



Preparation for Adults Through  
Training and Higher Education

**CUNY CareerPATH  
and  
CUNY Language Immersion Program  
Public Health: An Intermediate CLIP  
Curriculum**

**Lisa von Blanckensee, Rebecca Leese, and David  
Hellman  
CUNY Language Immersion Program  
2014**

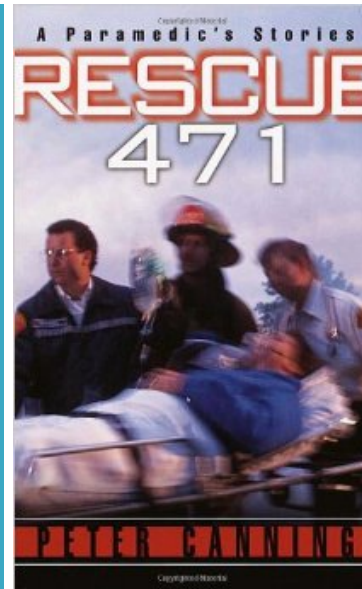
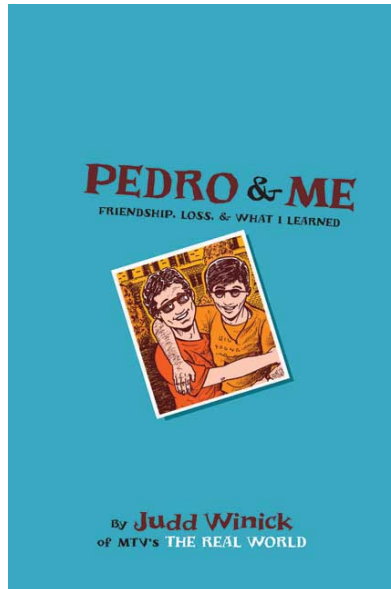
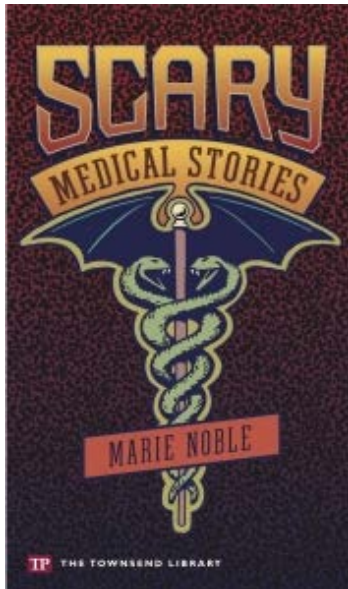
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# **Public Health: An Intermediate CLIP Curriculum**



*Written by Lisa von Blanckensee, Rebecca Leece, and David Hellman  
CUNY Language Immersion Program  
City University of New York  
2014*

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# Public Health: An Intermediate CLIP Curriculum

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## Course Syllabus

When we think of career options many things come to mind. Will I enjoy my career? Will I be good at it? Will it be fulfilling? Will I have opportunities to learn and grow in my career? Will I make enough money? How much will I earn? Will I have to have a specialized degree? How many years will I need to study? In this course we will look at the personal, academic, and professional paths of people working in health fields.

The course will develop your health literacy through an exploration of issues in public health. You will learn about careers in health care in the context of your reading and research. Core reading includes: *Scary Health Stories*, which contains fascinating stories about illnesses that have played a huge role in world history and breakthroughs in medical knowledge; *Pedro and Me*, a non-fiction graphic text with a moving story about two friends coping with HIV/AIDS, one who has the illness and one who supports him; and *Rescue 471*, a collection of true stories about a paramedic, on the front lines of public health issues that affect people in life-altering circumstances.

Key concepts of the course include: infection control; prevention and advocacy; client-provider communication; patient rights and privacy; careers and licensing; issues health care workers face on the job; among others. What it takes to become a health care professional is a constant thread throughout the course.

## Course Expectations

**Reading:** This is a course in college level English. We will get in the habit of reading everyday. Be prepared to read, understand, discuss, analyze, and respond to some great books this semester. You will prepare for class discussion by reading before class and keeping a reading journal. Reading is one of the best ways to increase your academic vocabulary. We will play vocabulary games, do crosswords, and practice using the new vocabulary in writing. Because we will be reading three books this semester, the reading schedule is dense and fast-paced. There will be some time to read in class, however making time to read at home (or on the subway) is fundamental to your success in this class. In addition to our books we will be reading the newspaper and discussing current events. Be prepared to participate in class discussion by following the reading schedule.

**Writing:** We will write everyday in this class. We will write essays and edit, revise and improve the essays through the drafting process. We will also do many short informal writing assignments. Some will focus on a specific grammar point or speaking activity, some will be connected to field trips and guest speakers, other writing assignments will be responses to what we are reading. All writing assignments will help you build writing skills you need for college level study. Each week, the writing workshops will focus on

specific strategies for improving your writing. This is a short semester so it is essential that you be present during every writing workshop. The skills and strategies will build on each other and we will review what we learned at the end of the week.

### **Drafting Process for Essays:**

- **First Draft** (handwritten, usually in class)  
Student Review, Checklist or Rubric→
- **Second Draft** (typed in computer lab)  
Teacher Review→
- **Third Draft** (typed in computer lab)  
Make changes and post your Third Draft to your ePortfolio

**Listening/Speaking:** In this course you will have many opportunities to practice your listening and speaking skills. You will work with partners, in small groups, with the whole class and do individual and group oral presentations. These are opportunities to practice your English speaking and listening ability. We will listen to and record audio using the professional sound mixing program “Audacity”. In college the expectation is that all students participate in class by speaking during class discussion. The teacher will call on you, but you should also make a habit of volunteering. So, don’t sit back and relax! Speak up! This is a great opportunity to become more fluent.

**Grammar and Vocabulary:** The goal of this class is to expose students to new grammar and thus expand your repertoire. The teacher is here to clarify, solidify and reinforce the grammar you have studied in the past. The expectation is that you will begin to self-correct grammar errors in your writing and speaking. The teacher cannot go with you on the day of the CATW, only you can correct your mistakes! Each week we will study a few fresh, new grammar topics. We will practice using our old and new grammar knowledge by taking quizzes, using computer programs, doing grammar presentations and playing grammar games. Students are also expected to integrate your grammar knowledge into the writing process during Essay Revision. The teacher is here to facilitate your study of grammar and help you develop better accuracy!

**Computer Lab:** The computer lab is a daily part of our class. You will type and revise your second and third drafts of essays in the lab and conference with your instructor. Computer lab is also time for groupwork on projects and presentations. For those of you getting comfortable with computers you will have ample opportunity to practice your computer skills. And for those of you who are computer savvy we welcome your expertise, we will be using your knowledge!

**ePortfolio** During the term you will keep a binder with all of your writing assignments. The drafts help you see your writing improvement and progress. Your final drafts and projects will be submitted online to your LaGuardia Community College ePortfolio, a showcase of your work as an LAGCC student.

**College Knowledge** The primary goal of this course is to study academic English and improve English fluency. A parallel goal of the class is to get ready for success at LaGuardia Community College and beyond. We want to get familiar with our campus, what resources it offers, what majors are available and important college policies. Knowing what to expect, what questions to ask, and how to access the resources you need important to your college success.

### **Career Exploration**

CLIP students in this course are very fortunate to be part of the CUNY CareerPATH program. Through the theme of this course students will explore the great variety of career possibilities in the health care field. We will have guest speakers and the chance to interview professionals in the field. We will explore such topics as resume writing, job interviews, professional networking through social media, and creating short term and long term academic and professional goals.

### **Texts**

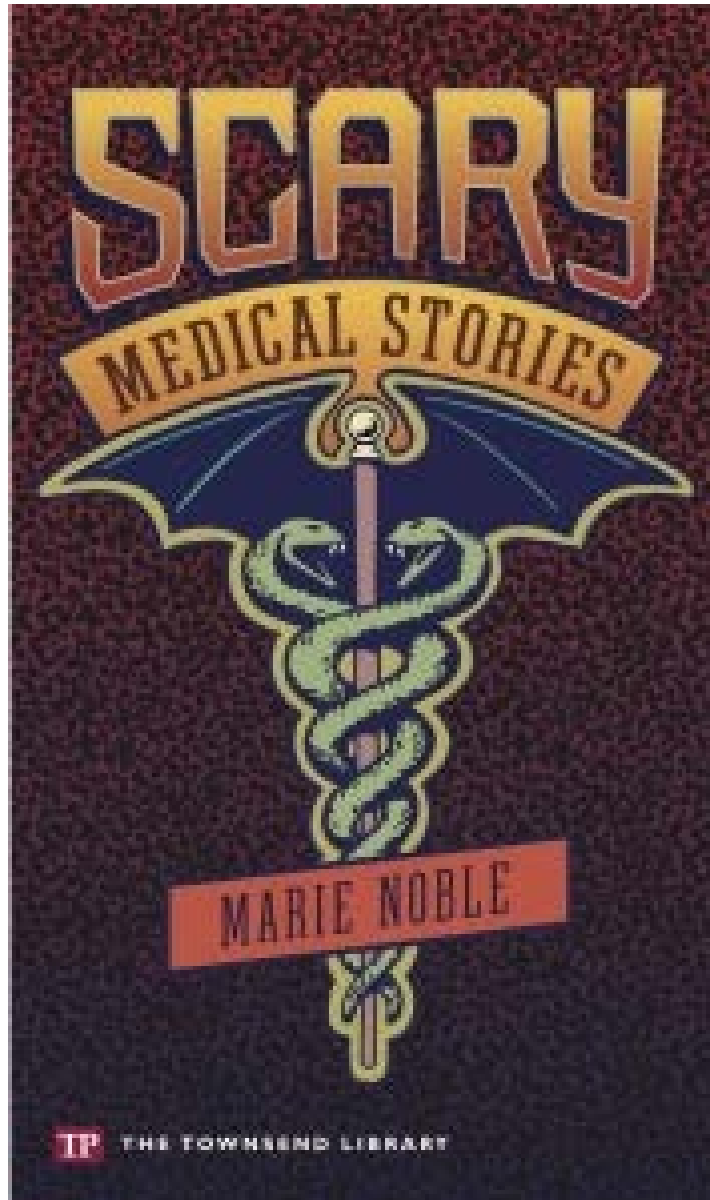
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Winick, Judd. *Pedro & Me: Friendship, Loss, & What I Learned*. 2000. Reprint. New York, N.Y.: Henry Holt, 2009. Print.

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## ***Unit #1***

### **An Introduction to Public Health**



### **What Is Public Health?**

**PUBLIC HEALTH.** What does that mean? Start with a definition. Write a definition below of public, and then complete the following sentences.

Public =

What is an antonym of public?

A public school is a school that ...

A public pool is a pool that ...

A public library is a library that ...



## **What Is Public Health?**

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Go to the website [www.whatispublichealth.org](http://www.whatispublichealth.org). Take notes on these three topics. Your notes should be understandable to you! Do not copy something down that you do not understand. If you read something and you do not understand it, ask a partner for help, keep reading to see if it becomes clearer, break it into smaller chunks, look up vocabulary words, or find another website with a clearer explanation.

### What Is Public Health?

(Make sure to click on “learn more” to get more detail.)

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### Impact of Public Health

(Make sure to click on “learn more” to get more detail.)

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### Careers in Public Health

(Make sure to click on “learn more” to get more detail.)

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## What Is Public Health?

Go to the website [www.whatispublichealth.org](http://www.whatispublichealth.org). Click on “What Is Public Health?” and then on “Learn More.” Different areas of public health are listed here. Work with a partner to read about the following areas. Describe in your own words what each field of public health is about. Don’t copy phrases from the website—explain it yourself. Start by talking about this with your partner, and say your summary out loud before you write it down.

Areas of Public Health	Description
<b>Behavioral Science/Health Education is...</b>	
<b>Biostatistics is...</b>	
<b>EMS is...</b>	
<b>Environmental Health is...</b>	
<b>Epidemiology is...</b>	

**International/Global Health is...**

**Maternal & Child Health is...**

**Nutrition is...**

Which category above is the most interesting to you? Why?

### Researching Careers: Find Someone Who

This is an exercise that will help you learn about the career experience and plans of the other students in the class. First, write a question for each statement. Then, write a follow-up question. Finally, talk to the other students until you find someone who can answer the questions. Follow the example.

Find someone who ...	Write it as a question!	Write a follow-up question!	Find a student in our class!
... would like to be a teacher	Would you like to be a teacher?	What subject do you want to teach?	Min would like to be a teacher. She wants to teach young children.
... has worked in a clothing store			
... has worked at a restaurant			
... wants to work with computers			
... knows someone who owns their own business			

... wants to open their own business			
... is interested in engineering			
... is interested in graphic design			
... knows someone who works in the medical field			
... has had more than four different jobs in their life			

## Public Health: Day in the Life

Review your notes on public health. Then, read this text and underline any part that is related to public health. When you are done, compare your work with a partner. Did you partner find different things? Do you agree or disagree?

The following text is from:

<http://www.whatispublichealth.org/what/daylife.html>

### 7 a.m.

Your alarm clock rings and you roll out of bed. You turn the faucet to brush your teeth and fluoride-enriched water flows out. Despite being reluctant to commute to work this morning, you have slept well.

### 7:30 a.m.

Before you leave the house, you have a balanced, nutritious breakfast. The milk, orange juice, and coffee you prepare have all been inspected and approved as ready for human consumption. The same goes for your bread, bagels, cereal, bananas, or any other breakfast food you choose.

### 8 a.m.

You hop in the car for your daily commute to work and buckle your seatbelt. As you are driving, you can be assured that public health experts have conducted research that have led to improved traffic safety laws.

### 9 a.m.

Your workday has begun. The air filters provide the office with clean air. Public health experts researching the effects of proper posture on chronic musculoskeletal injuries developed your office chair with ergonomics in mind. The overhead lights have been designed to provide just the right amount of light so as to keep you awake during work and also reduce depressive symptoms.

### 12 noon

At lunch, you go for a brisk walk. The CDC encourages adults to get at least 30 minutes of activity at day. Regular exercise can help you:

- Control weight
- Control high blood pressure
- Reduce risk for type 2 diabetes, heart attack, and colon cancer
- Reduce symptoms of depression and anxiety
- Reduce arthritis pain and disability
- Reduce risk for osteoporosis and falls

### 5 p.m.

You go to meet friends or work colleagues for an early dinner. Open the restaurant door and, before being seated, you catch a glimpse of the city or county certificate of approval. The certificate signifies your chosen restaurant serves clean food.

**8 p.m.**

Before reading a bestselling novel and falling asleep, you decide to watch some television. The evening newscaster mentions the latest study into the effects of smoking on lung cancer and another study about the latest data released for a new cancer drug. The FDA announced approval of a new medication to treat asthma and public health experts are handling possible disease transmission after a recent hurricane hits the southern States. A commercial explains the latest food guide and you start planning what breakfast you would like to eat tomorrow morning.

