Health Science, Grades 9-12, Quarter #1

Revised 2015-16

Big Ideas/Key Concepts:

Students will analyze existing and potential hazard to clients, co-workers, and self to prevent injury or illness through safe work and infection control practices. All students must take the Health Science Safety Assessment and score 100% within the 1st 2 weeks of class to continue in the class. Failure to score 100% on safety assessment will result in removal from the class. Students will study and investigate the history of healthcare, including healthcare systems, facilities, and insurance, as well as compare and contrast healthcare careers.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
</table>
| **Safety/OSHA/Infection Control** | • I can define the chain of infection and break apart the chain to prevent infection.  
13) Define chain of infection and provide strategies of how to break each part of the chain to prevent infection. Conduct a short research project on the effects of practices of sanitation and disinfection on health and wellness, examining the implications for public health. Synthesize findings in a written, oral, or digital presentation, citing evidence from the investigation. (TN CCSS Reading 1; TN CCSS Writing 6,7)  
14) Understand the principles of and successfully perform the following skills to prevent or curtail the spread of pathogenic and non-pathogenic organisms:  
a. Hand washing  
b. Gloving  
(TN CCSS Reading 3) | • I can provide strategies to prevent the spread of infection.  
• I can conduct research on the help practices of sanitation and disinfection to promote health and wellness.  
• I can examine the implications of public health.  
• I can synthesize findings of infection control project into a written, oral or digital presentation and cite evidence as such.  
• I can demonstrate understanding of the principles of handwashing skill.  
• I can demonstrate understanding of use and removal of gloving skills. |
Health Care Systems
4) Identify the types and defining features of healthcare systems in the United States. Compare and contrast these systems with those of other countries that have a high efficiency score in health care as rated by agencies such as the World Health Organization. Create a report and/or presentation on these comparisons. (TN CCSS Reading 1, 5; TN CCSS Writing 7, 8, 9)

HealthCare Insurance & Facilities
5) Compare and contrast the average cost for a procedure such as childbirth, CT scan, and/or heart catheterization in the United States versus the average costs in Canada, Mexico, France, Japan, and/or other countries that have high efficiency scores in healthcare. Translate the information into a table, chart, graph, or other visual representation. Cite specific textual evidence to support the analysis. (TN CCSS Reading 1, 5; TN CCSS Writing 7)

6) Differentiate among the methods of payment for healthcare in the United States. Include private and state or federal insurance, health savings accounts, managed care, Veteran’s Health Administration, Military Health System/TRICARE, and long-term care. (TN CCSS Reading 1, 9)

- I can identify the types of different healthcare systems in the United States and compare and contrast them with those of other countries.
- I can compare and contrast the influences of different cultures on medicine.
- I can create a report and present the findings of this comparison.

- I can compare and contrast cost of various medical procedures in the United States and compare them to another country.
- I can analyze tables and charts of other countries and their healthcare costs and present it visually.
- I can cite specific textual evidence to support the analysis of data compared between the US and other countries.

- I can differentiate the various methods of healthcare payments in the US including insurance and private and state payment, including managed care and VA, Military and long term care financing.

- I can investigate various innovations in healthcare.