



What Is a Community Clinic?

LESSON DURATION

30–40 minutes

ESSENTIAL QUESTION

What is a community clinic?

LESSON OBJECTIVE

I can explain what a community clinic is and identify the importance of a community clinic in serving a neighborhood.



Lesson Snapshot

Introduction 2 MINS

- Introduce topic

Model, Practice, and Apply 25 MINS

- Complete *Fruiter Model*
- Write an email about the importance of community clinics

Wrap-Up and Assessment 5 MINS

- Whole-class Discussion

21ST CENTURY LEARNING COMPETENCIES

Learning and Innovation Skills

- Critical Thinking
- Creativity
- Collaboration
- Communication

EDUCATOR PREP

- Make copies of the Student Resources and the *Assessment Rubric* for each student in class.
- Review the lesson before presenting to the class.

MATERIALS

- *Fruiter Model*
- *Formal Email*
- *Assessment Rubric*

ESSENTIAL VOCABULARY

Funding
Community Clinic

Common Core State Anchor Standards

Text Types and Purposes

CCSS.ELA-LITERACY.CCRA.W.1



Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.CCRA.R.7

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

INTRODUCTION (1–2 mins)

- Let students know that as medical director of the Port Douglas Community Clinic they have an extremely important job.
 **Say:** *Congratulations, you've been hired as the medical director of a community clinic! You will oversee the clinic's operations and all the services it provides. You will be responsible for patient care, you will develop systems for managing treatments, manage medical and administrative staff, supervise community education programs, and make sure the clinic is efficiently and effectively serving the community. You will have the final authority on diagnosis and treatment for all clinic patients.*
-  **Say:** *If you're going to be successful in this highly responsible position, you must be an effective leader. You must understand what a community clinic is and how it serves the community.*

MODEL (5 mins)

- Draw the *Fruyer Model* or display it on a whiteboard. Copy only the headings and the text in the oval. Tell students that its purpose is to help them understand what a community clinic is and the kind of work it does. Pass out copies of the lesson worksheet *Fruyer Model* and tell students that you will fill it in together as you discuss each section.
- Begin by supplying the definition of a community clinic as noted in blue on the model. Explain to students that community clinics are vital to communities because they provide health care for all citizens within a community. As you fill in this section on the Fruyer model, have students fill in the corresponding section on the lesson worksheet.

PRACTICE (5 mins)

- Work together with the class to continue to fill in the remaining sections of the model:
 - **Step 1: Characteristics:** Ask volunteers to share their descriptions of services that are provided by a community clinic. Fill in any characteristics listed in blue on the model that students have not mentioned. Have students talk with a partner about why these services are vital to members of the community. Then, lead a brief discussion on the importance of these services.
 - **Step 2: Examples:** Ask volunteers to share some examples of people in a community who benefit from a community clinic. Fill in any people listed in blue on the model that students have not mentioned. Have students talk with a partner about what could happen to the health of these people without the presence of the community clinic. Then, lead a brief discussion on the effects to these members of the community.

PRACTICE (continued)

- **Step 3: Non-Examples:** Ask volunteers to name some medical service areas that are similar to a community clinic. Fill in any non-examples listed in blue on the model that students have not mentioned. Then lead a brief discussion to compare and contrast these medical service areas.

APPLY (15 mins)

Support



For students with Limited English Proficiency, allow students to first dictate their email to you. Work with the student to revise his or her spoken English by reading the dictation aloud to the student and noting errors. Make the necessary corrections to the dictation, then provide the dictation to the student to use as a model in writing or typing the email.



Tech Tip

If students have access to computers and email accounts, have them email the written assignment to you for assessment. Alternatively, students can type their email in a Word or Google Document to practice typing.



