

REEP ESL Curriculum for Adults

HEALTH UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 300

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. Identify healthy food and lifestyle choices. Communicate findings.
2. Analyze a food label and choose option. Support your choice with information from food label or nutritional information.
3. Make a doctor's appointment (via phone or electronically) describing symptoms/illnesses or injuries.
4. Given a visit to the doctor, describe orally or in writing illnesses and injuries.
5. Complete simplified medical forms.
6. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.
7. Given health-related scenarios, make a decision for the appropriate action to take. Give reasons to support decision.
8. Find information for basic health related issues and care, utilizing available community resources. Communicate findings.
9. Report an absence from school or work and provide an explanation for the absence (orally and in writing).

Culminating Assessment Activities: [300](#): Job Safety




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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Identify healthy food and lifestyle choices. Communicate findings.	Give advice: Fruit juice is healthier than cola. Don't take drugs. Pregnant women should eat foods with iron. Structures: Modal-should; Imperatives, Negatives, Comparatives	Internet 1: Healthy Heart Quizzes – American Heart Association Nutrition Labels Quiz We Speak NYC: Episode “No Smoking”	Student-generated topics <i>Stand Out 3 2nd ed.</i> , Unit 5 (Lesson 3) <i>Future 3</i> , 1st ed. p. 146-151, 160-163	
2. Analyze a food label and choose option. Support your choice with information from food label or nutritional information.		Internet 1: US Food and Drug Administration website: Learn About Nutrition Facts Labels interactive Mobile 1: Students share photos taken on their phones of nutrition labels of foods they eat, using classroom management tool or document camera and projector		
3. Make a doctor's appointment (via phone or electronically) describing symptoms/illnesses or injuries.		Mobile 1/Internet 1: Have students leave a voicemail or send an email, as appropriate for the context, using a class management tool.		

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		See REEP Video Smartphones in Adult ESL Instruction: Internet Calling		
4. Given a visit to the doctor, describe orally or in writing illnesses and injuries.	Express condition: I've had a fever for three days. I sprained my ankle. I lost a filling. My daughter has been throwing up. My son has not eaten for 2 days. My child has a fever. I was eating an apple, and my tooth fell out. I took an aspirin, but it still hurts. Structures: Present perfect/continuous; Simple past/simple present; Past Continuous	Windows 1: Software: <i>Excellent English 2</i> - Unit 5 - Ailments & Injuries <i>All Star 2</i> - Unit 8 - Health <i>Spelling Fusion</i> - People - Body & Health and Injuries Mobile 1: Simulate a video chat doctor's appointment for students to practice dialogue with a doctor and learn about a convenient service. See REEP Video Smartphones in Adult ESL Instruction: Internet Calling	<i>Stand Out 3 2nd ed.</i> , Unit 5 (Lesson 2) <i>Expressways 2</i> , p. 53, 55 <i>Expressways 2 Workbook A</i> p. 53 <i>Lifelines 2</i> ch. 10-11 <i>More Picture Stories</i> , Unit 4 <i>ETC Listening/ Speaking</i> p. 99 <i>Ventures 3</i> , 1st ed., p. 46-47 <i>Future 3</i> , 1st ed., p. 196-197	Cross-culture: what people do when they are sick
5. Complete simplified medical forms.	Sample Vocabulary: surgery allergies diabetes heart disease	Internet 1: LINCS Section 10: Filling Out Medical and Family History Forms	<i>Expressways 2 Workbook A</i> p. 55 <i>ETC 3 Listening/Speaking</i> p. 97-98 <i>Future 3</i> , 1st ed. pg. 192-193 <i>Ventures 3</i> , 1st ed., pg. 54	

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6. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.	Give instructions: Take with meals. Do not take on an empty stomach. Make/respond to request: clarification: Excuse me, could you explain that again? What does... mean? How often should I take it? Are there any side effects? Can I take it at bedtime? Structures: imperatives Modals Yes/no & wh questions	Internet 1: LaRue Medical Literacy Exercises and Quiz  Health 300 Medicine Labels	<i>Stand Out 2 2nd ed.</i> , Unit 6 (Lesson 4) <i>Expressways 2</i> p. 55-56 <i>Expressways 2 Workbook A</i> p. 55-58 <i>Grammar In Action 2</i> , Unit 7, p. 68-71. <i>Read The Label guide from the Council on Family Health</i> Realia  Health 300 Medicine Labels	Cross-culture: pharmacies, generics
7. Given health-related scenarios, make a decision for the appropriate action to take. Give reasons to support decision.		Internet 1: We Speak NYC: Episodes "No Smoking" and "The Hospital"	 Health 300 Food Poisoning	
8. Find information for basic health related issues and care, utilizing available community resources. Communicate findings.	Seek info: location, price I'd like information about health clinics. Can you tell me where I can get a TB test? How much does...cost? Where are you located?	Internet 1: REEP Activity: Local healthcare services website info hunt	<i>New Oxford Picture Dictionary Intermediate Workbook</i> , Unit 29, "Ailments, Injuries, Treatments, and Remedies" Local agency brochures (Arlington Free Clinic, Fenwick Center, DHS)	Cross culture: cost/availability of health care, home remedies Extension: <i>Problem Solving</i> , Unit 5

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	What days are you open? Structures: Would like; Embedded questions; Wh questions		clinics, Parks and Recreation) <u>Arlington Free Clinic</u> <u>Arlington Health & Human Services</u>	
9. Report an absence from school or work and provide an explanation for the absence (orally and in writing).	Report info: self: I am Juan Pueblo. Report info: cause/effect: My son, Pablo Pueblo, won't be at school today because he has the measles. I cannot come to work today because... She is not feeling well. Structures: Because; Simple present, Future	Mobile 1/ Email 1: Have students leave a voicemail, send an email, as appropriate for the context, using a class management tool.	<i>Working In English 2</i> , Ch. 8 <i>English for Adult Competency 2</i> p. 50 <i>Expressways 2</i> p. 114-115 <i>Expressways 2</i> p. 145 <i>Expressways 2</i> <i>Workbook B</i> p. 47 <i>A Book of Forms</i> p. 151, 154 <i>You and Your Child's Teacher</i> p. 16 <i>Writing It Down</i> p 56-59	Cross-culture: acceptable reasons to stay home/ leave early.