

Jay Curriculum: Unit Cover Page

Unit title: Developing Health Consumer Skills

Grade Level: 5-8

Content Area(s): Health

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

Unit: Developing Health Consumer Skills

Brief Summary of Unit/Topic

Summary:

This unit is designed to help students learn the skills necessary to become healthful consumers. This unit addresses the influence that advertising has on health choices, and explains the laws formulated by both State and National Government Agencies established to protect consumers from fraud. Students are introduced to the various consumer protections agencies, health agencies, and organizations. Students are evaluated on their ability to distinguish between reliable sources of health information, products, and services, and health care providers and services that fall under the guise of “quackery”.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

- Their family medical history.
- Normal body vital signs including temperature and blood pressure.
- Correct procedures for taking body temperatures, respiration rates, blood pressure and pulse.
- Sudden and long-term symptoms and conditions for which medical care should be sought.
- The signs of quackery.
- Various agencies that help protect the consumer.

Students will be able to:

- Distinguish between valid health care products and fraudulent ones.
- Apply the skills and knowledge required in becoming an informed health consumer.
- Identify normal body vital signs.
- Administer the procedures for ascertaining body vital signs.
- List equipment, supplies, and OTC medicines that should be kept at home for routine first aid and home health care needs.
- Locate, select and evaluate a family physician as well as other health care providers.
- Distinguish between services performed by medical specialists and general practitioners.
- List the necessary information one should ask during a routine doctor’s visit.
- Utilize the various agencies that help protect the consumer.
- List questions one should ask of a pharmacy or pharmacist when purchasing OTC medicines or prescription drugs.

Enduring Understanding/s:

Over-the-counter medicine and fraudulent health care products are a multi-billion dollar industry. OTC medicines and other health care products should be considered in the same fashion as prescription drugs. If an item sounds too good to be true, it probably is. Reading the label on medications and other health care products is an important lifestyle skill that will enhance wellness and make it easier to maintain lifelong wellness.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

REFERENCES: