HEALTH UNIT
LIFESKILLS PERFORMANCE OBJECTIVES
LEVEL: 450

HEALTH UNIT GOAL
After completing the unit lifeskills objectives, students will demonstrate their ability to access and navigate an aspect of the healthcare system using level appropriate language skills.

NOTE: Be careful to maintain student privacy by using sample health-related scenarios when needed.

HEALTH LIFESKILLS PERFORMANCE OBJECTIVES:
1. Write an email requesting or giving advice about good health habits, nutrition, and home remedies.

2. Given a health-related problem, describe orally or in writing, symptoms, severity, and duration of an illness/injury using key details. Respond to questions using specific and relevant information.

3. Research and present information on a health-related problem.

4. Complete a medical form e.g. medical history, hospital admissions, and worker’s compensation.

5. Identify public and private resources for healthcare in the community. Determine appropriate resources for specific scenarios. Communicate findings.

6. Analyze and critique the arguments made in a health-related advertisement.

Culminating Assessment Activities: 450: Researching Local Health Care Options

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<th>LIFESKILLS PERFORMANCE OBJECTIVES</th>
<th>FUNCTIONS &amp; LANGUAGE</th>
<th>DIGITAL LITERACY INTEGRATION</th>
<th>RESOURCES</th>
<th>EXTENSIONS</th>
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Arlington Education & Employment Program (REEP)
Arlington, Virginia
(703) 228-4200
www.apsva.us/reep
1. Write an email requesting or giving advice about good health habits, nutrition, and home remedies.

   Request advice:
   Do you think I should . . .
   Which restaurant would you recommend?
   Could you tell me . . .

   Express opinion/give advice:
   In my opinion, . . .
   Be sure to follow the instructions.

   Structures: Questions, Embedded questions; Imperatives

   **REEP Activity: Health 450 Alternative Medicine Webquest**

   Use a class management tool, eg email, to correspond and provide feedback to students.

   Understand how to share links and attachments in class management tools and email.

   Produce, share, and discuss photos or video demonstrating the learning objective

   **REEP Lesson Plan: Health 450 Health Habits and Nutrition**

   *NorthStar Reading & Writing – Basic, p. 119-137*
   *NorthStar Reading & Writing-Intermediate, p. 55 – 66*
   *Navigator 2, p. 81 – 86*
   *NorthStar Listening/Speaking, Basic, p. 95 – 126 and p. 127-142*
   *Contact USA, p. 47 – 60*
   *ExpressWays 3, p. 132, 188*
   *Problem Solving, p. 77-82*
   *Future 4, 1st ed., 160-161*
   *Ventures 4, 1st ed., 48-49*
   *Home remedies Pharmacies and Medicines*

   **Cross Culture:** Preventative health care, alternative medicine, attitudes on weight, diets, exercise, drinking, etc.

2. Given a health-related problem, describe orally or in writing, symptoms, severity, and duration of an illness/injury using key details. Respond to

   Report info: self I was working on a construction project when the scaffold fell on me.

   Understand how to evaluate and vet websites

   Conduct online research and present findings in a

   **Problem-Solving, p. 77-82**
   *Grammar In Action 2, p. 170 – 175*

   **Cross Culture:** when to see a doctor

   **Project Care Online Case Studies**
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<th>REEP ESL Curriculum for Adults</th>
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### REEP ESL Curriculum for Adults

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<td>4. Complete a medical form e.g. medical history, hospital admissions, and worker’s compensation.</td>
<td>Sample Vocabulary: depends on what students bring</td>
<td>HHS.gov: My Family Health Portrait Tool</td>
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<td>Medical forms, company brochures describing workman’s compensation and sick leave policies</td>
<td>Cross culture: worker’s compensation, sick leave/disability policies</td>
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<td>5. Identify public and private resources for healthcare in the community. Determine appropriate resources for specific scenarios. Communicate findings.</td>
<td>REEP Activity: Local healthcare services website info hunt</td>
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<td>6. Analyze and critique the arguments made in a health-related advertisement.</td>
<td>Select health-related advertisement video online (eg Youtube) and use a presentation tool (PowerPoint, Google Slides) to present findings and analysis. Student groups collaborate to produce, share, and discuss their own health-related advertisement in a</td>
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<td>presentation tool or a video.</td>
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