

Curriculum Guide ~ Health and Health Care in the U.S.

UNIT GOAL: *After completion of the Health and Health Care in the U.S. Unit, students will be able to identify and describe health-related problems and prevention measures; identify public and private health care providers and ways to access health care; and discuss the difficulties and challenges facing the American health care system today.*

CONTENT OBJECTIVES

Students will be able to...

- describe the key elements of U.S. health care system (private insurers, job-based health insurance, publicly-funded or subsidized components: Medicare, Medicaid, free clinics, etc.).
- identify key elements to food safety and good health practices and behaviors.
- identify and differentiate public (i.e., Medicare) and private health care providers (HMOs, PPOs, etc).
- access or get information from local health care resources (free clinic, health centers).

LANGUAGE OBJECTIVES

Level 500 students will be able to...

- use topic-specific vocabulary (including technical/medical terminology) orally and in writing.
- read and understand health-related and medical information.
- summarize readings and texts on specific health issues.
- compare and contrast health care systems in U.S. and home country (comparative adjectives).
- write a descriptive essay on the benefits of exercise (connectors and transition words).

Level 550 students will be able to...

- use topic-specific vocabulary (including technical/medical terminology) orally and in writing.
- read and understand health-related and medical information.
- compare and contrast health care providers (comparative adjectives).
- research and write an editorial on a specific health issue (connectors and transition words).

ACADEMIC OBJECTIVES

Level 500 students will be able to...

- read and understand charts/tables on health care statistics.
- read and use abstracts and news reports on health issues.
- do a survey in class on health issues for a report.
- read about vaccines and their importance.

Level 550 students will be able to...

- read and understand charts/tables on health care statistics.
- read and use abstracts and news reports on health issues.
- do a survey in class on health issues for a report.
- read about vaccines and their importance.
- create and prepare slides and/or illustrations to support reports or presentations.

Curriculum Guide ~ Health and Health Care in the U.S.

TECHNOLOGY OBJECTIVES

Level 500 and 550 students will use the internet to research...

- public and private health care providers for information and comparison.
- current health-related events and legislation
- moral/ethical issues (e.g. religious beliefs, cultural beliefs, alternative medicine, etc.).

LEARNING COMPONENTS

***Click on each Learning Component to connect to cited and additional resources.**

<p><u>Building Background Activities</u></p>	<p><i>Discussion about Health Care in the U.S. today:</i></p> <p><u>Warm-up:</u> Start the discussion by asking questions:</p> <ul style="list-style-type: none">▪ How many of you have seen a doctor recently?▪ How many of you have some form of health insurance?<ul style="list-style-type: none">• Create charts or visuals to represent this collected information▪ What do you know about the Obama Health Care plan?▪ Give info/stats about the Affordable Care Act <p><u>Visuals:</u></p> <ul style="list-style-type: none">▪ Show or pass around visuals of preventive care (such as exercise)▪ Discuss the importance of health insurance, expense involved, etc.▪ Talk about the Arlington Free Clinic (ask about their experience, if any)
<p><u>Reading Activities</u></p>	<p>“Father of Vaccination” from <i>Password 5: Reading and Vocabulary</i>, provides a brief history of the first vaccination and the development of other vaccines; vocabulary, scanning, and comprehension activities.</p> <p>“Energy Walks,” from <i>The World of Reading</i> – extended reading on the benefits of exercise with pre-reading, vocabulary, comprehension, and critical thinking skills/discussion activities.</p> <p>“How Safe is Our Food?” from <i>Reading: Explorer 4</i> – discusses food contamination and health safety risks, contains health-related vocabulary and other food safety information.</p>

Curriculum Guide ~ Health and Health Care in the U.S.

	<p>“Influenza Warning Signs,” from <u>Grammar Connection 4: Structure Through Content</u></p> <p>“Nutrition and Health,” from <u>Grammar Connection 4: Structure Through Content</u> explores the connection between nutrition and health.</p> <p>“Dying for their beliefs” from <u>Northstar Reading and Writing – High Intermediate</u> – an article about a trial of parents for their religious beliefs.</p> <p>Articles from the <u>Washington Post</u> and <u>Medical Journal, IMAG</u>:</p> <p>Green, M. S., Swartz, T., Mayshar, E., Lev, B., Leventhal, A., Slater, P. E., & Shemer, J. (2002). When is an epidemic an epidemic? <i>The Israel Medical Association Journal: IMAJ</i>, 3-6.</p>
<p><u>Writing Activities</u></p>	<p>Level 500</p> <ul style="list-style-type: none">▪ Descriptive Essay: Write about the benefits of walking and exercise (could be an editorial or an extended summary)▪ Comparison and Contrast: compare health care in the U.S. to health care in your home country <p>Level 550</p> <ul style="list-style-type: none">▪ Comparison and Contrast: Compare the various types of Health Care providers▪ Opinion Essay: Write an essay about the benefits/advantages of exercise <p><u>Greater Essays</u> see Comparison Essays, (using connectors, transition, adverbs, adjectives, etc.)</p>

Curriculum Guide ~ Health and Health Care in the U.S.

	<p><u>Great Paragraphs</u> (see working with opinions)</p>
<p><u>Oral Skills Activities</u></p>	<ul style="list-style-type: none"> ▪ Discussion activities from Building Background ▪ Oral summary (from Lesson Plan) for the jigsaw activities ▪ Oral presentations and/or group discussions on any of the health-related topics (including vaccinations, religious/cultural beliefs, alternative medicines, etc.) ▪ debate on aspects of Obama's Health Care plan ▪ Oral summaries from the internet research and/or newspaper reports (current events). ▪ Group Discussion after film showing (DVD on US Health Care: The Good News documentary)
<p><u>Grammar Activities</u></p>	<p>Review and practice exercises on the following:</p> <ul style="list-style-type: none"> ▪ Past tense verbs; modal verbs; the passive voice; infinitives and gerunds; ▪ Use of connectors and transition words ▪ Comparative Adjectives <p><u>Grammar Connection 4: Structure Through Content</u> <u>Grammar in Context</u> (3rd edition)</p>
<p><u>Civic Engagement Activities</u></p>	<ul style="list-style-type: none"> ▪ Attend or organize a health fair for students ▪ Guest speakers from Arlington Free Clinic or Georgetown University Medical School
<p>Sample Lesson Plans</p>	<p>Level 500/550</p> <ul style="list-style-type: none"> ▪  Healthy Habits and Preventative Care
<p>Assessment Activity</p>	<ul style="list-style-type: none"> ▪ Writing from Healthy Habits and Preventative Care lesson plan ▪ Opinion Essay on Health Care: Is Health Care a Right or a Privilege?