### Prediction Guide

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Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
1. The human heart beats approximately 10,000 times a day.		
2. When you sneeze, your nose pushes particles out of your nostrils at 100 miles per hour.		
3. If you're healthy, your body doesn't need to replace cells.		
4. The job of your heart is to clean your blood.		
5. If you leave milk outside a refrigerator, it spoils because it gets attacked by bacteria.		



**Prediction Guide (continued)**

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<p><b>6.</b> There are millions of harmless bacteria cells crawling on your skin right now.</p>		
<p><b>7.</b> A cold is caused by bacteria, but pneumonia is caused by a virus.</p>		
<p><b>8.</b> There are three kinds of living germs: bacteria, viruses and teachers.</p>		
<p><b>9.</b> When harmful germs invade your body, your cells come together to attack the harmful invaders. This is called community.</p>		
<p><b>10.</b> An epidemic is a disease that spreads rapidly in areas where many people live close to one another.</p>		
<p><b>11.</b> Only one disease on earth has ever been completely eliminated.</p>		

## Prediction Guide

---

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. After you read, see what you find out. If the statement was false, rewrite it so it is true.

Statement	T	F
<p>1. An epidemic in Europe once killed from approximately one third to more than one half of the population of the entire continent—more than 75 million people.</p>		
<p>2. In the middle ages, people believed that they could protect themselves from diseases by using perfume.</p>		
<p>3. Doctors cured people by cutting their arteries and draining their blood.</p>		
<p>4. The Black Death returned in 1600, but by that time, people understood the cause of the disease and knew how to treat it.</p>		
<p>5. The Black Death was caused by a rat.</p>		

## Juicy Quotes and Your Questions

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Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

“As the ships grew close to the docks, a gasp rippled through the crowd.” (12)

**Example Questions:**

- Why did people gasp?
- What was on the ships?
- Where were the ships coming from?
- Who was on the ships?
- What did the people see?

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**1. Finally, the workers shouted to the sailors to return to their ships. (13)**

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**2. Terrified, the people of Messina fled their homes, leaving all their belongings behind and their front doors wide open. (14)**

## Chunking the Text

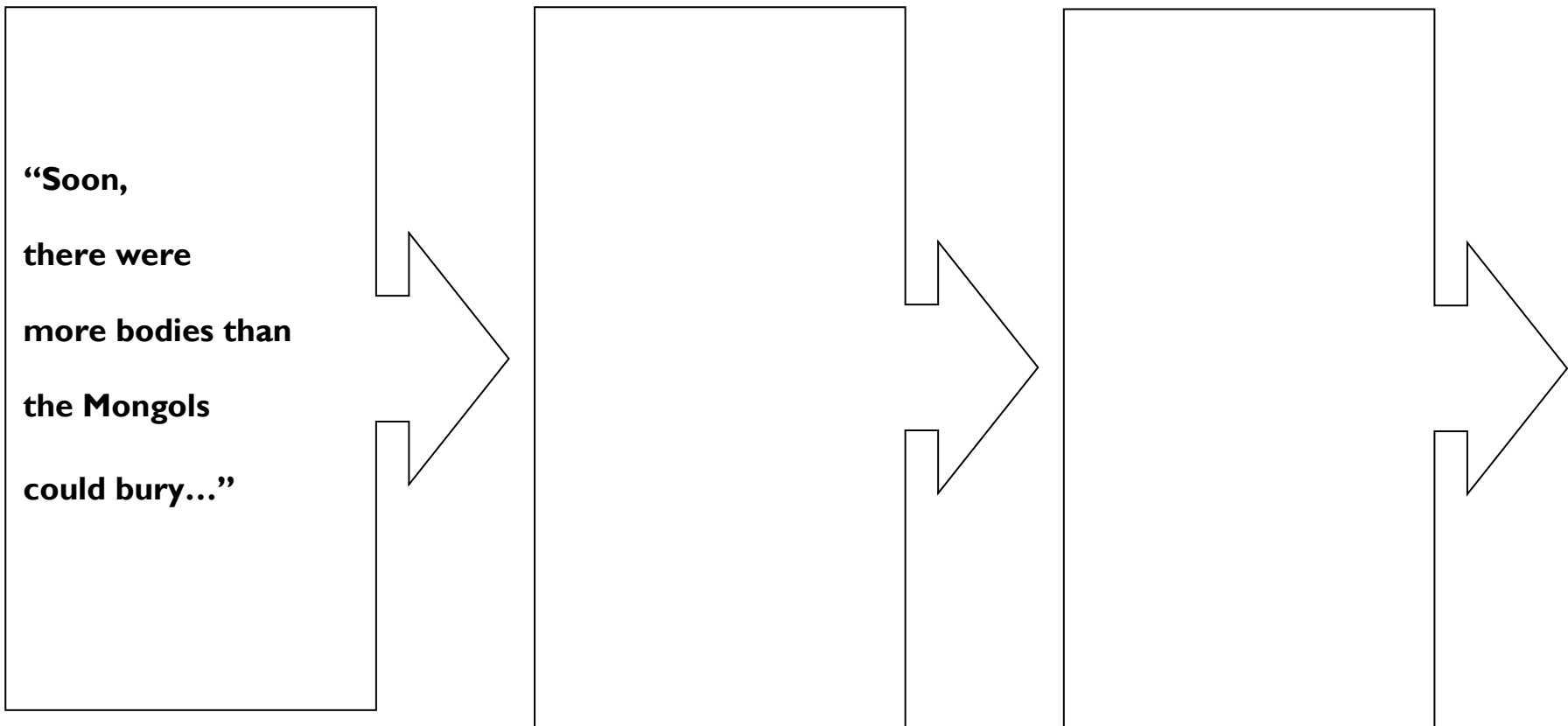
Just like a movie has scenes, a chapter has parts or sections. In some books the parts have names, but in some books they don't. Your job in this task is to break down the chapter into its parts. Give each part an original title and a sentence to describe what it's about or what happens in it. *You decide how many parts there are in the chapter.*

<b>Title</b>  <i>Example: “A Morning In Messina”</i> pp. 11-13	<b>A sentence describing the section</b>  <i>Example: One morning in Messina, Italy, a ship arrives with a lot of very sick sailors.</i>
<b>Titles/pages</b>	<b>A sentence describing the section</b>

### Predictions: Cause and Effect

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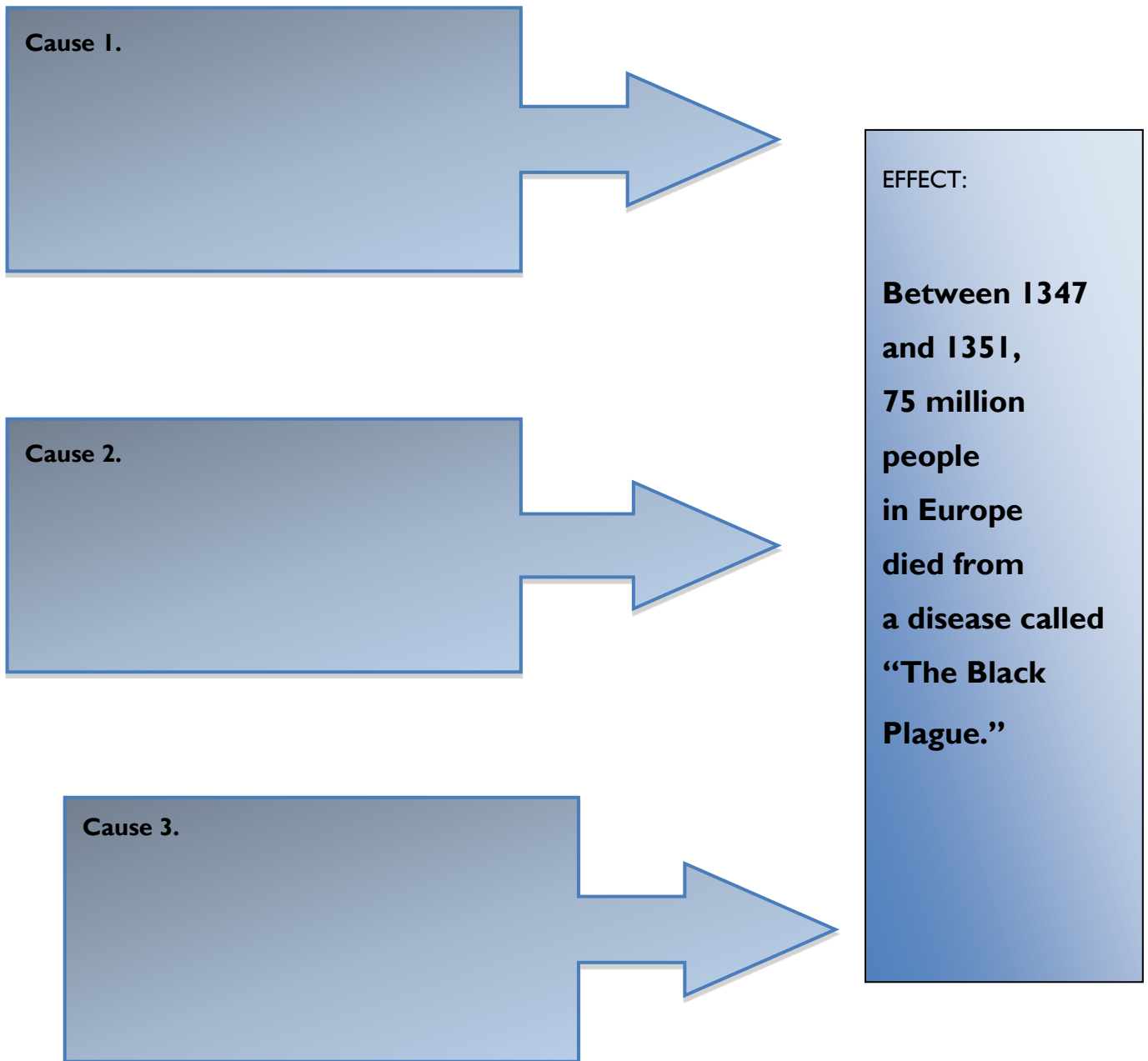
**Directions:** Read the quote in the box on the left. What do you think might happen as a result? Make a prediction about one possible result (effect). Write it in the middle box. Then, think how that result can become the cause of a new result. Write the new result in the third box. After you are done, share your predictions with a partner. When you read the story, check your prediction. What actually happened. What were the effects?



## Cause and Effect

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Find three causes that led to this effect.



## Juicy Quotes and Your Questions

---

Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

“All we know is that Ramses V died of a ‘terrible illness’ and that his body was left untouched and unburied for two whole years.” (25)

**Example Questions:**

- What was the terrible illness?
- Why wasn’t he buried?
- What changed after two years?
- Who was Ramses V?
- Where was he finally buried?
- How do we know that he wasn’t buried for two years?

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1. **“They wore the masks all day and even slept in them, believing that the goddess would be fooled and pass them by.” (28)**

---

2. **“Those who escaped the foul disease died from starvation.” (31)**

**3. “Then, the smallest bit of powder was blown up into the nostrils of a healthy person.” (32)**

**4. ““The labs are protected with alarm systems and closed-circuit televisions,’ a director from the World Health Organization said.” (37)**



## Chunking the Text

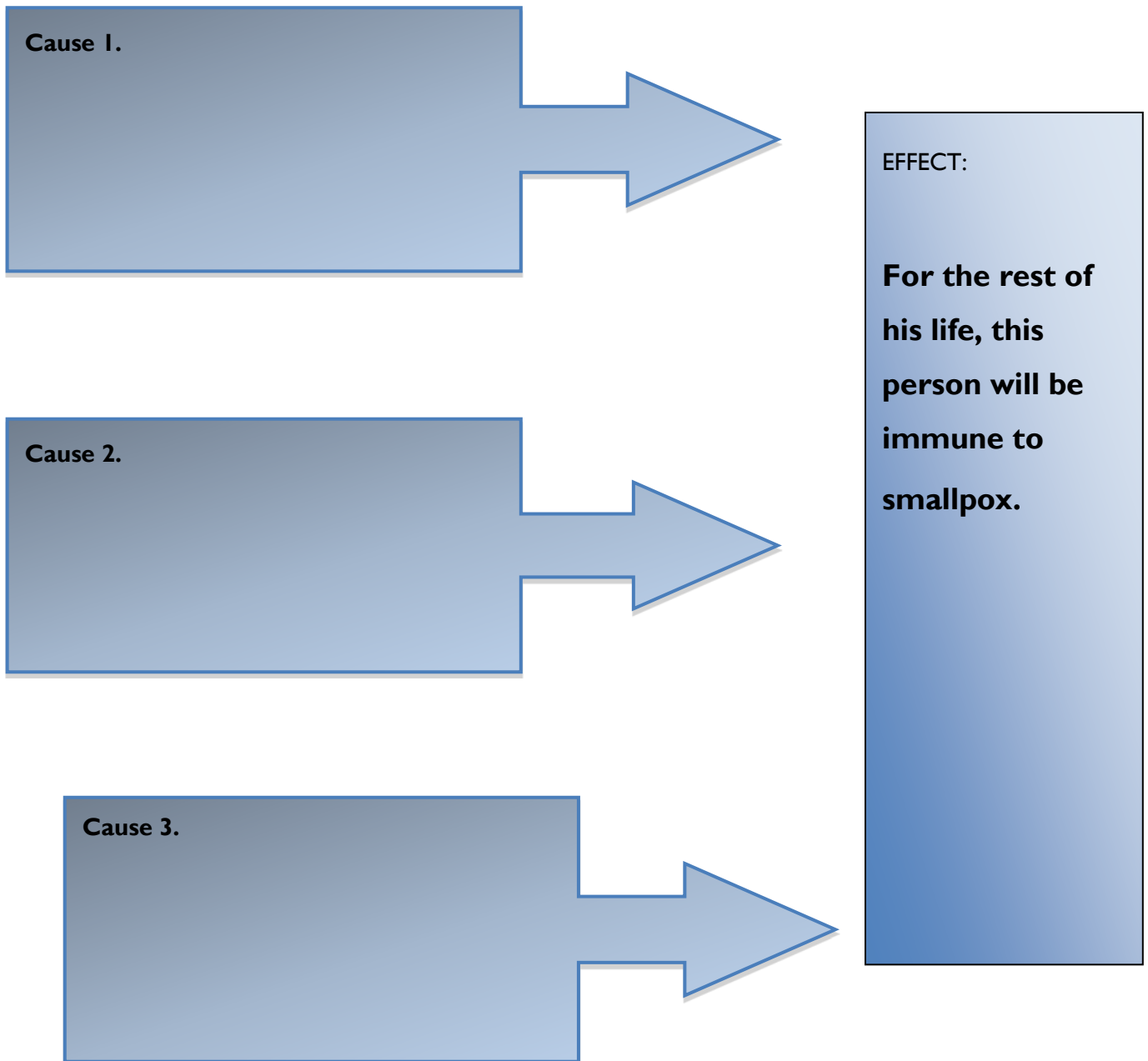
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## Cause and Effect

---

Find three possible causes that lead to this effect.



