

Administrative Details

Class schedule with *bell times* plus *special occasion bell schedule* attached/highlighted.

Special duty assignment: _____

Report attendance to office: _____

Report attendance in grade book: _____

Procedure for closing the room: _____

In case of fire drill: _____

Personnel Information

Class rolls and/or seating charts are attached. _____

Student responsibilities by class period: answer telephone, school store,
distribute/collect materials

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Teacher/Room no. for assistance: _____



Miscellaneous Helpful Information

Tardies procedure: _____

Hall pass procedure: _____

Friendly reminders for students: _____

Thanks: _____

Lesson Plan for _____ meeting _____ period, on _____

CALL ATTENTION TO POSTED PROCEDURES FOR SUBSTITUTE DAY

Chalkboard instructions: _____

Handout materials are located: _____

Instructions for handout materials: _____

Materials to be collected: _____

Materials collected should be placed: _____

Special AV instructions: _____

Time frame for activities: _____

Acceptable student behavior includes: _____



Closing message to students: _____

Substitute observations: _____
