



**Literacy Design
Collaborative**

Life Stages in Healthcare


★ TASK ★ LADDER

by Patty Cole and Robin Smith

An important aspect of healthcare science is clearly and accurately communicating anticipatory life span changes to customers and patients. After selecting a target audience, students will create an informational brochure to use at an upcoming healthcare fair. Included in the module are articles for student review. Students will only use the article(s) that pertain(s) to their assigned life stage. An employability rubric is included for evaluation of time management and professional attributes. Students should have already examined the Employability Rubric; they will use it as a guide during this project.

GRADES
9 - 12

DISCIPLINE
CTE

COURSE
 **Career
and
Technical
Education**

PACING
 **N/A**

Section 1: What Task?

Teaching Task

Task Template 11 - Informational or Explanatory

After researching informational texts on human growth from conception to death, write a brochure for a target audience in which you define life stages and explain key changes throughout the aging process. Support your discussion with evidence from your research. What conclusions or implications can you draw?

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.11-12.2

Focus

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.9

Focus

Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Common Core Georgia Performance Standards

CCRL1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCRL2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCRL3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCRL4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCRL6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCRLS1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRLS2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRLS4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRLS5




Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRLS6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Texts

-  **The Importance of Being Playful**
-  **Guiding Teens Behavior**
-  **Teenage Wasteland?**
-  **How Long Have You Got?**
-  **How We All Will Live to be 100**
-  **Better All the Time**
-  **Youths and Communities: Toward Comprehensive Strategies for Youth Development**
-  **4 Teenagers**
-  **KIDS (Book Review)**
-  **Infancy**
-  **Mine is Longer Than Yours**
-  **Adventures in Agelessness**
-  **A User's Guide to Health at Every Age**
-  **Nutrition for Life One: Pregnancy, Infancy and Childhood/Nutrition for Life Two: Youth, Adulthood and Late Adulthood**

-  **Jasper County Healthcare Science Employability Rubric-Appraisal**
-  **Student Checklist for Life Stages Brochure**
-  **Jasper County Healthcare Science Life Stages Pacing Template**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Not provided

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task prompt; ability to determine features of brochures.

PLANNING THE PROJECT: Ability to create a pacing guide that will enable teams to complete the project on time.

Reading Process

ACTIVE READING: Ability to identify the central point, audience, and main supporting elements of a text.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea appropriate to a target audience and relevant to task.

DESIGNING A TEMPLATE: Ability to design and label a brochure template with space for all necessary information to be presented in the brochure.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	LIST In a quick write, write your first reaction to the task prompt. What do you already know about each life stage?	work meets expectations if: students accurately identify the life stages and some features of each stage.	1. Introduce task and link to earlier class content. 2. Clarify timetable and support plans for the task. 3. Have students select a life stage to investigate further.
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task prompt; ability to determine features of brochures.	LIST What is the target audience for each brochure? What kind of information is in each brochure? How does the target audience affect the style and content of each brochure?	work meets expectations if: students list appropriate features common to brochures and features specific to target audiences	Give each team a set of professional healthcare brochures to examine. Ask them to pay attention to language, pictures, and charts as well as the content of each brochure as they analyze the brochures.
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task prompt; ability to determine features of brochures.	LIST In your own words, describe the key features of a good response to the task. Make a list of features.	work meets expectations if: the list includes key aspects of a good response to the task	Have students share the features they have identified. Make two class lists: one with features of a good brochure and the other with features of a good response to the task.
10 mins	PLANNING THE PROJECT: Ability to create a pacing guide that will enable teams to complete the project on time.	OUTLINE With your partner, craft a pacing guide for creating the brochure.	work meets expectations if: pacing guides reflect a realistic plan for completing the task	1. Introduce task, project checklist, and how this relates to the Employability Rubric/Appraisal. 2. Have students select a target audience for their brochures. Then students should list the kind of information they want to include in their brochure. 3. Clarify timetable and support plans for the task. 4. Provide students with the pacing guide template and allow students 10 minutes to prepare their proposals. 5. Partner pairs present proposals to teacher.
Reading Process				
20 mins	ACTIVE	NOTES	work meets	1. Introduce the strategy of annotating during close reading.

	READING: Ability to identify the central point, audience, and main supporting elements of a text.	How do strong readers employ active reading strategies, such as, annolighting to extrapolate essential information?	expectations if: Ticket out of the door: Students describe effective reading strategies	<ol style="list-style-type: none"> 2. Provide students an article on aging. Project a copy of the article using smartboard or document camera. 3. Read a paragraph aloud. 4. Ask students to identify healthcare words. Circle the words. Discuss how authors give clues to the meaning of specialized vocabulary (synonyms, antonyms, definitions). 5. Ask students what the central idea or main idea is in the paragraph. Underline the main idea/central idea. 6. Model how to write questions or comments in the margin.
Not provided	ACTIVE READING: Ability to identify the central point, audience, and main supporting elements of a text.	NOTES Beginning with the next paragraph, apply the annolighting technique to the remainder of the article.	work meets expectations if: Ticket out the door: Present annolighted article to the teacher	Instruct students to read the next paragraph and apply the annolighting technique by highlighting and annotating key points about the aging process in the remainder of the article.
Not provided	ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	SHORT CONSTRUCTED RESPONSE Define "plagiarism" and list ways to avoid it.	work meets expectations if: <ul style="list-style-type: none"> • Provides accurate definition • Lists several appropriate strategies 	<ul style="list-style-type: none"> • Discuss respect for others' work to assemble evidence and create texts. • Discuss academic penalties for stealing others thoughts and words.
Not provided	NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.	NOTE TAKING From each text, make a list of facts and evidence that will be useful to your target audience. Paraphrase information if appropriate to make it understandable to your target audience. Do what you need to do to avoid plagiarism by including sources for all information and quotation marks for quoted material.	work meets expectations if: <ul style="list-style-type: none"> • Identifies relevant elements. • Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly. 	<ol style="list-style-type: none"> 1. Invite partner pairs to use a note taking construct of their choosing. Suggest an appropriate Thinking map, Cornell notes, or outline. 2. Clarify through modeling how to paraphrase text. 3. Circulate from group to group to ensure proper paraphrasing and citing of sources. <p>As students read and take notes, check their progress by confirming they are getting necessary information and source information in their notes.</p>
Transition to Writing				
30 mins	BRIDGING: Ability to begin linking reading	LIST In a quick write, explain what you	work meets expectations if:	After individual students write, have partners discuss what they have written. Each team should then list the most important information for their target audience and write a statement for why they think that information is most