## Juicy Quotes and Your Questions

---

Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

“It hadn’t rained for weeks, and the air hung heavy and full of bad odors.”  
(39)

**Example Questions:**

- Was this in the summertime?
- What kind of odors?
- What does “hung heavy” mean?
- Why had it been so long since it rained?
- How did the lack of rain impact the growth of fruits and vegetables?
- Was there enough water for people to drink and bathe?

---

1. “However, most people preferred to put up with the bugs rather than waste oil.” (40)

---

2. “Once the coffee was cleaned up, the disease would end.”  
(42)

**3. “Those who were left behind were mostly poor people who had no place to go.” (43)**

**4. “The few people who ventured outside walked in the middle of the empty streets instead of on the sidewalks.” (44)**

**5. “The mother constantly wiped down everything, including the children, with a vinegar and rotten egg mixture.” (44)**

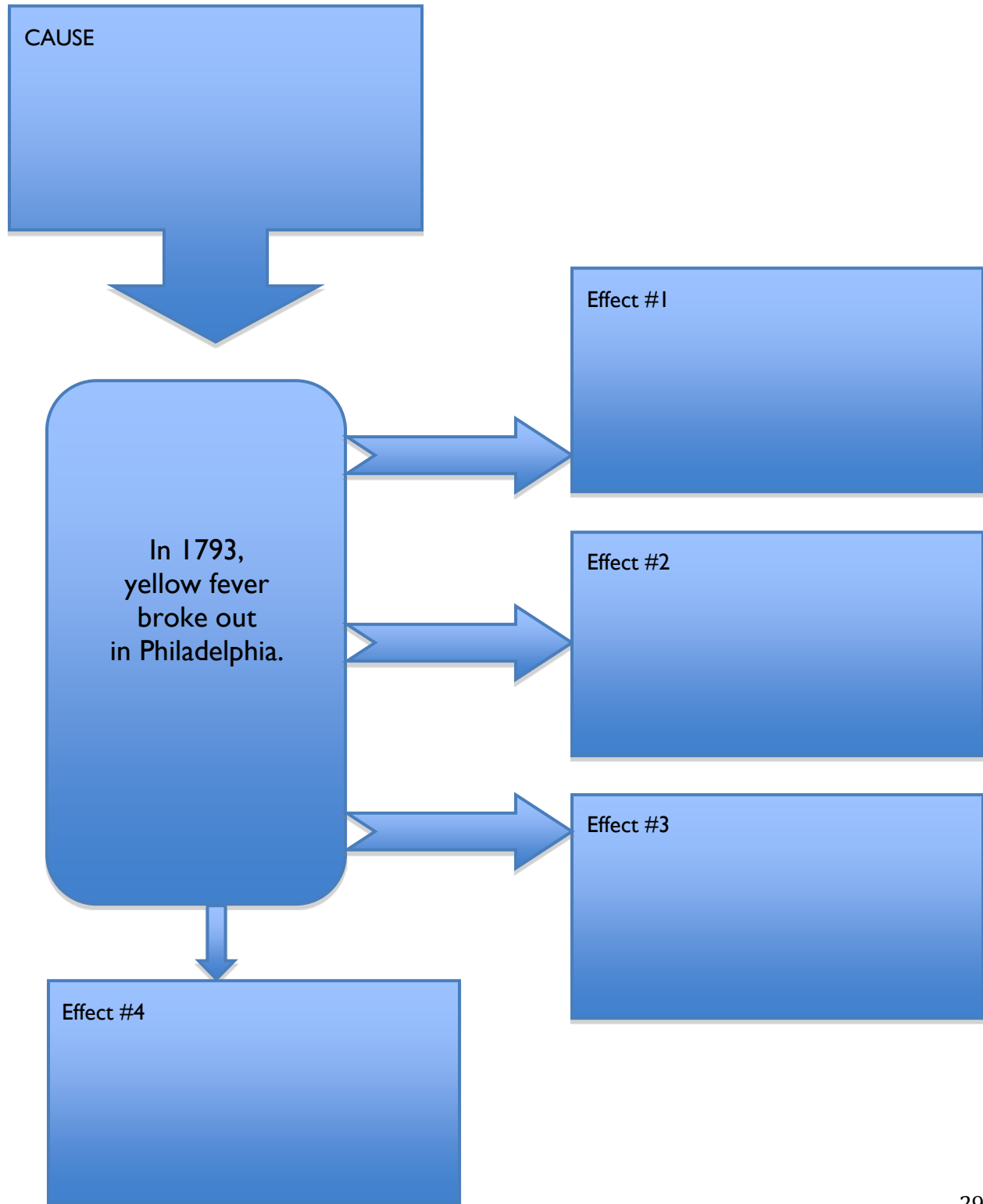
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<b>Title</b>  <i>Example: "A Morning In Messina"</i> pp. 11-13	<b>A sentence describing the section</b>  <i>Example: One morning in Messina, Italy, a ship arrives with a lot of very sick sailors.</i>
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## Cause and Effect

What was the cause? And what were the effects?



## Juicy Quotes and Your Questions

---

Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

“When I looked down, I noticed that I was dragging my leg.” (53)

**Example Questions:**

- Why were you dragging your leg?
- Why hadn't you noticed already?
- What were you doing right before this?
- Did you feel any pain?

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**1. “All over town, piles of clothing, toys, books, and bedding were hauled out to backyards and set on fire.” (54)**

---

**2. “As much as possible, he tried to avoid being photographed in his wheelchair or on crutches.” (57)**

**3. “Letters filled the hallways, and dimes sat in huge piles on every available desk.” (59)**

**4. “Plates are clamped close to your neck, and your head and throat are cushioned and closed off from the rest of your body.” (61)**

**5. “I felt like I was in the eye of a hurricane.” (65)**



## Chunking the Text

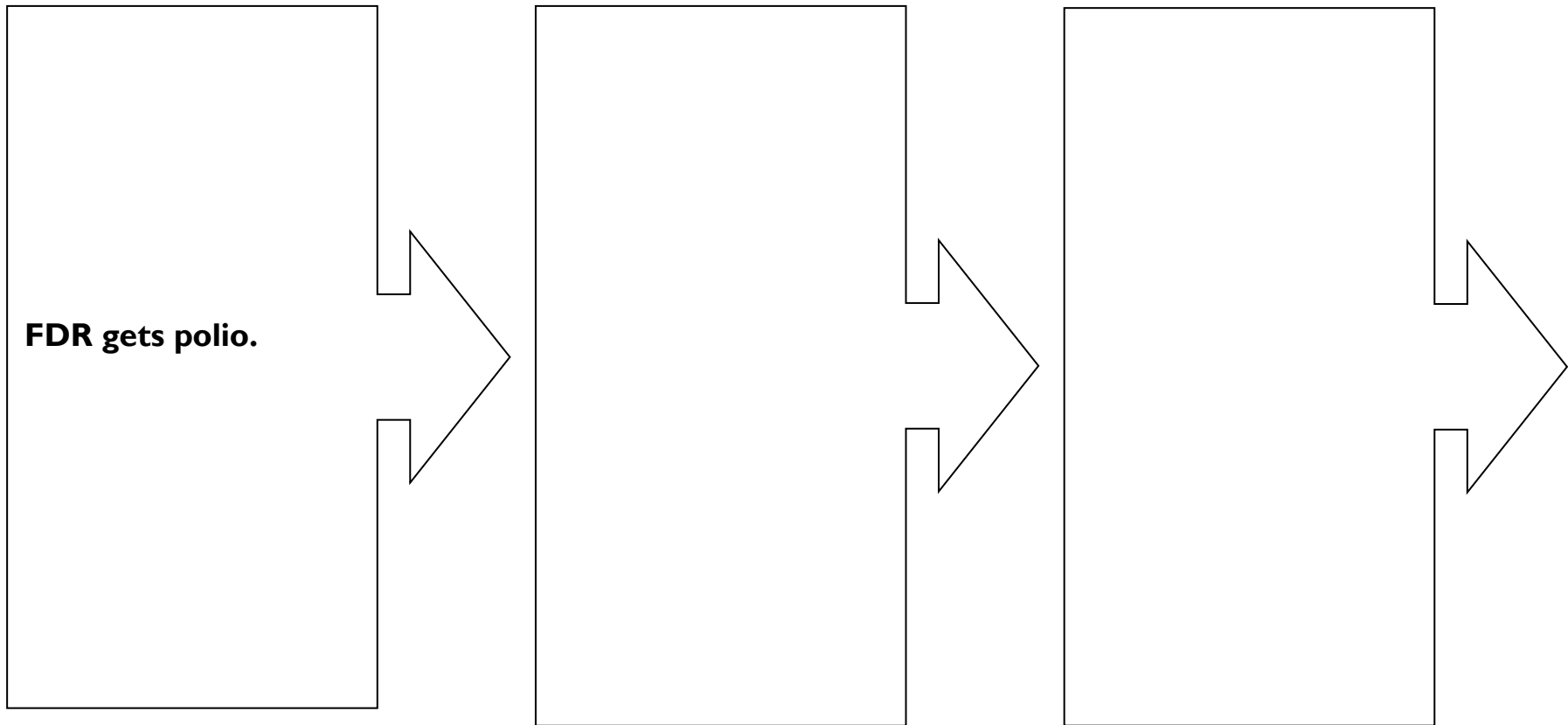
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<b>Titles/pages</b>	<b>A sentence describing the section</b>

### Cause and Effect

---

What were some of the effects of FDR getting polio?



**Prediction Guide**

---

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
1. AIDS is caused by bacteria.		
2. The first person that had AIDS was a woman.		
3. The immune system produces hormones.		
4. Thousands and thousands of people died before the president would admit that AIDS was a problem.		
5. It was difficult to get money to research cures for AIDS because people thought that only gay men got AIDS.		

## Chunking the Text

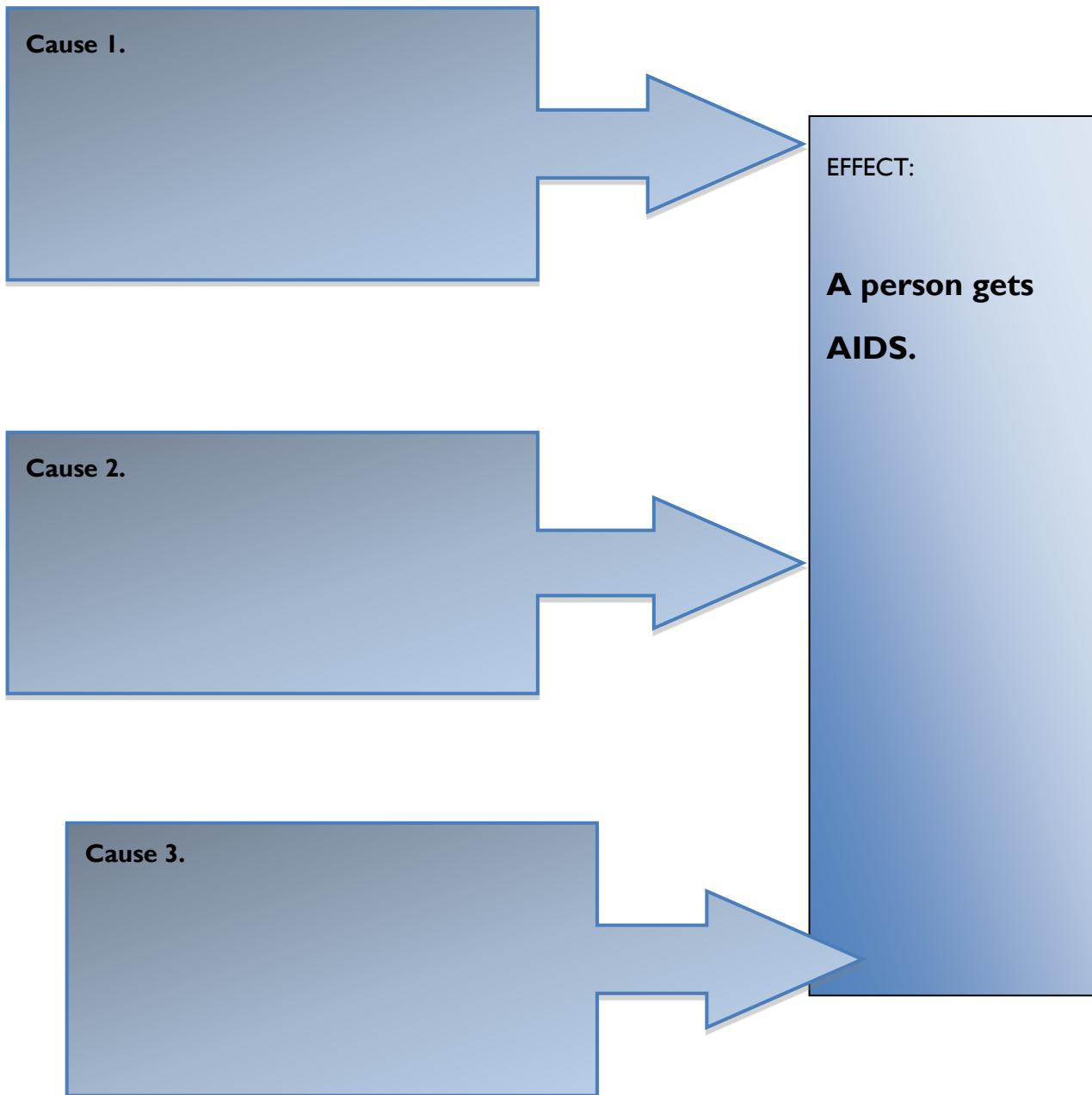
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Titles/pages	A sentence describing the section

## Cause and Effect

---

Find three possible causes that lead to this effect.



**Prediction Guide**

---

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
1. Humans can get rabies from any animal.		
2. People who have rabies are terrified of water—even just a glass of water.		
3. There is no cure for rabies.		
4. Symptoms of rabies don't appear for several months.		
5. The rabies vaccine has eliminated rabies entirely.		

## Chunking the Text

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## Juicy Quotes and Your Questions

---

Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

“When Johnny regained consciousness, he cried out about sharp pains in his stomach.” (94)

**Example Questions:**

- Who is Johnny?
- Where does he live?
- How long was Johnny unconscious?
- What was the cause of his pain?
- Did he eat something poisonous?

---

1. **“If Johnny had touched the plane where the insecticide sprayed out and then put his fingers in his mouth, he could easily have gotten a fairly strong dose of poison.” (95)**

---

2. **It turned out that, against all kinds of laws and regulations, the jeans has been shipped in a truck that also carried seventy-two containers of an extremely poisonous insecticide.” (96)**



**3. “He didn’t feel like eating, and he even tossed a plate of food at his best friend.” (98)**

**4. “Stop!” Tom ordered. “Don’t drink the juice. I think I’ve figured it out.” (101)**

**5. It was so gruesome to see that Shawn’s mother had to look away every time her son turned to her.” (104)**

**Prediction Guide**

---

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
1. An insecticide is a deadly illness caused by insects.		
2. Oxygen is transported throughout the body by blood cells.		
3. Lead poisoning can cause anemia, which makes you feel very weak.		
4. You can get lead poisoning from drinking too much orange juice.		
5. In a hospital, ER stands for Emergency Room.		