-  **Say:** *Now you will use what you've learned about the importance of community clinics to write an email. As the medical director, you will have to write many emails, so let's take a look at how to write a professional email.*
- Pass out copies of the lesson worksheet, *Formal Email*. Read the sample email and the explanation of each section aloud to the students as they read silently.
- Next pass out or display a copy of the *Assessment Rubric* for student review. Read each section of the rubric to students to define the elements you will be assessing in student writing.
- Provide students with the following prompt, and have the students respond with a typed or written response:
 -  **Say:** *Community clinics are dependent upon funding from the federal government. When funding cuts are made, community clinics can be in danger. Imagine that you've just read a news report about a proposed cut to the funding of your local community clinic. Write an email to your state representative letting him or her know of the effects of this decision. In your email, remember to state your position and give examples of what could happen to the members of the community if the clinic is forced to make cuts to its budget, or worse, close its doors.*
- Write the prompt on the board, or display it on a whiteboard or on chart paper for reference during writing.
- Students should type the email. If this is not available, instruct students to handwrite the assignment as though writing an actual email, including the delivery address, subject line, greeting, body, closing, and signature.

WRAP-UP AND ASSESSMENT (5 mins)

- Tell students that they will soon enter the Port Douglas Community Clinic as its medical directors!
- Collect students' written responses. Use the rubric to assess students' written responses.

FRAYER MODEL ANSWER KEY





FRAYER MODEL

What Is a Community Clinic?

<p>DEFINITION</p>	<p>CHARACTERISTICS</p>
<p>TERM</p>	
<p>EXAMPLES</p>	<p>NON-EXAMPLES</p>

RESOURCE
2
KNOWLEDGE
BUILDER

FORMAL EMAIL

What Is a Community Clinic?

The **address line** includes the email address of the person receiving the email.

The **subject line** is the first thing the person receiving the email sees. It should reflect the content of the email.

In the **greeting**, include the name of the person you're writing, followed by a colon.

The **body** of the email contains the message you'd like to send to the recipient.

The **closing** and **signature** are the last parts of the email. Formal emails require a formal closing, such as *Sincerely*. Type your name on the signature line.

 Send:	To:	<input type="checkbox"/> srepresentative@usa.gov
	Cc:	
	Bcc:	
	Subject	Save our national parks

Dear Mr. Young:

Recently I heard on the news that our leaders are considering making cuts to the budget of our national parks. This is a mistake. Our national parks provide many important services to our citizens. Many families choose to visit national parks for both fun and for education. Our national parks protect valuable resources for our community, such as natural springs and lakes. Additionally, many animals depend on the protection they get from national parks for their safety. I urge you to vote against cutting the budget of this important program.

Sincerely,

Ramona Student



ASSESSMENT RUBRIC

What Is a Community Clinic?

COVER LETTER RUBRIC

	4	3	2	1
Ideas/Content	Student provides 2 strong, compelling examples in written response.	Student provides 1 strong, compelling example and 1 adequate example in written response.	Student provides 2 adequate examples in written response.	Student provides only 1 or no examples in written response, or examples provided are off-topic.
Organization	Writing follows a logical sequence and is well structured.	Writing follows a relevant sequence and structure.	Writing lacks a concrete sequence or structure. Writing is a bit confusing.	Writing lacks evidence of sequence or structure. Writing is difficult to follow.
Sentence Fluency	Sentences flow easily throughout the writing. Sentences are varied in length and complexity.	Sentences flow fairly easily throughout the writing. Sentence structures are somewhat varied.	Fragments, run-ons, and confusing sentence structures are evident. Variety of sentence structure is limited.	Sentences are incomplete and/or difficult to read.
Conventions	Writing is flawless in areas of spelling, grammar, capitalization, punctuation, and paragraph indentation.	Writing shows command of spelling, grammar, capitalization, punctuation, and paragraph indenting, although some errors are present.	Writing shows frequent errors in spelling, grammar, capitalization, punctuation, and paragraph indentation.	Writing shows severe errors in spelling, grammar, capitalization, punctuation, and paragraph indentation.