	results to writing task.	think is most important for a member of your target audience to understand about the life stage you have selected.	use the final list and statement from each team as a formative assessment to make sure each group is on track	important. Give each group one minute to share with the large group.
Writing Process				
30 mins	CONTROLLING IDEA: Ability to establish a controlling idea appropriate to a target audience and relevant to task.	SHORT CONSTRUCTED RESPONSE Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your brochure.	work meets expectations if: <ul style="list-style-type: none"> • Writes a concise summary statement or draft opening • Provides direct answer to main prompt requirements • Establishes a controlling idea • Identifies key points that support development of argument 	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs. • Ask class to discuss what makes them strong or weak. • Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
30 mins	DESIGNING A TEMPLATE: Ability to design and label a brochure template with space for all necessary information to be presented in the brochure.	DESIGNING A TEMPLATE Draw a template for your brochure that shows how you will organize all information you plan to present in your brochure.	work meets expectations if: <ul style="list-style-type: none"> template includes all features of good brochures identified on the class list 	<ul style="list-style-type: none"> • Have students refer to the class list for features of good brochures. • Have professional brochures available to help students think about formatting their brochures. <p>Accommodations and Interventions:</p> <p>Students may also use a template provided on the Read-Write-Think link (http://www.readwritethink.org/files/resources/interactives/Printing_Press/)</p>
Not provided	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Create an initial draft of text for all parts of your brochure highlighting the significant changes within your assigned developmental stage.	work meets expectations if: <ul style="list-style-type: none"> • Provides complete draft with all parts. • Supports the opening in the later sections 	<ol style="list-style-type: none"> 1. Introduce students to the ReadWriteThink printing press. Available at: http://www.readwritethink.org/files/resources/interactives/Printing_Press/ 2. Partners will review the checklist for the task. 3. Partners will create their brochures. 4. Remind students to use appropriate language and style for the target audience.

			with evidence and citations.	
30 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	LONG CONSTRUCTED RESPONSE Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	work meets expectations if: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. Students could travel with their groups to examine the work of other groups, leaving comments about the brochures of other groups.
45 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	work meets expectations if: <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Not provided	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece	work meets expectations if: Fits the "Meets Expectations" category in the rubric for the teaching task.	Not Provided

Instructional Resources

No resources specified

Section 4: What Results?















Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

-  **The Importance of Being Playful** : <https://s ldc.org/u/73w0wk7qebnxtqaq9m5badu5o>
-  **Guiding Teens Behavior** : <https://s ldc.org/u/d7gvkpa5vukggt68a0db0kj7l>
-  **Teenage Wasteland?** : <https://s ldc.org/u/8yjy4x42o3itvz8ghcisa60na>
-  **How Long Have You Got?** : <https://s ldc.org/u/9zp8sad8ceo9vk8p8xmn7rxw1>
-  **How We All Will Live to be 100** : <https://s ldc.org/u/el00kzb8rjux2e8gpgdmlaue9>
-  **Better All the Time** : <https://s ldc.org/u/8x0b3iapw67yx8oi90p0y334j>
-  **Youths and Communities: Toward Comprehensive Strategies for Youth Development** : <https://s ldc.org/u/c0acodp78cufyqs0g85kpxex2>
-  **4 Teenagers** : <https://s ldc.org/u/ess6xs1xl742ju98jenincp0z>
-  **KIDS (Book Review)** : <https://s ldc.org/u/3nt67yyt07vhyip2fac7nikcj>
-  **Infancy** : <https://s ldc.org/u/bnkevr6b2twjqnw2hc3kip23z>
-  **Mine is Longer Than Yours** : <https://s ldc.org/u/8tg7ligwidr74178mtb4kyipe>
-  **Adventures in Agelessness** : <https://s ldc.org/u/f2kiwdduybyhpkty9ksj8atqi>
-  **A User's Guide to Health at Every Age** : <https://s ldc.org/u/2nu4xhc2yrex256vcqa67t1q>
-  **Nutrition for Life One: Pregnancy, Infancy and Childhood/Nutrition for Life Two: Youth, Adulthood and Late Adulthood** : <https://s ldc.org/u/act869ioi620prmrh9y8nx>
-  **Jasper County Healthcare Science Employability Rubric-Appraisal** : <https://s ldc.org/u/4gnbuxt7l8u5tr44qdrhq595e>
-  **Student Checklist for Life Stages Brochure** : <https://s ldc.org/u/3evnjnj1q3x3mwhgh0xiac15m>
-  **Jasper County Healthcare Science Life Stages Pacing Template** : <https://s ldc.org/u/1z9efgm7zv9jy1cjc0ah2qh>