**HEAL I Cross-Curricular Project: Career Project, Semester 1, CTE/HEAL, English I, Algebra I or Geometry I**

**Health and Environmental Health Career Exploration:**

**Goal:** Students will explore careers in healthcare and environmental health through an interdisciplinary approach of their CTE/HEAL, English I, and Algebra I or Geometry courses.

**Objective:** Students will learn an interdisciplinary approach to healthcare and environmental health career exploration. Students will acquire a higher understanding and interest in a career in the health or environmental science industry.

**Community Partner Objective:** HEAL students will establish a positive relationship with CVEP (Coachella Valley Economic Partnership) and local professionals.

**Partners Involved:** CVEP and local healthcare and environmental health professionals.

**Activity:** Students will choose and explore a career in the health or environmental science fields through the online program Career Cruising in their CTE/HEAL class. Students will then research their chosen career further in their English and CTE/HEAL classes and then compile this information into a tri-fold brochure. Students will also create interview questions to ask our local professionals about their chosen careers. These questions will be posed to our professional at our annual Professional Interview Day in December. These questions and answers will be included in their project. In their math classes, students will create graphs to represent data collected on their careers. These graphs will be included in their project. Students will then work with a partner and create a poster project as per HOSA competitive events. Partnered students will then present their poster project. The tri-fold project will be submitted into their HOSA National Recognition Portfolio which is also their exit portfolio for their senior year with HEAL.

**Teaching Approach:** English I:Students will write a research report. Students will prepare a bibliography in MLA style formatting reflecting their research. Students will create and apply professional interview questions utilizing Bloom’s Taxonomy of knowledge and understanding. These questions will be asked of our local professionals in a controlled and professional setting and attitude. Students will deliver their expository project.

**CTE Standards:** Reading 2.2: Prepare a bibliography or reference materials for a report using a variety of consumer, workplace, and public documents. Reading 2.3: Generate relevant questions about readings on issues that can be researched. Writing 2.3: Write expository compositions, including analytical essays and research reports. Listening and Speaking 2.2: Deliver expository presentations.

**California Standards:** English I:Reading 2.2: Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. Writing 1.3: Research and Technology: use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.

**Materials Used:** This project requires a computer with internet access and tri-fold project boards. Also useful, but not essential, are other creative material for the presentation board (colored paper, embellishments, etc.).

**Assessment:** Students will be evaluated on research skills, expository writing, citing sources, and presentation skills. A four point rubric will be utilized for the final grade on this project. Students will be graded on both the project and presentation skills as this is an emphasis for HOSA.