

## Theme 1 - The Healthcare System

Outcomes	Content	Activities/Resources	Assessment
<p>1. Understand different learning styles and strategies</p> <p><b>Target Standards</b>  <b>4.S.CC.1</b> Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.</p> <p><b>4.S.CC.5c</b> Comprehend key elements of oral information for charts, tables, graphs.</p>	<p>What's your personal learning style?</p> <p>What learning strategies are most effective for you?</p>	<p>Have students complete the <a href="#">Learning Styles Quiz</a> and record their results on the <a href="#">Learning Styles Questionnaire</a> handout. Afterwards, discuss results as a class. How many visual learners? Auditory? Tactile? Follow the instructions here to make a class graph: <a href="#">Making a Bar Graph with Sticky Notes</a>.</p> <p>Have students get into groups (organized by learning style or mixed) to discuss the <a href="#">Learning Styles Strategies</a> handout. Possible discussion questions:</p> <ul style="list-style-type: none"> <li>● Which strategies have you tried already?</li> <li>● Which strategies work for you? Which don't?</li> <li>● Which would you like to try?</li> </ul> <p>Students can also create personal lists of preferred study strategies.</p>	<p>Completed <a href="#">Learning Styles Questionnaire</a> handout</p> <p>Graph of class makeup</p> <p>Personal lists of preferred study strategies</p>
<p>2. Learn about healthcare job options and explore career paths</p> <p><b>Target Standards</b>  <b>4.R.CI.9</b> Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or</p>	<p>What type of work do you enjoy doing?</p> <p>Which healthcare career would best suit your interests and skills?</p>	<p>Introduce the healthcare industry and career options with CareerOneStop's "<a href="#">Health Science Career Cluster</a>" web page. (A PDF version of this site can be found <a href="#">here</a>.)</p> <p>Include these videos as part of the overview:</p> <ul style="list-style-type: none"> <li>● Video: <a href="#">Healthcare Overview</a></li> <li>● Video: <a href="#">Healthcare Careers</a></li> </ul> <p><b>ELL support: Turn on subtitles/closed captions while playing videos.</b></p>	<p>Complete "<a href="#">O*NET Interest Profiler</a>"</p> <p>Completed "<a href="#">Healthcare Occupations</a>" organizer</p>

<p>issue.</p> <p><b>4.R.VA.3</b> Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.</p> <p><b>4.R.CI.10</b> Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.</p> <p><b>4.S.CC.1</b> Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.</p>		<p>Review <a href="#">Theme 1 Vocabulary</a> to preview key terms for upcoming activities. <b>ELL support:</b> Provide <a href="#">Theme 1 Vocabulary: Images while discussing terminology</a>. The <a href="#">“Glossary of Health Coverage and Medical Terms”</a> is an <b>additional resource and language support</b>.</p> <p>Have students complete the <a href="#">“O*NET Interest Profiler”</a> (international profiler). <i>(At the end of Theme 10, they will take another interest profiler and compare their results.)</i> Based on these results, have students explore healthcare career options from the <a href="#">Occupational Outlook Handbook website</a> or <a href="#">PDF file</a>, completing the <a href="#">“Healthcare Occupations”</a> organizer with 3 careers of their choice.</p> <p>For additional research and/or expansion activities, students can visit Monster’s <a href="#">“Healthcare Career Advice”</a> and CareerOneStop’s <a href="#">“Health Science Career Cluster”</a> to learn more about the three occupations they chose.</p> <p>Have students review the <a href="#">“National Work Readiness Credential Profile.”</a> Discuss the handout as a class, reviewing essential ideas. Possible discussion questions (for each skill type):</p> <ul style="list-style-type: none"> <li>• Which skills do you currently have?</li> <li>• Which skills do you need or want to improve?</li> <li>• Which jobs require all four skill types (communication, interpersonal, decision-making, lifelong learning)?</li> </ul>	
<p>3. Recognize different types of healthcare</p>	<p>What are the main types of healthcare facilities?</p>	<p>Have students read Indeed’s article on <a href="#">10 Types of Health Care Facilities</a>. Ask students to</p>	<p>Short research project with written or oral presentation of</p>