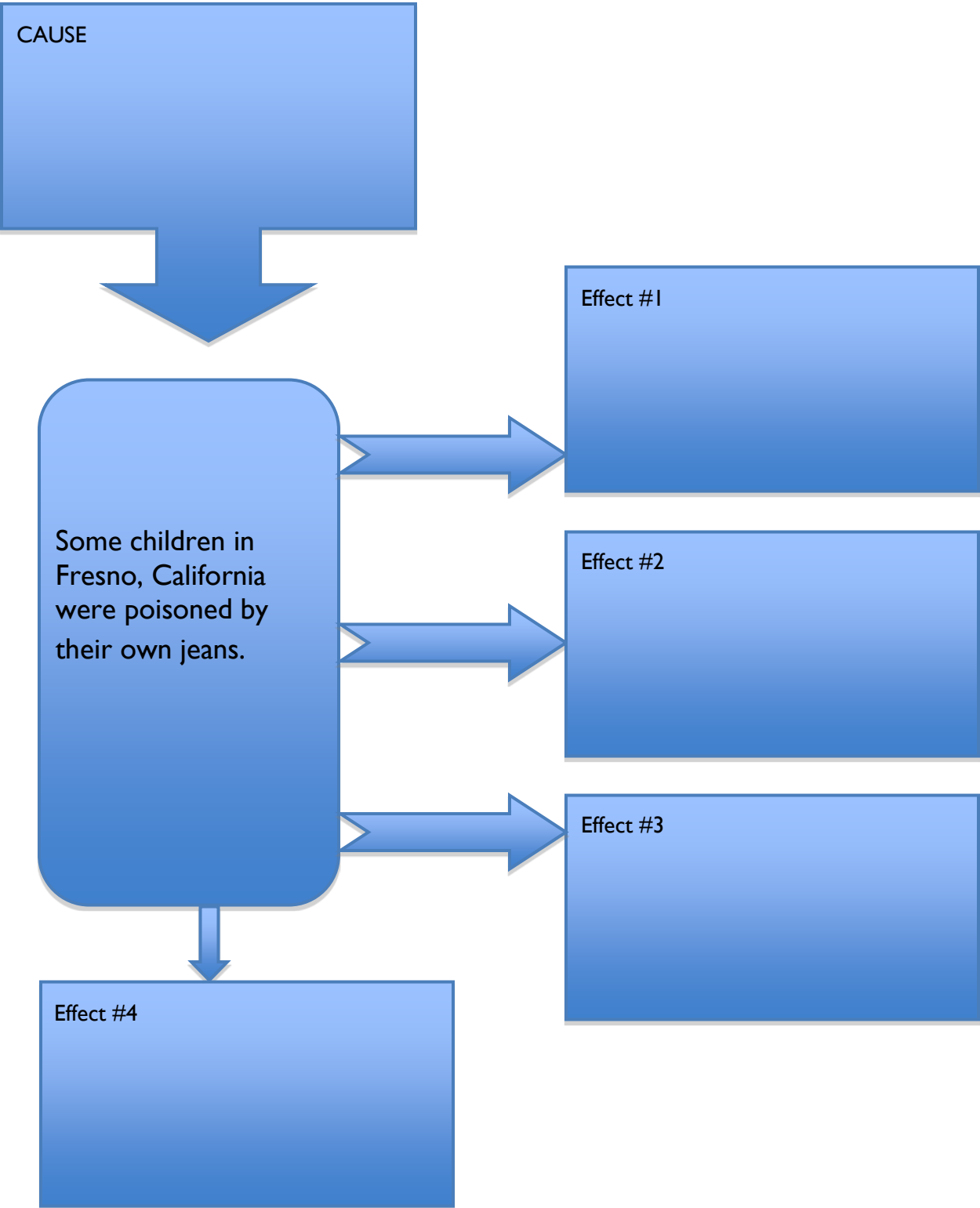
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# Cause and Effect

What was the cause? And what were the effects?



## Juicy Quotes and Your Questions

Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

**Example Questions:**

These symptoms made the doctor suspect that there might be something wrong with Danielle's brain. (111)

Then, about six years after Polly's illnesses began, her husband and four children began having the same symptoms. (115)

All of the sick young people had initially developed the strange bull's-eye rash, they all lived near heavily-wooded areas, and they all had gotten their first symptoms in late spring or summer. (116)

It digs holes, spreads infections and generally makes you feel awful. (118)

When Hahn explained that the cobra was well-cooked, the doctor was relieved. (121)

**Prediction Guide**

---

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
Unhealthy people have more than 100 trillion bacteria in their bodies.		
Some bacteria help you digest your food and clean your system.		
Vegetarians don't have to worry about parasites, such as worms or worm larvae, living in their bodies because vegetarians don't eat meat, whether it's cooked or uncooked.		
Penicillin kills viruses.		
If the results of a blood test for -malaria are "negative," that means that you have malaria.		

## Chunking the Text

Just like a movie has scenes, a chapter has parts or sections. In some books the parts have names, but in some books they don't. Your job in this task is to break down the chapter into its parts. Give each part an original title and a sentence to describe what it's about or what happens in it. *You decide how many parts there are in the chapter.*

Title	A sentence describing the section
<i>Example: "A Morning In Messina"</i> pp. 11-13	<i>Example: One morning in Messina, Italy, a ship arrives with a lot of very sick sailors.</i>
Titles/pages	A sentence describing the section



## Juicy Quotes and Your Questions

---

Read the quotes below. Discuss the vocabulary with a classmate. Then, with your classmate, write questions about anything you want to find out about the quote.

**Example Quote:**

**Example Questions:**

- Why were you dragging your leg?
- Why hadn't you noticed already?
- What were you doing right before this?
- Did you feel any pain?

---

In order to cover up his crime, Harry wrenched apart a light in the bedroom until he heard the hiss of gas. (129)

---

Poor old Mike had been buried for three months, but his body was dug up and taken to the hospital for an autopsy. (131)

---

The number of carbon monoxide murders began to decline rapidly after this much-publicized case in the mid-1920s.

**Prediction Guide**

---

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read, see what you find out. If any statement is false, rewrite it so it is true.

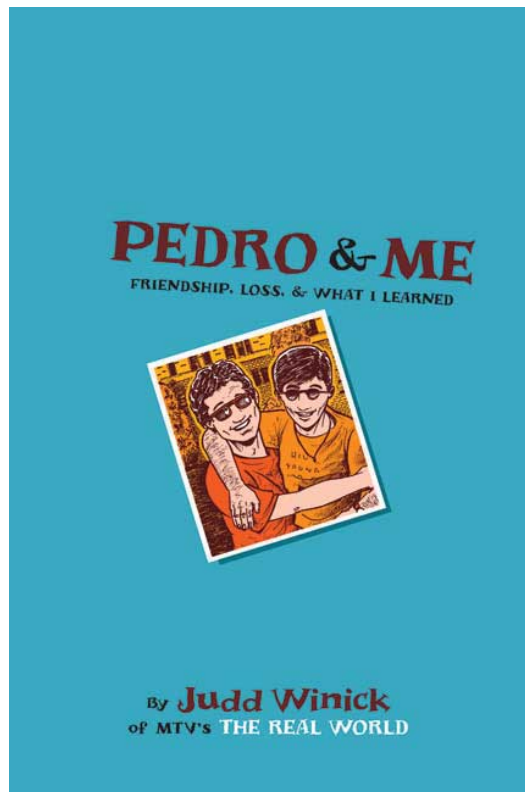
Statement	T	F
We breath in oxygen, which the body needs to live, and we exhale carbon dioxide.		
Carbon monoxide is deadly to breathe because it eliminates the iron from your blood.		
When you light a stove, the carbon monoxide in the gas burns off and it's not dangerous.		
When cars, gas lights and stoves became popular in the early 1920s, many people died from accidents and suicide involving carbon monoxide, but murderers didn't use it because of the strong odor.		
Due to the huge increase in the number of cars in the U.S., thousands more people die from automobile exhaust today than in the 1920s.		
Forensics is a branch of medical science used by investigators to solve murder mysteries.		

## Chunking the Text

Just like a movie has scenes, a chapter has parts or sections. In some books the parts have names, but in some books they don't. Your job in this task is to break down the chapter into its parts. Give each part an original title and a sentence to describe what it's about or what happens in it. *You decide how many parts there are in the chapter.*

Title	A sentence describing the section
<i>Example: "A Morning In Messina"</i> pp. 11-13	<i>Example: One morning in Messina, Italy, a ship arrives with a lot of very sick sailors.</i>
Titles/pages	A sentence describing the section

**Unit 2:**  
**HIV AIDS**



## HIV/AIDS KWL Chart I

---

Complete the second column before you read. After reading, come back and fill in details from the book in the third column.

<b>H.I.V./ AIDS</b>	I know...	Examples from <i>Pedro and Me</i> (include page number)
<b>What is HIV?</b>  <b>What is AIDS?</b>  <b>What is the difference between the two?</b>		
<b>Conditions/ Symptoms of AIDS</b>		

## HIV/AIDS KWL Chart II

Complete the second column before you read. After reading, come back and fill in details from the book in the third column.

<b>H.I.V./ AIDS</b>	I know...	What I want to know more about...	Example from <i>Pedro and Me</i> (include page number)
<b>How the Virus Works</b>			
<b>Transmission</b>			
<b>Prevention</b>			

# Health Educators

Go to the Occupational Outlook Handbook online. Search “Health Educators.” What is a health educator? What are the most important parts of this job? Take notes below.

<http://www.bls.gov/oooh/>



The screenshot shows the Occupational Outlook Handbook page for Health Educators. The page is titled "Health Educators" and is part of the "Occupational Outlook Handbook" section. The main heading is "What Health Educators Do". The text describes their role: "Health educators teach people about behaviors that promote wellness. They develop programs and materials to encourage people to make healthy decisions." Below this, there is a section titled "Duties" which lists several tasks: "Assess the needs of the people they serve", "Develop programs and events to teach people about health topics", "Create and distribute health-related posters, pamphlets, and other educational materials", "Evaluate the effectiveness of programs and materials", "Help people find health services or information", "Supervise staff who implement health education programs", "Collect and analyze data to learn about their audience and improve programs", and "Advocate for improved health resources and policies". To the right of the text is a photograph of a group of people sitting around a table, engaged in a discussion. Below the photo, a caption reads: "Health educators use a variety of methods to present information, such as videos, pamphlets, and group discussions." The page also includes navigation links for "Summary", "What They Do", "Work Environment", "How to Become One", "Pay", "Job Outlook", "Similar Occupations", and "Contacts for More Info".



## Vocabulary in *Pedro and Me*

### Foreword/Ch. I

---

1. vibrant
2. eloquent
3. futile
4. detrimental
5. cowering
6. lack of
7. elated
8. mainstream
9. valid p.4
10. remarkable p.7

### 10 new words - Ch.2

---

1. atypical p.8
2. dull p.12
3. In hindsight p.12
4. passive p.13
5. toiled p.17
6. resemble p.19
7. pre-judge p.25
8. In retrospect, p.25
9. envision p.27
10. uninformed p.30

### 10 new words- Ch.3

---

1. betrayed p.33
2. tirade p.33
3. outrage p.33
4. hardship p.33
5. scarce p.34
6. knelt p.36
7. crammed p.37
8. remain p.38
9. unendurable p. 42
10. denial p.42

### 10 new words - Ch.3/Ch.4

---

1. traumatic p. 51
2. myths p.53
3. petrified p.56
4. numb p.56, 137
5. blur p.56, 105
6. wandering p.62
7. consequently p.63
8. pathetic p.68
9. subtle p.68
10. hesitant p.68

### 10 new words - Ch.4

---

1. pertinent p.69
2. minute p.69
3. naive p.72
4. hypothetical p.71
5. amid p.88
6. quite p.94
7. self-worth p.101
8. biased p.105
9. occur to someone p.109
10. dissect p.110

### 10 new words - Ch.5

---

1. cliché p.120
2. exhilarating. p.124
3. distressed p.124
4. relented p.134
5. excruciating p.149
6. withdraw p. 149
7. protrude p.150
8. grieve p.159
9. frank p.162
10. mourning p.171

## Medical Vocabulary in *Pedro and Me*

---

1. mole
2. skin cancer
3. the red cross
4. blood drive
5. donate blood
6. blisters
7. shingles
8. chicken pox
9. scabs
10. night sweats p90
11. chronic diarrhea
12. parasite
13. giardia
14. condoms
15. protection
16. pneumonia
17. weight loss
18. fatigue\*
19. toxoplasmosis
20. headaches
21. confusion
22. infection
23. lesion
24. T-Cell count
25. immune system
26. lethal\*
27. PML
28. paralysis
29. stroke
30. aphasia
31. dementia
32. biopsy
33. neurologist
34. memory quizzes
35. prognosis
36. diagnosis
37. rate of decline
38. scalp
39. scull
40. nonresponsive
41. life support
42. blood shot eyes

## *Pedro and Me: Foreword and Chapter One, p.1-9*

### **While you read and after you read...**

---

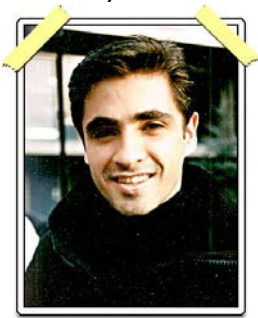
#### **Expressions in American English**

*Look for these expressions in the Foreword. Take notes here on what they mean.*

1. toe the line
2. truth be told
3. blaze a trail
4. breaking barriers
5. the height of his influence

#### **Characters/People in Pedro and Me**

*What do you know about these people after reading the first section of the book? Take notes here.*



*Pedro and Me: Chapter Two, p.10-31*

**Before you read...**

---

1) How does the media (news, television, advertising,) affect our view of the world?

---

---

---

---

2) How is H.I.V./AIDS represented in the media today? How does this affect our view of the pandemic?

---

---

---

---

## While you read and after you read...

---

### Expressions in American English

*As you read, look for these expressions. Take notes on the meaning.*

1. it brought it all back, p.2
2. make a pass at someone, p.15
3. it went according to plan p.16
4. I had all my ducks in a row p.16
5. the bottom dropped out, p.17
6. out of nowhere, p.18
7. I didn't see it coming, p.18
8. left in a lurch, p.18
9. I'm more than willing, p.22
10. I hadn't figured on this, p.22
11. say something under your breath, p.26
12. to put someone in touch with someone else, p.30
13. throw yourself into something, p.42

What title would you give this chapter?

### **Discussion Questions**

*After reading the chapter, think about the following questions and write a response for each one. Be prepared to discuss these questions in class.*

- 1) On page 30 Judd says he was “uninformed” about H.I.V. and AIDS. Where did his knowledge come from?
- 2) Where does your knowledge about H.I.V. and AIDS come from? Did you learn about it in high school? If so, how was the topic taught?