<p>facilities and their purposes</p> <p><b>Target Standards</b>  <b>4.W.WL.6</b> Conduct short research projects to answer a question  <b>c.</b> Quote or paraphrase the data and conclusions of others while avoiding plagiarism.  <b>e.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>4.W.TT.1b.</b> Support claim(s) with clear and logical reasoning and relevant evidence...</p>	<p>What is the purpose of each healthcare facility?</p> <p>Which type of healthcare facility might you want to work in? Why? Does this fit with the occupations you chose from the OOH list?</p>	<p>choose one type of healthcare facility to research. They can conduct online research using appropriate, trusted sites such as HHS’s <a href="#">“Health Care Providers &amp; Facilities.”</a> Review appropriate citation/avoiding plagiarism. Students can present their findings orally or in writing, practicing summarizing. To add practice with constructing and supporting claims, have students research a facility they would like to work in. They can utilize information from their O*NET Interest Profiler (Outcome #1) as part of their evidence, explaining which type of facility would best suit their interests and skills.</p> <p>Alternate resource for the above activity: Wingspan Health’s glossary, <a href="#">“21 Different Types of Healthcare Facilities”</a></p>	<p>findings</p> <p><b>IL IELCE Civics Competencies:</b>  <b>EM1. Identify job titles, responsibilities, wages, and places of work</b></p>
<p>4. Understand the basic structure of U.S. healthcare and health insurance</p> <p><b>Target Standards</b>  <b>4.R.CI.2</b> Identify and analyze connections in text.  <b>d.</b> Determine the reading strategy or strategies needed to fully comprehend the content within a written document (e.g., skimming, reading for detail, reading for</p>	<p>What type of healthcare system do we have in the U.S.?</p> <p>How can you understand your coverage options and know where to go for care?</p>	<p>U.S. healthcare is a complex, mixed system of public and private coverage options. ISPOR (the Professional Society for Health Economics and Outcomes Research) provides <a href="#">a brief overview of the healthcare system</a>. Guide students in reading the basic information, coverage overview, and healthcare financing (ending after Figure 1) on Page 1. This text is more advanced; encourage students to refer to their <a href="#">Theme 1 Vocabulary</a> as needed. <b>ELL support:</b> <b>Encourage students to reference their <a href="#">Theme 1 Vocabulary: Images</a> and/or <a href="#">“Glossary of Health Coverage and Medical Terms.”</a></b></p> <p>You can also reference <a href="#">Page 2</a> of the ISPOR site to provide additional background on private</p>	<p><a href="#">Jigsaw reading</a> activity</p> <p>Completed <a href="#">“My Health Coverage At-A-Glance”</a> handout</p>

<p>meaning or critical analysis)</p> <p><b>4.R.CI.10</b> Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.</p> <p><b>4.S.PK.3</b> Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.</p>		<p>and public insurance options (upcoming outcomes).</p> <p>Have students explore the "<a href="#">Roadmap to Better Care</a>," focusing on steps 2 - 4 (pgs. 9-21). This resource provides an overview of the basics of health coverage, knowing where to go for care, and finding a provider. Divide students into groups and have each group focus on one step for a <a href="#">jigsaw reading</a>. You can divide step 2 into 2-3 sections and step 4 into 2 sections.</p> <p>For additional support, students can reference the infographics <a href="#">How Health Insurance Works #1</a> and <a href="#">How Health Insurance Works #2</a> for key steps involved in obtaining and using health coverage. They can also utilize the "<a href="#">My Health Coverage At-A-Glance</a>" handout to keep track of information regarding their personal healthcare coverage.</p>	
<p>5. Understand the ACA healthcare legislation and its amendments</p> <p><b>Target Standards</b></p> <p><b>4.R.CI.9</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>4.S.CC.2a.</b> Analyze the main ideas and supporting details presented in</p>	<p>What is the ACA, and why was it created?</p> <p>What are the top 10 accomplishments of the ACA?</p> <p>What are the 10 essential health benefits that insurers must offer under the ACA?</p>	<p>Optional introductory activity: Review the <a href="#">History of Health Insurance</a> infographic as a class.</p> <p>Review the <a href="#">HHS site on the Affordable Care Act</a>, providing an overview with the video "<a href="#">5 Things About the ACA</a>." <b>ELL support: Turn on subtitles/closed captions while playing the video.</b></p> <p>Next, play <a href="#">GoodRx Health's video on the ten essential health benefits</a> now mandated for health insurance plans. As a class, read Health Insider's article "<a href="#">What Are the ACA Essential Health Benefits?</a>" for additional details on coverage variations. (The <a href="#">GoodRx Health article</a> is even more extensive and can be used</p>	<p>Group discussion before and during reading of texts</p> <p>Completed <a href="#">Facts &amp; Opinions</a> (or similar) graphic organizer</p>

<p>diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>4.R.CI.7</b> Trace and evaluate/critique the argument and specific claims in a text...</p> <p><b>4.R.CI.1a.</b> Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.</p>		<p>as an alternative or supplemental resource.)</p> <p>2020 marked the 10th anniversary of the ACA. Have students review the <a href="#">ACA Top 10 Accomplishments</a> infographic and compare it to the <a href="#">Most Common Health Insurance Exclusions</a>. Discuss each exclusion and each ACA accomplishment as a class. Possible discussion questions:</p> <ul style="list-style-type: none"> <li>• Have any exclusions changed with the implementation of the ACA?</li> <li>• Why is [insert accomplishment] considered an accomplishment of the ACA?</li> <li>• What does this mean for the future of healthcare?</li> </ul> <p>Afterwards, have students read Day Health Strategies' full article accompanying the ACA Top 10 infographic titled "<a href="#">The ACA Top 10 in 10 Years</a>." Students can identify and evaluate the claims presented, labeling them as fact or opinion using <a href="#">this graphic organizer</a> (or a similar one), individually or in small groups. This includes finding supporting evidence for each opinion presented.</p>	
<p>6. Understand private healthcare options</p> <p><b>Target Standards</b> <b>4.S.CC.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue</p>	<p>What are the different types of health insurance plans, and how do they compare?</p> <p>When are private healthcare benefits offered, and are employers required to offer them?</p>	<p>Read Aetna's <a href="#">Health Insurance Plans: What's the Difference?</a> as a class, including the video <a href="#">What's the Difference Between an HMO, a POS, and a PPO?</a>. Students can practice summarizing each section, explaining each type of healthcare plan in their own words. They can then compare their created definitions to those from the <a href="#">Theme 1 Vocabulary</a>. The article "<a href="#">What you Should Know About Provider Networks</a>" can be used as an additional resource/support.</p> <p><b>ELL supports: Turn on subtitles/closed</b></p>	<p>Completed <a href="#">Comparing Health Insurance Plans</a> organizer</p> <p>Completed compare/contrast paragraphs</p> <p><b>IL IELCE Civics Competencies:</b> <b>HW1. Explain the difference between public and private health care.</b></p>

under study.

**4.W.TT.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**4.R.RH.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.

**4.R.VA.1** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies

**4.R.CI.2c.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events, through comparison, analogies, or categories.

**captions while playing the video. Allow students to use [Health Insurance Plans HMO vs. PPO](#) as a primary or supplemental text.**

Have students choose two plans to compare (HMO vs. PPO, HMO vs. EPO, etc.), working in small groups to complete the [Comparing Health Insurance Plans](#) organizer. **Make sure each of the 5 plans explained in the Aetna article are covered.** Once they are finished, elicit input from each group to create a complete list, diagram, or poster as a class. Have students use these notes and their own notes to write 2-3 paragraphs independently, comparing/contrasting their chosen plans by describing the advantages and disadvantages of each.

Divide students into pairs or small groups to read Nolo.com's article, "[Is My Employer Required to Provide Health Care Coverage?](#)". Encourage them to read one heading/section of the article at a time and stop to summarize each section before moving on. This text is more advanced; encourage students to reference their [Theme 1 Vocabulary](#) and/or "[Glossary of Health Coverage and Medical Terms](#)" as needed. Provide definitions/support for any new terms.

**ELL support: Encourage students to reference their [Theme 1 Vocabulary: Images](#) and/or the above resources.**

Check students' understanding by discussing the following questions related to key ideas and supporting details; you can also have students submit their answers in writing.