### **Post-discussion**

*After discussing this chapter in class, write down any unanswered questions, thoughts, or feelings about this chapter or the topics referenced in this chapter.*

## Pedro and Me: Chapter Three, p.32-60



### Before you read...

---

#### Quotes and Questions

Read the quotes below. Choose **two** of the quotes and write questions.

---

Quote	2 Questions
<b>Example:</b> “The Darwin family threw itself into a frenzy preparing for the voyage.”	Question 1: Where were they going? Question 2: What did they have to prepare?
1.	Q:
	Q:
2.	Q:
	Q:
3.	Q:
	Q:

---

## While you read and after you read...

---

### Double Entry Journal

Choose a significant quote from the chapter. Explain the context of the quote and why you find it interesting. Add your own connections and thoughts.

Quote and Context	Response (connections, thoughts, analysis)



## Pedro and Me: Chapter Four, Part A, p.61-117

### Before you read...

---

#### True or False?

Read each statement below. Is the statement true or false? Write **T** for True and **F** for False.

Statement	T	F
You can get H.I.V. from sharing		

After completing the T/F chart read the passage.  
How is each statement relevant to the passage?

*Picture of the Real World – San Francisco Cast in 1994*



## While you read and after you read...

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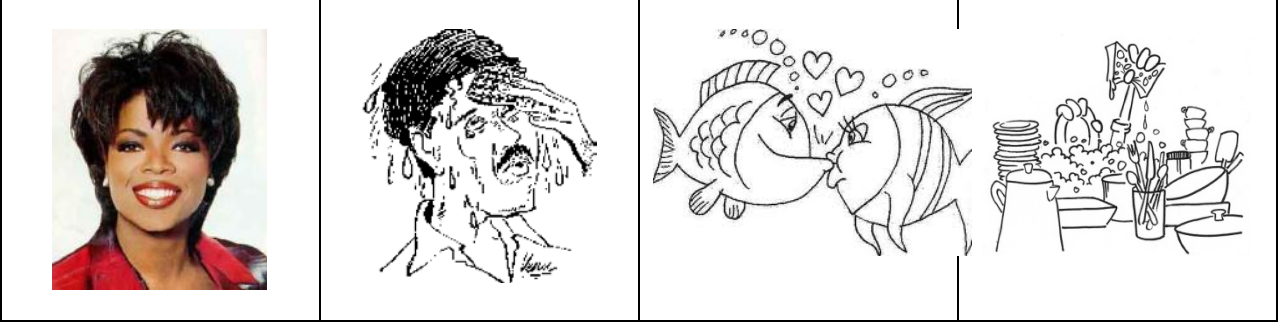
### Expressions in American English

*As you read this book look for these expressions. Take notes on the meaning.*

1. the elephant in the room, p.62
2. my mind was racing, p.63
3. going through the motions, p.63
4. jump headlong into something, p.64
5. have a lot at stake, p.66
6. dealing with baggage, p.72
7. you don't give us much credit (underestimate), p.74

**Picture Preview**

*Describe how each picture pertains to the chapter.*



### Double Entry Journal

Choose a significant quote from the chapter. Explain the context of the quote and why you find it interesting. Add your own connections and thoughts.

Quote and Context	Response (connections, thoughts, analysis)

### Speaking and Listening:

Judd describes himself as a “coward” when he is faced with telling his parents that his housemate is H.I.V. positive.

1. Why do you think he was cowardly? In other words, why did he hesitate to tell them?
2. How does he tell his parents?
3. How do they respond?

What are some other topics that are sometimes difficult to talk about with parents? Why? Imagine that you are Judd. Don't be a coward! How would you tell your parents that your housemate was H.I.V. positive. What would you say if they had a negative response. Now imagine that a close friend shared with you she was H.I.V. positive. Complete the dialogue below. What would you say? What questions would you ask? What would you do to be supportive?

## Pedro and Me: Chapter Four, Part B

### While you read and after you read...

---

#### Expressions in American English

As you read this book look for these expressions. Take notes on the meaning.

1. I didn't have the heart to tell them, p.78
2. give it a rest, p.79
3. my heart skipped a beat, p.85
4. everybody can relate to (+gerund), p.94
5. that fact that \_\_\_ has no bearing on \_\_\_, p.100
6. just dawning on me/ it slowly dawned on me, p.109

#### Picture Preview

Describe how each picture pertains to the chapter.



condoms



Wedding Bells



Snow flake

### Double Entry Journal

Choose a significant quote from the chapter. Explain the context of the quote and why you find it interesting. Add your own connections and thoughts.

Quote and Context	Response (connections, thoughts, analysis)

## Pedro and Me: Chapter Five, p.118-171

### While you read and after you read...

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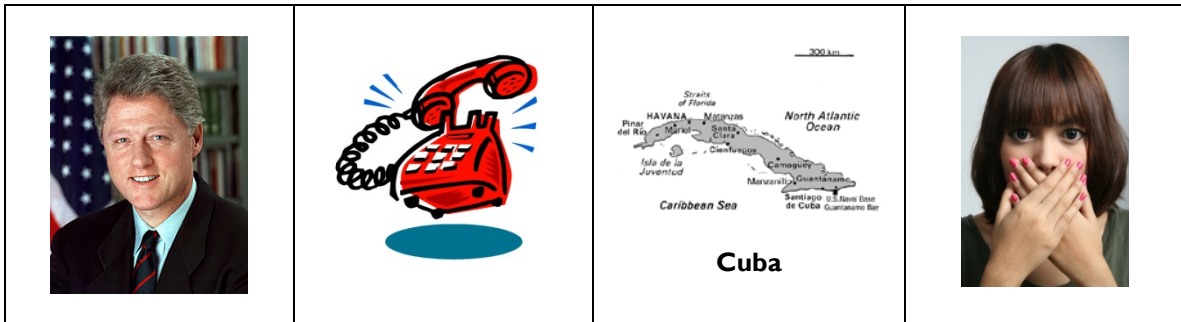
#### Expressions in American English

As you read this book look for these expressions. Take notes on the meaning.

1. they would walk through fire for you, p.123
2. he's got a big head, p.124
3. he began to slip, p. 130
4. the food here has got to be wearing thin, p.136
5. we had a close call, p.146
6. without catching my breath, p.162

#### Picture Preview

Describe how each picture pertains to the chapter.





### Double Entry Journal

Choose a significant quote from the chapter. Explain the context of the quote and why you find it interesting. Add your own connections and thoughts.

Quote and Context	Response (connections, thoughts, analysis)

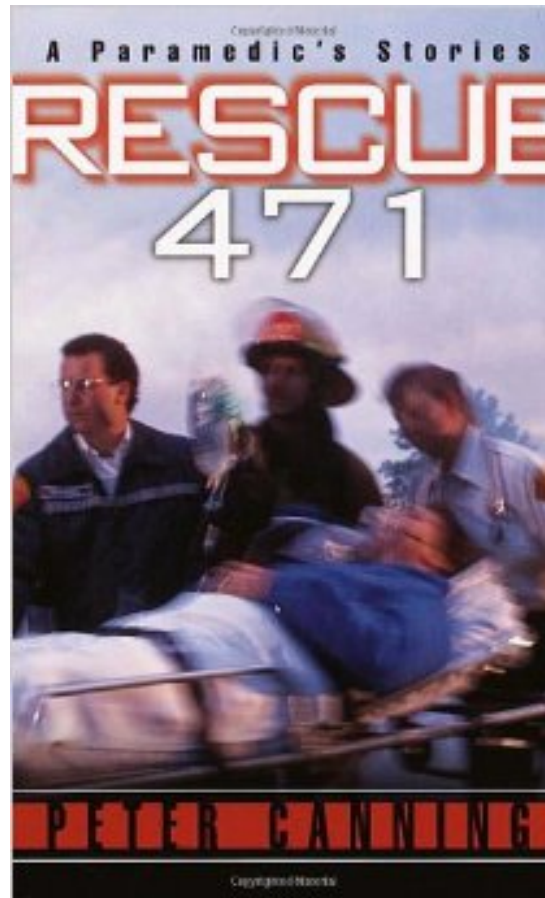
*Pedro and Me: Epilogue, p.172-180 and Updates, p. 185*

**Photo of Pedro Zamora surrounded by his family.  
Possibly, the only photo of the family all together.**



## Unit #3:

# Paramedics and Emergency Medicine



### **Researching Careers: The Department of Labor**

The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: [www.dol.gov](http://www.dol.gov). Find a basic description of what the Department of Labor does. Take some notes here:

*The Department of Labor...*

Where did you find this information on the website?

## Researching Careers: DOL's Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: [www.dol.gov](http://www.dol.gov).

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page and click on the “Healthcare” category. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we’ll read this semester. Complete the following sentence starters:

*I could imagine working as a ...*

*I would NEVER want to work as a ...*

*because...*

## **Researching Careers: Learning About Careers**

---

Find the page on the DOL's Occupational Outlook Handbook about EMTs and Paramedics. Use the information on this page to complete this chart about these jobs.

<h3><b>Job Basics for:</b> EMTs &amp; Paramedics</h3>
---

What You Actually Do When You Have This Job:

Where You Can Get a Job:

What Skills You Need:

## Education Required for: EMTs & Paramedics

What Degrees/Certificates You Need:

How Long These Degree/Certificate Programs Are:

What Classes You Need to Take:

One Other Important Thing I Learned From the Website About This Job:

*Use Google to find out:*

CUNY Schools That Offer These Degree/Certificate Programs:

## *Rescue 471*, Introduction

### **After You Read: Summarizing**

---

Read the introduction to *Rescue 471*. Imagine that your friend doesn't understand it. How would you explain it to him? What is this book going to be about? Use your own words.



## Rescue 471, “Arthur” (pages 1- 26)

### **Before Your Read: Research It!**

Go back to the page on the DOL’s Occupational Outlook Handbook about EMTs and Paramedics. What are the differences between these three levels of this job? Take some notes on the chart.

EMT-Basic	EMT-Intermediate	Paramedic

## **Before You Read: Constructing Questions**

---

Take a look at these three sentences from this section. Before you start to read the chapter, write information questions (W-H questions) based on these sentences. Take a look at the example.

1. *He yanks it out of his throat, sits bolt upright, and pukes over himself, then turns on all four and pukes again.*

Question:

2. *I strap on my seat belt and pray we will make it to the scene alive.*

Question:

3. *Suddenly her eyes do a little roll, her head falls to the side, and she conks out.*

Question:

### *Check Yourself:*

Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

**Before You Read & While You Read: Using Titles**

This section has four short pieces, and the Peter Canning gave titles to each piece: “Kools,” “Arthur,” “Rescue 471” and “Kids.” Before you read, do you know what the titles refer to? For example, what are “Kools”? Have you ever heard of Kools before? If not, you can say, “I don’t know.” After you read, fill in what you find out.

	Before You Read: What I Think the Title Refers To	After You Read: Were you right? If not, fill in the correct information.
<b>Kools</b>		
<b>Arthur</b>		
<b>Rescue 471</b>		
<b>Kids</b>		

### **After You Read: Summarizing**

The first chunk, “Kools,” is summarized here. Read it and discuss it with a partner. Do you think you should add anything to it? Next, write summaries for the other three chunks of this section.

#### Summary of “Kools” (pages 3-6)

Peter and his partner rush to a scene near a supermarket. A man who did heroin is lying on the ground. His body is cool, and he isn't breathing. The paramedics try to revive him. Suddenly, he wakes up, and he's angry. He accuses them of stealing his cigarettes and money. He refuses to go to the hospital and walks off. His friend, who called the ambulance, took his cigarettes.

In your notebook, write three summaries:

1. Summary of “Arthur” (pages 6-14)
2. Summary of “Rescue 471” (pages 14-22)
3. Summary of “Kids” (pages 23-26)

## After You Read: Vocabulary

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

### Example

“Rose Colletti’s confidence began to fade” (3)

Confidence = (noun) certitude, self-trust, assurance.

Rose Colletti’s assurance began to fade

Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary.

1. “Our ambulance is *dispatched*...” (3)
2. “A likely heroin *overdose*...” (3)
3. “No, no, he’s just an *acquaintance*...” (4)
4. “... and I like to be *aggressive*...” (4)
5. “...when I am tired from working *overtime*...” (10)
6. “... he always lets me take the back of the *stretcher*...” (12)
7. “Our patient is an old lady who *fractured* her hand...” (13)
8. “He goes through the same *routine*...” (14)
9. “His *respiratory* rate is fine...” (14)
10. “He has a strong, steady *pulse*...” (14)
11. “I listen to his lungs with a *stethoscope*...” (14)
12. “We clear and they send us on a *priority two*...” (21)
13. “...other times their *resilience* will surprise you.” (24)
14. “The girl is *unconscious*...” (24)
15. “A couple months later, we are *transporting*...” (26)

## **After You Read: Responding to the Text**

---

There were four short stories in this section, “Kools,” “Arthur,” “Rescue 471,” and “Kids.” Which one did you like the most? Why? Write at least a page in your notebook explaining your choice.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your **response**. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

For example, in “Arthur,” Peter Canning writes about his relationship with his coworker Arthur. (Another word for coworker is colleague.) As you read this, you might have thought about a relationship that you have with a colleague. Or, you might have remembered a story that your parents or friends told you about one of their colleagues. You could write about this in your response.

Responding to text is a very important reading skill in college and in the job world. In Unit #2, we will practice this skill a lot.

## Rescue 471, “Saving Lives” (pages 29 – 51)

### Before You Read: Constructing Questions

---

Take a look at these three sentences from this section. Before you start to read the chapter, write two information questions (W-H questions) for each sentence.

1. *I feel the urge to snap at her, to call her a whiner.*

Question:

Question:

2. *She just starts crying and throws her arms around him, weeping huge grateful sobs.*

Question:

Question:

3. *“You’re lucky this didn’t cut your head off,” I say, then hold my tongue.*

Question:

Question:

4. *But now for the first time, I notice the gray in his mustache, the lines etched in his face.*

Question:

Question:

#### Check Yourself:

Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

**While You Read: Taking Notes on a Text**

Take notes on the following patients that Canning discussed in "Perfect," on pages 29-36.

<b>Patient</b>	<b>What are this person's symptoms?</b>	<b>What's the cause?</b>	<b>What happens?</b>
<b>"77 year old man"</b>			
<b>"woman in her late 40s"</b>			
<b>70 year old woman</b>			
<b>A naked man</b>			
<b>A man barely responsive</b>			



### **After You Read: Summarizing**

“Saving Lives” is summarized here. Read it and discuss it with a partner. Do you think you should add anything to it? Next, write summaries for the other three chunks of this section.

#### **Summary of “Saving Lives” (pages 39-40)**

In this short section, Canning says that most people become EMTs because they want to save lives. However, they don’t get the opportunity to do it very often. It’s rare that an EMT’s actions mean the difference between a person living and dying. When they do have the chance to save a life, they really have to make sure that they do everything right.

In your notebook, write three summaries:

1. Summary of “No Luck Left”
2. Summary of “Bag and Drop”
3. Summary of “Baby Code”

## After You Read: Vocabulary

---

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "The seventy-seven-year-old man in the nursing home has a sudden *onset*..." (29)
2. "...where I get an *IV* in his hand." (29)
3. "Our *interventions* have made the difference." (30)
4. "In *triage* I tell the nurse, chest pain with vomiting..." (31)
5. "On Rescue 911, every *critical* patient is saved." (32)
6. "The seventy-year-old woman was sitting in a chair when she *collapsed* and vomited." (32)
7. "She is *alert* and oriented..." (32)
8. "The hood is bent back and crashed through the *windshield*." (37)
9. "He just has an *abrasion*..." (39)
10. "As he *narrates*..." (40)
11. "The idea is a *trauma* victim..." (42)
12. "Much of the *controversy*..." (43)
13. "I've just finished *restocking*..." (45)
14. "It feels just like a *CPR* infant mannequin..." (46)
15. "I can see her arms and hands, opening up, *tensing*, closing..." (49)

### **After You Read: Responding to the Text**

---

This section has five short pieces: “Perfect,” “No Luck Left,” “Saving Lives,” “Bag and Drag,” and “Baby Code.” Which one did you respond to the most? Choose one piece that you have a lot to say about and write a one-page response to it in your notebook. Be sure to explain why you choose that piece.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your **response**. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

## *Rescue 471, “Story of a Life” (pages 53 – 80)*

### **Before You Read: Respond to a Quote**

---

Turn to page 53 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

“I never want to lose my focus on the patient, on the person.”  
(53)

### **Before You Read: Respond to a Quote**

---

Take a look at these three sentences from this section. Before you start to read the chapter, write two information questions (W-H questions) for each sentence.

1. *“I knew I shouldn’t have left him. He just doesn’t care anymore.”*

Question:

Question:

2. *“I think I killed somebody.”*

Question:

Question:

3. *He needs to know right away so the Secret Service can start a background check.*

Question:

Question:

#### *Check Yourself:*

Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

**After You Read: Summarizing**

---

In your notebook, write four summaries of stories in this section. Try to keep them very short—only a few sentences.

1. Summary of “Life On Mars”
  
2. Summary of “Lord Randal”
  
3. Summary of “An Old Man, a Crack Girl, and a Rat”
  
4. Summary of “Presidential Debate”
  
5. Now, summarize this entire section, from page 55 – page 80. Why is it called “Story of a Life”? What do these stories all have in common?

## After You Read: Vocabulary

---

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "I know that burnout is an occupational *hazard*." (55)
2. "Migraine headache to *massive* stroke." (55)
3. "... to wake him up or transport him *comatose*." (59)
4. "I'm a *veteran*." (60)
5. "I *hesitate* a moment..." (62)
6. "...which looks *abandoned*." (65)
7. "He has only one leg, and no *balance*." (66)
8. "...whether or not her living off him constitutes elder *abuse*." (68)
9. "A month later we get called for an *unconscious* man..." (69)
10. "Where's my *motivation*?" (70)
11. "I've struggled against this *fatigue*..." (70)
12. "She is constantly *nauseated*..." (72)
13. "I read her name on the *obituary* page..." (73)
14. "The quarterly bulletin was filled with boasts of *alumni*..." (78)
15. "...struggling to meet his *mortgage*..." (80)

### **After You Read: Responding to the Text**

---

This section has seven short pieces: “Respect,” “Life On Mars,” “Lord Randal,” “What About the Man?” “An Old Man, a Crack Girl, and a Rat,” “Story of a Life,” and “Presidential Debate.” Which one did you respond to the most? Choose one piece that you have a lot to say about and writing a one-page response to it in your notebook. Be sure to explain why you choose that piece.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your **response**. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.



## Rescue 471, “Troubled Man” (pages 83-107)

### **Before You Read: Respond to a Quote**

---

Turn to page 81 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

“Looking at me, I may look fine, but I got problems, I tell you, I got a storm brewing.” (81)

## Before You Read: Respond to a Quote

---

Take a look at these three sentences from this section. Before you start to read the chapter, write two information questions (W-H questions) for each sentence.

1. *“He woke up screaming and throwing things.”*

Question:

Question:

2. *We enter the holding area, where a police officer stands with a short male, who is pacing about nervously.*

Question:

Question:

3. *A nineteen-year-old girl sits in a chair, her head down, drool coming from her open mouth.*

Question:

Question:

### Check Yourself:

Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

**After You Read: A New Summarizing Challenge!**

---

For this section, we're going to try something new. Summarize these sections in only ONE or TWO sentences. Don't go over! You can do it.

1. Summary of "Troubled Man" (page 83)
2. Summary of "Sound Mind" (84-87)
3. Summary of "Five White Men, a Blonde, and Jesus" (88-89)
4. Summary of "Little Gods" (90-92)
5. Now, summarize this entire section, from pages 83-107. Why is it called "Troubled Man"?

## After You Read: Vocabulary

---

Below are phrases from your assigned reading. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Please do your work by yourself—do not work with a classmate on these vocabulary assignments, because it's important for you to learn as many words as you can for your own personal vocabulary.

1. "...along with an *administrator* in a white shirt and tie." (83)
2. "...and says it's a *psych* case." (84)
3. "You have *seizures*?" (96)
4. "According to the father, the man has just *assaulted* his mother..." (98)
5. "We're sent for a violent *psych* at the McKinney Homeless *Shelter*." (102)
6. "The shelter officials *gradually* ease him outside..." (102)
7. "Her *pupils* are pinpoint." (103)
8. "She spits and again *insults* my mother." (106)

### **After You Read: Responding to the Text**

---

This section has seven short pieces: “Respect,” “Life On Mars,” “Lord Randal,” “What About the Man?” “An Old Man, a Crack Girl, and a Rat,” “Story of a Life,” and “Presidential Debate.” Which one did you respond to the most? Choose one piece that you have a lot to say about and writing a one-page response to it in your notebook. Be sure to explain why you choose that piece.

This is NOT a summary! You already summarized the stories. A summary is based on the text, not your own thoughts and ideas. Your own thoughts and ideas are your **response**. Your thoughts and ideas might include your opinions, something the text reminded you about, questions you had related to the text, or anything else that the text made you think about.

## Rescue 471, “Recognize” (pages 109-132)

### **Before You Read: Respond to a Quote**

---

Turn to page 109 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

“Who is shaping them, nurturing them, directing them, loving them? And even those who get love and direction, what will happen to them in the world they live in?” (109)

### **While You Read: Vocabulary**

While you read this section, keep track of vocabulary words that are new for you. Choose five words that you would like to learn, and complete the chart for these five words.

<b>Vocabulary Word</b>	<b>1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.</b>

**After You Read: A New Summarizing Challenge!**

Summarize these sections in only ONE or TWO sentences. Don't go over! You can do it.

---

1. Summary of "Girls" (page 111)
2. Summary of "Mother" (119)
3. Summary of "French Fries" (124)



### **After You Read: Career Skills**

---

You've now read 132 pages of this book. What do you think about the job of paramedic? Are you interested in doing this job? Why or why not?

We read about the skills necessary to be an EMT in the DOL Handbook online. Now, make a list of skills that Peter Canning has. Page through the book and try to find specific skills, like "taking blood pressure." List them in the correct categories.

<b>Medical skills</b>	<b>Communication skills</b>	<b>Emotional skills</b>

## **Analyzing Data: NYC Community Health Profiles**

---

Mayor Bloomberg and New York City are very interested in the health of New Yorkers. There is a whole department at the mayor's office dedicated to improving the health of people who live here. This department is called New York City Department of Health and Mental Hygiene. Many of the people who work in this department studied and specialize in PUBLIC HEALTH. Do you remember what the different realms of public health are?

This department looks at health in every neighborhood of NYC. We're going to look at a publication by this department about the neighborhood we are in right now.

*(Community Health Profiles can be found at [www.nyc.gov/html/doh/html/data/data.shtml#4](http://www.nyc.gov/html/doh/html/data/data.shtml#4))*

- 1) Start by paging through the document to get a sense of the information covered. What stands out as interesting to you? Why?
- 2) Go to page 2 and look at the "At A Glance" box. Read the data presented here and write TEN comparative statements about this neighborhood vs. NYC. How is this neighborhood different from NYC?
- 3) Go to page 3 and look at the "Take Care" section. The Health Department has ten goals to improve the health of people in New York. They are listed here. For which goals is this neighborhood below average? List them and then find those sections. For each of these goals, how much does this neighborhood have to improve to be equal to the rest of NYC?

## Rescue 471, “Burnout” (pages 163-194)

### **Before You Read: Respond to a Quote**

---

Turn to page 163 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

“I just sit the rest of the way wondering what is happening to me.”  
(163)

### **While You Read: Vocabulary**

While you read this section, keep track of vocabulary words that are new for you. Choose five words that you would like to learn, and complete the chart for these five words.

<b>Vocabulary Word</b>	<b>1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.</b>

## After You Read: Reading Log

---

Now that you've read half the book, you are familiar with the structure and with Canning's voice. For the rest of the book, I want you to think about your experience reading.

In the Reading Log, you will keep track of your experience reading and your reading speed. This is not a race—we are just collecting information about you as a reader. Start by recording the date and the page number you started reading. Make note of the time so that you will know how much time has passed when you are finish. Then, choose one, two or three of the sentence starters to describe your experience reading today. Be as specific as you can. Here's an example:

*I was reading the newspaper this morning, but halfway into an article about the election, I started to think about a doctor's appointment that I have later this afternoon. I kept reading, but I wasn't really paying attention to the article—I was worrying about the appointment. Finally I stopped, had a drink of water, and re-read the article. This time, I paid attention. The second time I read it, it reminded me of the movie Election, which takes place in a high school...*

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading...

- I got confused by...
- I was distracted by...
- I started to think about...
- I got stuck when...
- The time went quickly because...
- A word/some words I didn't know were...
- I stopped because...
- I lost track of everything because...
- I figured out that...
- I first thought... but then I realized...

**After You Read: Problems at Work**

In this section, Canning describes some of the problems at his job. Make a list of four problems he describes.

	<b>What's the larger issue?</b>	<b>What's the concrete example?</b>
<b>Problem #1</b>		
<b>Problem #2</b>		
<b>Problem #3</b>		
<b>Problem #4</b>		

**After You Read: Problems at Work**

---

Canning describes some of the problems at his job. What kind of problems have you experienced while working? If you haven't worked, what kinds of problems have you heard about from a parent, spouse, or friend? What kind of problems can you imagine having in the future in the field you are interested in?

## Reading: “Preventing Burnout”

Read this article with a pen in your hand. Underline anything in the article that seems related to Canning’s situation in the “Burnout” section of *Rescue 471*. Focus on the definition and causes of burnout explained in the article.

In order to prepare for the next section of *Rescue 471*, review this article’s advice for overcoming burnout. According to the article, what are the best ways to overcome burnout? Complete the following paragraph. Be sure to paraphrase.

*(This article can be found at [www.helpguide.org/mental/burnout\\_signs\\_symptoms.htm](http://www.helpguide.org/mental/burnout_signs_symptoms.htm))*

According to the article “Preventing Burnout,” the best ways to recover from burnout at work are to...



## Rescue 471, “Shaman” (pages 195-236)

### Before You Read: Constructing Questions

---

Take a look at these three sentences from this section. Before you start to read the chapter, write information questions (W-H questions) based on these sentences. Take a look at the example.

1. *“There’s a lot of people out there angry about this,” he says.*

Question:

Question:

2. *“They are looking to you,” Cressy says. “You’re the leader, you’re the man.”*

Question:

Question:

3. *She is smiling, her face flushed as if she was just named woman of the year.*

Question:

Question:

#### *Check Yourself:*

Take a look at your grammar. Does it look correct? Compare your questions with a partner or a group of three. Choose the two best questions from your group and write them on the board. After you read the introduction, return to these questions. Can you answer any of them?

## After You Read: Reading Log

---

Now that you've read half the book, you are familiar with the structure and with Canning's voice. For the rest of the book, I want you to think about your experience reading.

In the Reading Log, you will keep track of your experience reading and your reading speed. This is not a race—we are just collecting information about you as a reader. Start by recording the date and the page number you started reading. Make note of the time so that you will know how much time has passed when you are finish. Then, choose one, two or three of the sentence starters to describe your experience reading today. Be as specific as you can. Here's an example:

*I was reading the newspaper this morning, but halfway into an article about the election, I started to think about a doctor's appointment that I have later this afternoon. I kept reading, but I wasn't really paying attention to the article—I was worrying about the appointment. Finally I stopped, had a drink of water, and re-read the article. This time, I paid attention. The second time I read it, it reminded me of the movie Election, which takes place in a high school...*

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading...

- I got confused by...
- I was distracted by...
- I started to think about...
- I got stuck when...
- The time went quickly because...
- A word/some words I didn't know were...
- I stopped because...
- I lost track of everything because...
- I figured out that...
- I first thought... but then I realized...

**After Your Read: Vocabulary**

After you read this section, choose five words that you would like to learn, and complete the chart for these five words. Be sure to choose five words that are going to be useful for you.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

**While You REREAD: Taking Notes**

One excellent strategy for learning is to re-read a text several times. Return to “Keep Hope Alive” and reread this section. Take notes on the following ideas as you reread it.

<b>Problems that EMS has in Connecticut</b>	<b>What Canning and other people do to address these problems</b>

**While You REREAD: Taking Notes**

One excellent strategy for learning is to re-read a text several times. Return to “Rebecca” and reread this section. Take notes on the following ideas as you reread it.

<b>Rebecca is good at...</b>	<b>Rebecca needs to work on...</b>

**After Your Read: Take Notes**

In “Burnout,” Canning described a lot of problems that he experienced in his job. In this section, “Shaman,” he describes how he renews his energy and excitement for his work. What brings him back to his work? What happens that helps him feel excited again about his work? Take specific notes on three separate things that make him enjoy his job again.

#1	
#2	
#3	

## **The Role of Public Health**

---

Read the article “They’re All Bad for You, But Should They Be Illegal?” by Fran Silverman. This was published in the New York Times in 2007. What are the two sides to this argument? What are their reasons?

**Side #1:**

**Side #2:**

**Reasons:**

**Reasons:**

## The Role of Public Health: Room for Debate

Go to [nytimes.com/roomfordebate](http://nytimes.com/roomfordebate). Search for “What’s the Best Way to Break Society’s Bad Habits?” Select FOUR people to read on this topic, and complete the following chart.

Headline:

---

Date published:

---

Question or issue being discussed:

Pros	Cons

What I Think:

---



## *Rescue 471, “Memory” (pages 237-260)*

### **Before You Read: Respond to a Quote**

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Turn to page 237 in the book. This is a new section. Peter Canning put a quote here to begin this section. Why? What does he mean? Talk about what this quote means with a partner and why Canning chose to put it here.

Next, write a short response on this page or in your notebook. Be sure to:

- Explain what the quote means.
- Why you think Canning chose to put it at the beginning of this section
- What you think this section will be about

“I raise my eyes and take in this room, this sight, these people.”  
(237)

## After You Read: Reading Log

---

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading...