1. Is there a direct law requiring employers

		<p>(small or large) to provide healthcare coverage?</p> <ol style="list-style-type: none"> <li>2. What requirements must larger employers follow to be ACA-compliant, and what consequences do they face for not following these requirements?</li> <li>3. What are three exceptions to the rule regarding employers providing healthcare coverage?</li> </ol> <p>Additional resource: <a href="#">Cigna's article on the employer mandate</a> is another advanced (and longer) text. You can use certain sections for clarification/review, examining coverage examples, discussing 2023 updates re: PTCs, etc.</p>	
<p>7. Understand public healthcare options</p> <p><b>Target Standards</b>  <b>4.S.CC.5</b> Comprehend key elements of oral information for:  <b>b.</b> compare and contrast  <b>c.</b> conclusions  <b>d.</b> context  <b>e.</b> purpose</p> <p><b>3.R.CI.1 b.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the main idea of a passage by answering who, what, when, why and how questions.</p>	<p>What is Medicaid?</p> <p>What is Medicare?</p> <p>What other public health services are available?</p>	<p>Introduce the concept of health centers with HRSA's <a href="#">"Find a Health Center"</a> video. Model how students can use the HRSA <a href="#">"Find a Health Center"</a> tool to locate health centers in their communities.</p> <p><b>ELL support: Turn on subtitles/closed captions while playing the video.</b></p> <p>Guide students in reading HRSA's overview <a href="#">"What is a Health Center?"</a> to learn more about health center fundamentals. Next, explore the HRSA's <a href="#">"Health Center Stories."</a> Select 1-2 articles and model the <a href="#">Get the Gist</a> summarizing strategy. Ask students to choose their own health center story and complete the <a href="#">"Gist Template"</a> independently, in pairs, or in small groups.</p> <p>Have students read NAMI's <a href="#">"Types of Public Health Insurance"</a> for an overview of several public health options. (<i>The full article <a href="#">here</a></i></p>	<p>Completed <a href="#">"Gist Template"</a></p> <p>Extension project on private vs. public healthcare</p> <p><b>IL IELCE Civics Competencies:</b>  <b>HW1. Explain the difference between public and private healthcare.</b></p> <p><b>HW2. Locate public health services in their communities and/or complete an application.</b></p>

<p><b>4.R.CI.2d.</b> Determine the reading strategy or strategies needed to fully comprehend the content within a written document (e.g., skimming, reading for detail, reading for meaning or critical analysis).</p> <p><b>4.W.RB.2</b> Gather relevant information from multiple print and digital sources, using search terms effectively</p>		<p><i>includes information on mental health coverage, which will be further explored in Theme 9.)</i> Encourage students to investigate these options further by exploring the following sites:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.medicaid.gov">Medicaid.gov</a> - Also contains information on CHIP &amp; BHP (<i>not addressed in NAMI article</i>)</li> <li>● <a href="https://www.Medicare.gov">Medicare.gov</a></li> <li>● <a href="https://www.Tricare.mil">Tricare.mil</a></li> <li>● <a href="https://www.VA.gov">VA.gov</a></li> </ul> <p>Extension project (individual or group): Have students integrate and synthesize information related to private vs. public healthcare through a multimedia presentation with at least one visual display, illustrating all coverage options and highlighting healthcare resources in their community.</p>	
<p>8. Learn to read and analyze a medical bill</p> <p><b>Target Standards</b> <b>4.R.FW.3</b> Apply environmental reading to life skills.</p> <p><b>4.R.VA.4</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases.</p> <p><b>4.R.CI.9</b> Integrate information presented in different media or formats</p>	<p>What are the main components of a medical bill?</p> <p>What is the difference between an insurance payment and an insurance adjustment?</p> <p>What percentage of costs are generally covered by insurance?</p>	<p>Have students read <a href="#">“Understanding Medical Bills”</a> (focusing on how to read bills, EOB, and dealing with errors). As they review numbered vocabulary terms for the bill and EOB, have them label (or point out) each component. For additional support, use the EOB diagram from the <a href="#">“Roadmap to Better Care”</a> (pgs. 32-33).</p> <p>Alternate text: VeryWell Health’s article <a href="#">“How to Read Your Medical Bills”</a> <b>ELL support (or activity preview): Play <a href="#">PIH Health’s video on understanding medical bills</a>. Turn on subtitles/closed captions while playing the video.</b></p> <p>Next, have students study the <a href="#">Sample Medical Bill</a> handout, identifying key terms and components (list of services performed, charges,</p>	<p>Identify and/or label medical bill and EOB components</p> <p>Determine the percentage of costs covered on the <a href="#">Sample Medical Bill</a></p>

<p>(e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>4.RP.1c</b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30 100 times the quantity); solve problems involving finding the whole given a part and the percent.</p>		<p>adjustments, etc.). Then, review how to calculate percentages (<i>What percent of the total dollar amount is X?</i>). Have students determine:</p> <ul style="list-style-type: none"> <li>● how much was paid by insurance</li> <li>● how much was adjusted</li> <li>● the percentage of service costs covered by insurance</li> <li>● how much is still owed</li> </ul> <p>Extension: Students can explore additional information on the <a href="#">MB&amp;CC site about understanding medical bills</a> (what bills cover, the billing cycle, disputing charges, etc.).</p>	
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