- I got confused by...
- I was distracted by...
- I started to think about...
- I got stuck when...
- The time went quickly because...
- A word/some words I didn't know were...
- I stopped because...
- I lost track of everything because...
- I figured out that...
- I first thought... but then I realized...

### **After Your Read: Vocabulary**

After you read this section, choose five words that you would like to learn, and complete the chart for these five words. Be sure to choose five words that are going to be useful for you.

<b>Vocabulary Word</b>	<b>1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.</b>

### **After You Read: Summarizing and Responding to the Text**

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- 1) Choose three sections of “Memory” to summarize in your notebook. You decide how long the summaries should be!
- 2) Choose one section of “Memory” to respond to. Write a one-page personal response to it in your notebook. Be sure to explain why you choose that piece.

## Rescue 471, “The Job” (pages 261-284)

### After You Read: Reading Log

Create a Reading Log page in your notebook that looks like this:

Date	Page # started	Time started	Page # Ended	Time ended	Total time spent reading

While I was reading...

- I got confused by...
- I was distracted by...
- I started to think about...
- I got stuck when...
- The time went quickly because...
- A word/some words I didn't know were...
- I stopped because...
- I lost track of everything because...
- I figured out that...
- I first thought... but then I realized...

**After Your Read: Vocabulary**

After you read this section, choose five words that you would like to learn, and complete the chart for these five words. Be sure to choose five words that are going to be useful for you.

Vocabulary Word	1) Copy the sentence from the book that has this word, 2) Define this word, 3) Practice this word.

### **After You Read: Summarizing and Responding to the Text**

---

- 1) Reread the section “Change.” How has the field changed since Canning started working?
- 2) Choose two other sections of “The Job” to summarize in your notebook. You decide how long the summaries should be!
- 3) Which section of “The Job” is your favorite? Why? Write a one-page personal response to it in your notebook. Be sure to explain why you choose that piece.

## Essays

- My Education
- My Work History
- Breaking News: A Scary Medical Story
- Protecting the Public Health: A Letter to the Editor from a Concerned Health Care Professional
- Midterm Evaluation
- Friendship, Loss and What He/I Learned
- Twenty Years From Now...
- Burnout and Recovery
- CATW Practice Set



## ESSAY I – My Education: A Short History

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### Estimated Time:

2 hours, with follow up for essay completion and revision

### Objective:

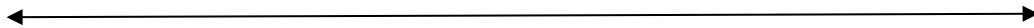
This activity asks students to report on and analyze their educations thus far in their lives. The objectives are for students to see themselves on a continuing educational journey, gain a more objective and overall view of their educational path, consider how their past experiences have impacted them, and make goals and predictions for college.

### Materials:

- Handout: *Where have you been, where are you going?* (class set)
- Handout: *My Education: A Short History* (class set)

### Activity Development:

1. Draw a timeline on the board that looks like this:



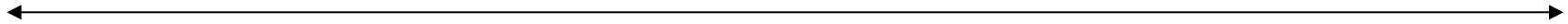
- Ask the class if anyone has played a musical instrument or a sport—a team sport or an individual sport. If there is a volunteer, ask them a few questions about their history with the instrument or sport, such as *When did you start playing this sport? What did you do after that? What were your most important games or competitions or moments with this sport?* Take notes on the timeline as you interview the student.
2. Give the timeline a title. If the sport that the student played was soccer, the title could be *Soccer: A Short History*.
  3. Distribute the handout *Where have you been, where are you going?* Explain to students that they are going to create a timeline of their educational histories. Explain the purpose for doing so—so students can better see and know themselves. Ask them why knowing yourself is so important for success in college. How can a timeline help you see and know yourself?
  4. Ask students what they might include on a timeline of their educations. Responses might include the first day of school, graduation from high school, or an important achievement. (They can include non-formal educational experiences outside formal educational settings.) Make a list on the board.
  5. Ask them what else they might include besides achievements and start and end dates. Possibilities include a big success, a failure, a school change, a favorite assignment, a

- favorite teacher, a mentor, a traumatic experience, a formative moment, anything that might impact their attitude or goals. Add the suggestions to the list on the board.
6. Give students 10 minutes to think and make notes on their timelines. Explain that they will use this timeline to help them write an essay later. Encourage them to write down anything that comes to mind, since this is a brainstorming process and they don't have to use it all for the essay later.
  7. Have students share their ideas and talk about their formative educational experiences with a partner for 5-10 minutes.
  8. Bring the class back together and ask them what it was like to think about their education. Poll the class to see who feels mostly positive, mostly negative, or neutral about their education so far. Ask how their past experiences might affect their current and future educational decisions.
  9. Distribute the handout *My Education: A Short History*. Ask students to take a few minutes to read through the assignment carefully. Ask them to underline any sections that they do not understand.
  10. Ask the class what they are going to write about in the first section, the second section, and the third section. Give students some time to discuss their ideas with a partner. Clarify and respond to any questions students may have.
  11. Give the class 30 minutes to draft **Part I** only. Have students complete it for homework or in the next day's class.
  12. In the next class (or after a break), write the word "transition" on the board. Ask students to define it. Then, ask how they can use transitions in Part I of this essay. They might mention things like "You can say 'Two years later, when I was in my last year of high school'... to show the change in time." Talk about other ways to show time change and orient the reader. Ask them to take out their drafts of Part I and mark every section where the time shifts. If there is not a transition in each location, they should add one.
  13. Ask students to read over their drafts of Part I and make a revision plan for themselves. A revision plan might include "add more details to the first paragraph" or "proofread for subject-verb agreement." Ask them to write their revision plan on a piece of paper and staple it to their draft. In the computer lab or for homework, ask them to type the draft, complete all three steps of the revision plan, and staple the typed draft to the revision plan and handwritten draft. Give the students content feedback on these typed drafts.
  14. In the next class, students should respond to the content feedback and draft **Parts 2 & 3** of the essay.

## **Where have you been, where are you going?**

---

Create a timeline of your education. What have you already done? What are you doing now? What will you do in the future?



## **ESSAY I – My Education: A Short History**

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Write an essay on your education. Use your timeline to help you get started. This essay will have three sections. Develop each section with the details you need to give readers a clear picture of your experiences and ideas.

### **Part 1: The Facts**

Tell the story of your education up until now. What are the important points to include in a history of your education? What different schools have you attended? What did you focus on studying at each school? What were your strengths and weaknesses? How did you change? What caused you to change? What were your key formative educational experiences and moments? What stands out about your education until now? Start with the earliest point that you can remember.

### **Part 2: Reflections on My Education**

After you finish the history, reflect on your education so far. How do you feel about it? What was good and what was bad about it? Why? If you could change something about it, what would it be? How does your personal history affect your decisions about education now?

### **Part 3: The Future**

Finally, tell me what your current plans for the future are. Have you already chosen a major or are you still deciding? What areas interest you? What are you looking forward to in college? Make some predictions about what you will do in college.

Name: \_\_\_\_\_

## ESSAY 2: My Work History and Career Goals

This first essay is an opportunity for me to see what your writing is like. I would like you to write as much as you can, because it will give me an idea of what you do well already and where you need improvement.

This semester, we will read about immigrants who worked in an industry that needed regulation, or better rules, to make sure everything was safe and that they were paid fairly for their work. All of us today want these things, too, but we sometimes want more, such as a job that we enjoy, or that offers us other benefits besides money.

Your first essay is about *your* personal experience and attitude about working.

### Where you have been

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- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

### Where you want to go

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- Now you have been accepted to college in order to study some major that can lead to a career path. What is your major? Make some predictions about what you will learn in those classes, or what kind of projects your teachers might expect you to complete. What career will this major prepare you for? Describe what you are personally seeking in a job in this career besides money. Do you have a long-term career goal? If you do, tell about it.

### Where you are now

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- Are you on target for your career goal? Why or why not? What specifically will you do or have you been doing to reach your goal?

## Things to keep in mind

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- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.
- Use direction/signal words like “before, next, then, later” to show time sequence in your paper.
- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.
- As always, remember that any essay you write in an English class may be read out loud or by other students, so don't make it too personal for you to be comfortable with that.

### **ESSAY 3 – Breaking News: A Scary Medical Story**

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Imagine you are a reporter covering the breaking news about one of the first four *Scary Medical Stories*. Write a newspaper story about it. In your story, explain:

- Who was involved?
- Where it happened?
- What happened?
- The cause of the story?
- What new medical knowledge was discovered in the process?

## **ESSAY 4 – Protecting the Public Health: A Letter to the Editor from a Concerned Health Care Professional**

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Imagine you are a medical practitioner—an emergency room doctor, a school nurse, a dietician, a paramedic, or any other health care professional—in one of the final four stories you read about in *Scary Medical Stories*.

Write an opinion essay *from your professional perspective*, about what regulations or steps you think the government should take to help protect the public health from one of the situations in the final four chapters of *Scary Medical Stories*. Describe your role in the story and how you and the people you work with may be positively affected by the new regulations or steps that you espouse in your essay.

In your essay, include a brief summary of what happened in the story.



## Essay 5: Midterm Evaluation

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We are now halfway through the semester. It's time to check in on how you are doing. How do you feel about your progress this semester? What have you accomplished so far? What more do you need to work on? Write an essay about your experience and progress in this class so far. Consider each of the following in detail:

- 1) **READING:** How has your reading improved this semester? How have you handled the reading that we have done in this class so far? Consider *Your Medical Mind*, *Rescue 471*, Julie Lerner's Story, the health bulletins, the New York Times articles, and the online readings. Which readings have been the easiest and the hardest for you and why?

Next, consider the reading skills we have practiced in class, including chunking, identifying narrative and non-narrative text, finding the main idea of a text, taking notes from text, and using reading logs. What has been your experience using these strategies? Which has been the most useful for you and why?

- 2) **VOCABULARY:** What activities and techniques have you used to learn vocabulary this semester? Which has worked the best for you? Why? What else could you do to increase your vocabulary?
- 3) **WRITING:** How has your writing improved so far this semester? Take out the essays that you have already written and read over them. What do you notice? What are you doing well, and what do you need to work on? Do your essays flow from introduction to body to conclusion? Are they detailed or vague? Short or long? Pretend that you are a professor, and analyze your own writing skills.

Also consider two important skills: summarizing and responding to a text. How are you doing? Is it easy for you to summarize and respond to a text or not?

- 4) What are the two most significant, interesting things that you have learned about our theme, **HEALTH**, this semester? Why are they significant and interesting to you?
- 5) Besides health, we've already talking and thought about **JOB**s and **WORKING** this semester. Where are you in this process? Do you know what you would like to major in? Do you know what kind of jobs you would like to pursue? If not, what will you do to help you decide? What job-related activities or discussions have been the most useful for you this semester?
- 6) What are your goals for the rest of the semester? What can I help you with the most? What can you work on by yourself? What do you want to accomplish here before this class ends?

## **Essay 6: Friendship, Loss and What He / I Learned**

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The Subtitle of Pedro and Me is “Friendship, Loss and What I Learned.” In this essay, you will write about each of these things: friendship, loss and gain.

You have a choice of subject: You can write about Judd Winick’s friendship, loss and what he learned, *or* you can write about a life-changing experience of your own in which you experienced each of these things: friendship, loss and learning.

If you write about Judd Winick’s experience, answer the following questions in your essay:

- What friendship did he write about his book?
- What loss did he experience?
- What significant lessons did he learn from the experience?

If you write about your own life-changing experience, answer the following questions in your essay?

- What special friendship did you experience?
- What loss did you experience?
- What significant lessons did you learn from the experience?

## Essay 7: Twenty Years from Now...

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In the sections “Respect” and “Presidential Debate,” of *Rescue 471*, Canning reflects on his job and how he feels about the work he does. Reread “Respect” and “Presidential Debate,” paying special attention to the parts that discuss how he feels about his job. Select a quote from the text that you would like to write about and copy it into your notebook. Below the quote, explain why you choose this quote.

In this essay, begin by discussing Canning’s feelings about his job and his career. Why does he do this job? What problems does he have? How does he feel about what he has achieved in the 20 years since he graduated from school?

Next, present and explain the quote that you selected. Why did you choose this quote? What significance does it hold for you?

Finally, imagine that it is now 20 years in the future. You are reflecting back on your career since CLIP. Where do you want to be? What do you want to have done? What do you think you will be thinking? How will you get there?

## Essay 8: Burnout and Recovery

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The sections “Burnout” and “Shaman” are, in some ways, the heart of *Rescue 471*. They describe how Canning loses his energy for his job, and how he regains it. Canning is not the only person who has experienced this. Everyone, in any line of work, can grow bored and exhausted with his or her job. And there are many ways to recover from this problem.

In this essay, you will discuss this problem and how it manifests in Canning’s life, and your own. Begin by introducing the concept of burnout. Use your notes, *Rescue 471*, and the article “Preventing Burnout” to help you explain this concept. In your introduction, make sure to connect this concept to Peter Canning’s life and book.

In the next section of your essay, explain the many causes for Canning’s burnout. What caused it? Also, what does burnout feel like? How does it manifest in Canning’s actions and feelings? What are the “symptoms” of Canning’s burnout? You will have to reread sections of the book to find the details.

Next, describe how Canning renews himself and finds energy and excitement in his job again. There are many things that help him recover—include at least three in your essay. Describe how Canning feels after he has these experiences. What are the “symptoms” of recovery?

Finally, end your essay by related the concept of burnout and recovery to your own life. Have you experienced something like this in any part of your life—work, school, family obligations? How is your experience similar or different from Canning’s? If you haven’t experienced it, how have you managed to avoid it?

## **CATW Practice Set (Essays 9, 10, 11, 12)**

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Review the official CATW writing prompt below. There are four articles (at the back of the curriculum) to use to write practice CATW tests in this set. Before writing each essay, take notes from the article on the “CATW: Take Notes Before You Write” chart. Use the chart to organize your ideas and plan your essay.

### **CATW Writing Prompt**

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Read the passage and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most significant ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

**CATW: Take Notes Before You Write**

Use this page to take notes on the article before you write your essay. Select an important passage and copy it here. Paraphrase it, and then explain why it is important. Next, explain why and how the passage is relevant to your life. Finally, make a connection between the article and the ideas that we have discussed and learned about in this class.

Passage from the Text	
Paraphrase	
Commentary	

Connection to Your Life	
Explain the connection.	
Connection to Our Class	
Explain the connection.	

# Career Exploration Set



1. **Researching Careers and Career Mapping Set**
2. **Informational Interviewing**
3. **Goals Storyboard**
4. **Work History and Career Goals Essay**
5. **Choosing a Major and...**
6. **Resume Writing or...  
“My Path Began on a Worm Farm”**



## **Researching Careers and Career Mapping Lesson Set**

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1. The Department of Labor
2. The DOL's Occupational Outlook Handbook
3. Creating a Career Map
4. Research a Job You Are Interested In

## Researching Careers: The Department of Labor

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The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: [www.dol.gov](http://www.dol.gov). Find a basic description of what the Department of Labor does. Take some notes here:

*The Department of Labor...*

Where did you find this information on the website?

## Researching Careers: DOL's Occupational Outlook Handbook

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The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: [www.dol.gov](http://www.dol.gov).

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page and click on the career category that relates to your CLIP course theme. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we are reading this semester. Complete the following sentence starters:

*I could imagine working as a ...*

*I would NEVER want to work as a ...*

*because ...*

## Researching Careers: Create a Career Map

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Choose an occupation that is related to one of the books you are reading for the course.

Use these three websites to learn more about what people in the occupation do and how to become one:

- The DOL's Occupational Outlook Handbook
- Career Cruising (username = cuny; password = newyork)
- CUNY college websites/college catalogs

As you take notes, keep track of where you found the information. If you found this information on Career Cruising, write (CC) after it. If you found the information in the DOL's Occupational Outlook Handbook, write (DOL's OOH) after it. If you found the information on a CUNY website, write (CUNY) after it.

**Job Basics for:** (Write the occupation name.)

What do you actually do when you have this job?

What skills do you need?

Where can you get a job?

**Education Required for:** (Write the occupation name.)

What degrees or certificates do you need?	How long does it take to get this degree or certificate?

What classes are required for these degrees or certificates?

Which CUNY colleges offer these degrees or certificates?

**Career Cluster for:** (Write the occupation name.)

What jobs could help you get this job? Or, what kinds of jobs lead to this job?

What other jobs might you get AFTER doing this job?

What other jobs are RELATED TO this job?

## Researching Careers: What Are You Interested In?

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What field are you **most** interested in right now? Return to the main page of the Occupational Outlook Handbook on the Department of Labor's website ([www.dol.gov](http://www.dol.gov)) OR Career Cruising ([www.careercruising.com](http://www.careercruising.com)). Find **THREE** jobs that you find *interesting possibilities for yourself*. Make some notes here about them here, and then select one occupation to research further, using the process as in the previous pages.

Job	Why I'm Interested In This Job



## Informational Interviewing

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**Overview for Students:** Often the most current information about a career field, especially in a specific geographic location, may not be available in print or online resources. The best information comes from people who are actually working in that career field.

An **informational interview** is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. **It is not a job interview, and the objective is not to find job openings.**

You may feel awkward making arrangements to talk with people you don't know about their work. However, most people actually enjoy taking a few moments out of their day to reflect on their professional life and to give advice to someone with an interest in their field.

**Fall 2012 Practice:** To practice informational interviewing, this semester we interviewed three different professionals related to the theme of the course (health). I identified three people and invited them to the class: Blanca Manrique works both as a Certified Nurses Assistant (CNA) at Elmhurst Hospital and as a Community Healthworker with Planned Parenthood in the Bronx. Meghan Williams is a Paramedic and EMT/Paramedic Instructor. Beth Godley who works with International Health Professionals seeking licensure in the U.S., is the director of the NYC Welcome Back Center.

### **Student did the following:**

1. Discussed the purpose of informational interviews (in contrast to a job interview).
2. Discussed ways to find people to interview.
3. Wrote informational-interview request emails. (This was an exercise. I'd already invited the interviewees.)
4. Did brief research about the occupations.
5. Prepared open-ended questions. (We brainstormed questions first and then looked at sample questions from UC Berkeley's website. The question prep made a huge difference in the quality of the experience.)
6. Conducted the interviews as a class.
7. Wrote post-interview reflections immediately following the interviews.
8. Wrote and sent personalized thank-you emails to the interviewees.
9. Wrote reports on their experiences.

## Steps for Informational Interviewing

(from the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>)

### 1 Identify people to interview:

- Pursue your own contacts. People you already know, even if they aren't in fields of interest to you, can lead you to people who are. This includes family, friends, teaching assistants, professors and former employers.
- Call organizations directly or visit their website for the name of someone working within a particular area of interest. Contact professional or trade associations.
- Visit the Career Center at your college.

### 2 Prepare for the interview:

- Develop a short (15-30 second) overview of yourself, including your reasons for contacting this person, as a way to introduce yourself and define the context of the meeting.
- Plan open-ended questions that you will ask in the interview.

### 3 Initiate contact:

- Contact the person by phone (see Sample Telephone Script below) or email. (See sample email at <https://career.berkeley.edu/Info/InfoInterview.stm>.)
- Mention how you got his or her name.
- Ask whether it's a good time to talk for a few minutes.
- Emphasize that you are looking for information, not a job.
- Ask for a convenient time to have a 20-30 minute appointment.
- Be ready to ask questions on the spot if the person says it is a good time for him/her and that s/he won't be readily available otherwise.

### **Sample Telephone Script Requesting An Informational Interview:**

Hello. My name is Jane Wilson and I'm a second year student majoring in English at LaGuardia Community College. Is this a good time for you to talk briefly? I heard you speak at an event sponsored by the Undergraduate Marketing Association last semester. Although I am not currently looking for a job, I have become very interested in public relations and would like to find out as much as I can about the field. Would it be possible to schedule 20 to 30 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?

Adapted from the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>

### **4 Conduct the informational interview:**

- Restate that your objective is to get information and advice, not a job.
- Give a brief overview of yourself and your education and/or work background.
- Be prepared to direct the interview, but also let the conversation flow naturally, and encourage the interviewee to do most of the talking.
- Listen well and show genuine interest in what the person has to say.
- Take notes if you'd like.
- Respect the person's time. Keep the appointment length within the time span that you requested.
- Ask the person if you may contact him or her again in the future with other questions.
- Always ask for names of other people to talk to for additional information or a different perspective.

### **5 Follow-up:**

- Keep records. Right after the interview write down what you learned, what more you'd like to know and your reactions in terms of how this industry, field or position would "fit" with your lifestyle, interests, skills and future career plans.
- Send a thank-you note within 1-2 days to express your appreciation for the time and information given. Based on whether the informational interview was relatively informal or more businesslike, this may be a brief handwritten note, an email, or a business letter (See sample Thank You Letter at <https://career.berkeley.edu/Info/InfoInterview.stm>.)



## Preparation: Interview Questions

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Select questions that are right for the profession you are researching, and the stage of decision-making. You can ask about such topics as the nature of a person's work, how to get started in the field, or effective approaches for the job search. Use some of the following questions and/or make up your own.

**Open Ended Questions from the University of California, Berkeley Career Center**  
From the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>

1. What are your main responsibilities as a...?
2. What is a typical day (or week) like for you?
3. What do you like most about your work?
4. What do you like least about your work?
5. What kinds of problems do you deal with?
6. What kinds of decisions do you make?
7. How does your position fit within the organization/career field/industry?
8. How does your job affect your general lifestyle?
9. What current issues and trends in the field should I know about/be aware of?
10. What are some common career paths in this field?
11. What kinds of accomplishments tend to be valued and rewarded in this field?
12. What related fields do you think I should consider looking into?
13. How did you become interested in this field? How did you begin your career?
14. How do most people get into this field? What are common entry-level jobs?
15. What steps would you recommend I take to prepare to enter this field?

- 16.** How relevant to your work is your undergraduate major?
- 17.** What kind of education, training, or background does your job require?
- 18.** What skills, abilities, and personal attributes are essential to success in your job/this field?
- 19.** What is the profile of the person most recently hired at my level?
- 20.** What are the most effective strategies for seeking a position in this field?
- 21.** Can you recommend trade journals, magazines or professional associations which would be helpful for my professional development?
- 22.** If you could do it all over again, would you choose the same path for yourself? If not, what would you change?
- 23.** I've read that the entry-level salary range for this field is usually in the range of \_\_\_\_\_. Does this fit with what you've seen? (Don't ask about the person's actual salary.)
- 24.** What advice would you give someone who is considering this type of job (or field)?
- 25.** Can you suggest anyone else I could contact for additional information?

Which of the above questions would you like to use? What additional questions do you have that are specific to your situation and the career you are interested in? Work with a partner on your questions and use your notebook for additional space

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

## Informational Interviewing: Report

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Write a report about the process of informational interviewing and your experiences doing informational interviews.

### A. Introduction:

- Give a general explanation of informational interviewing. Describe the purpose—what it is and what it isn't. Briefly mention the informational interviews you did in the course and how you plan to use informational interviewing in the future.

### B. Body:

- Describe the six steps in the informational interview. (Refer to the U.C. Berkeley Informational Interviewing Video, but explain the process in your own words! Do not cut and paste from the website. You can include a quote with citation, if you wish.)
- Describe your actual experience doing an informational interview. Who did you interview? What was it like at each stage of the process?
- Describe what you learned in as much detail as possible. What topics did you discuss? What topics came up that you didn't expect to discuss? Were there any questions that you had planned to ask, but didn't get to? What was especially useful about the interview? What was the most interesting or surprising part of the interview? Do you have a new appreciation for or better understanding of this work or profession? Explain. Could you imagine yourself in this type of work? Why or Why not? After conducting the interview were you curious about anything? Use these words: *discussed, explained, focused on, said, described, reiterated, mentioned.*
- Describe the experience of interviewing in English. Where there any challenges? What did you do to make sure you could understand? What did you do to take notes or remember important details from the interview? Was there anything you would do differently in the future?

### C. Conclusion/ Reflection on Informational Interviews:

- Based on what you have learned and what you have experienced, what do you think are the benefits of doing an informational interview? What do you think are the challenges?

## Sample Student Reflections and a Thank You Letter

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**Reflection 1:** The information interview with Blanca Manrique: She shared some anecdotes about her field of Certified Nurses Assistant (CAN) and Community Health worker (CHW). I could note some nervous in her words, but I think that she tried to do her best effort. I like to know cases about people who were professional in their countries and want to overcoming their obstacles such as a language and regardless this barrier for reaching their goals. She is interested to help people and work with Latin community. Blanca said that it is important to be good listener, patient and respectful with others. She likes to do social work because she had contact with the same field in her native country. She graduated as a psychologist in Colombia, and when she came to USA, started to build her education in Health doing training in community work (CHW) and Certified Nurses Assistant (CAN). Blanca currently is working in Parenthood Program to educate woman in their sexual lives. Blanca helped me to find information about volunteers in Elmhurst Hospital. She sent me some email to contact the office and get one opportunity to familiarity with the hospital environment.

**Reflection 2:** Health field has different areas when we can learn diverse anecdotes, especially if these professionals work in emergency cases such as an EMT or Paramedic. Meghan has a lot of experience in this field. She has good public management and showed professionalism at the moment to do her presentation. She shared information about these two programs. EMT/Paramedics have to be prepared to confront difficult situations. Their environment are limited by the items that there are in the ambulance and the environment depends on what place the emergency happen. She can made decisions by her-self, but her job needs team workers, have strong knowledge, motivation, patience and good communication between her patients. It is really important that people who want to be in this program be a good student and do not miss any class because they could miss important information that will be useful in a future. EMT/Paramedics work in ambulances and are supposed to attend Emergencies like a car accidents, heart attacks, wounded by bullet, etc., but they have another responsibility as transporters of patients from hospital to hospital, hospital to house or vice versa. Meghan mentioned that the work of her EMT colleagues often affects their personal relationships because they are exposed to too much stress. Meghan has worked for 18 years as an EMT, loves her job and likes helping people.

### Sample Thank You Letter:

Dear Beth Godley,

I appreciate your time to meet with me and my classmates last Thursday. I learned a lot of things about health field. Especially, I knew information about international professionals who want to continue with their careers in this country. I followed your suggestions, I sent the application online, and I am waiting for the next step now. Your interview was very useful for me. I have contacted someone that you mention, and I made an appointment with her soon. Thank you again for giving me the opportunity to talk with you.



## Goals Storyboard

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Sketch a picture (a quick drawing) and write a caption for 5 steps you will take to reach your goal.

**Caption:**

**Caption:**

**Caption:**

**Caption:**

**Caption:**



## Goals Storyboard

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Sketch a picture (a sketch is a quick drawing) and write a caption for 5 steps you will take to reach your goal.

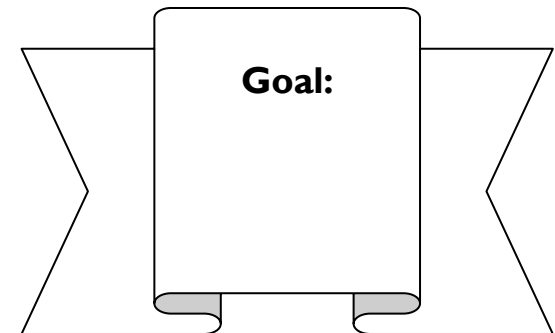
**Caption:**

**Caption:**

**Caption:**

**Caption:**

**Caption:**



## College Knowledge: Choosing a Major and Reading the LaGCC Website

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Name:

Date:

### CHOOSING A MAJOR: Learning to Read the LaGCC Website

In this series of lessons, “Choosing Your Major,” following some simple steps will help you evaluate your own interests and career opportunities available in any major. These lessons will also teach you how to read use the LaGCC website to learn about different majors. In keeping with the path of the class, we will start by focusing on health related career goals.

1. Go to LaGCC website and look at the Academics. Click on. On the left side you’ll see a list of Departments. Click on Health Sciences. Then click on Dietetic Technician Program. What is a Dietetic Technician? What degree does the program offer? What are the requirements for becoming a Dietetic Technician?
  
2. What careers are available to students who study in this program?
  - a. Which two careers or responsibilities of a Dietetic Technician might be interesting to you?
  
  
  
  
  
  
  
  
  
  
  - b. Which two Dietetic Technician careers or responsibilities are not appealing to you?

## College Knowledge: Choosing a Major and Reading the LaGCC Website (con't.)

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- c. How much money can a first year Dietetic Technician earn?
  - d. What other advantages or disadvantages are there to work in this field?
3. There is a pre-clinical and a clinical phase of the program. What are the requirements for getting into the clinical phase?
4. The Course Sequence section of the webpage says:

**“THE “Clinical” Phase SEQUENCE ONLY BEGINS IN THE FALL SEMESTER. SCD COURSES (IN BOLD) MUST BE TAKEN THE SEMESTER LISTED. Non SCD courses may be taken during any semester provided a student has successfully completed the prerequisite course requirements (SCB 204, ENG 102, MAT 120, SCN 195, SSY101 and HUC106). PLEASE NOTE: SCB 204 is a prerequisite for SCD 201.”**

What questions do you have about the meaning of this? With a partner, search the college website to try to find answers to your questions. What do you find out you?

## College Knowledge: Choosing a Major & Comparing Options

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Now return to the Academics menu at the top of the college home page. Search for a program in a department that interests you. Research these questions:

- What programs/degrees are offered in the department?
- What careers look interesting to you in the field?
- What are the requirements to enter the career?
- What are the requirements to enter the department/program?
- Are there different phases (pre-clinical and clinical phases, for example) in the program?
- What are the required courses to complete the degree?
- What are the electives?
- What courses are most interesting to you?
- What courses are not interesting to you?
- What course might be challenging for you?
- In what ways do you think the program is right for you?
- In what ways do you think *you* are right (or not right, if that is the case) for the program?

## **Articles for CATW Set**

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**Use the articles on the following pages for the CATW Practice Set.**