

Health in the Real World

Adopted 2020

The student understands medical terminology in health decision making. The student is expected to: **RW.1**

- A.** define medical expressions or terms used by health care professionals; and **RW.1.A**
- B.** define basic terminology for general use such as reading prescription labels. **RW.1.B**

The student interprets personal medical information for health decision making. The student is expected to: **RW.2**

- A.** interpret and explain take-home instructions from a health care professional; **RW.2.A**
- B.** identify normal vital signs, including temperature, blood pressure, heart rate, body mass index (BMI), oxygen, and blood glucose levels; **RW.2.B**
- C.** interpret medication labels, including supplements and over-the-counter and prescription drugs; and **RW.2.C**
- D.** analyze the importance of each component of personal medical history, including immunizations, previous treatments, current medical records, and family history. **RW.2.D**

The student analyzes the different facets of health insurance. The student is expected to: **RW.3**

- A.** differentiate between types of insurance, including health, vision, and dental insurance; **RW.3.A**
- B.** evaluate the advantages, disadvantages, and costs of public and private insurance benefits; **RW.3.B**
- C.** analyze key components of insurance, including copay and deductible; **RW.3.C**
- D.** describe different ways to pay for health care, including paying cash, health savings accounts, and flexible spending accounts; and **RW.3.D**
- E.** interpret the components of a medical bill such as the explanation of benefits (EOB). **RW.3.E**

The student identifies the proper use of medications and becomes familiar with the effects of

- A.** compare and contrast the differences between generic and name-brand medications; **RW.4.A**
- B.** identify cost differentials of similar medications and the rights of the consumer, including the ability to ask a pharmacist for other options; **RW.4.B**

pharmaceuticals. The student is expected to: [RW.4](#)

- C.** explain the limitations of medications, including the differences between symptomatic treatment and treatment for a cure; [RW.4.C](#)
- D.** identify different types of improper use of medications, including using expired medications and using, overusing, and misusing non-prescribed medications; [RW.4.D](#)
- E.** identify ways to properly dispose of medications and equipment and explain the importance of proper disposal; and [RW.4.E](#)
- F.** explain what Food and Drug Administration (FDA) approval means and compare with off-label use. [RW.4.F](#)

The student identifies alternatives to health insurance coverage. The student is expected to: [RW.5](#)

- A.** research and describe available health care sharing plans; [RW.5.A](#)
- B.** identify the options of community health care resources, including federally qualified healthcare centers (FQHC) and non-profit community clinics; and [RW.5.B](#)
- C.** identify available health care community resources such as medical, dental, vision, pharmacy, x-ray, and laboratory services. [RW.5.C](#)

The student demonstrates proper patient/health care professional communication. The student is expected to: [RW.6](#)

- A.** define the Health Information Privacy and Portability Act (HIPPA) and explain how it relates to confidentiality of medical records; [RW.6.A](#)
- B.** identify patient rights, including rights to sexually transmitted disease/sexually transmitted infection (STD/STI) testing and pregnancy health care and explain physician privileges; [RW.6.B](#)
- C.** define the role of a chaperone in a medical setting, including the patient's ability to request or remove one; [RW.6.C](#)
- D.** demonstrate how to have a collaborative conversation with a health care professional, including asking questions and advocating for self and others; [RW.6.D](#)
- E.** analyze the impact of medical bias on health outcomes; and [RW.6.E](#)
- F.** evaluate resources relevant to patients' legal rights, including the Centers for Medicare and Medicaid Services' Patient's Bill of Rights (2020). [RW.6.F](#)

The student analyzes and evaluates software applications and other technology as they relate to personal health care. The student is expected to: [RW.7](#)

- A.** compare and contrast remote (telehealth and e-medicine) and in-person health care and treatment; [RW.7.A](#)
- B.** research and describe the effects of inequitable distribution of technology in health care, including medical facilities and home environments; [RW.7.B](#)

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- C. differentiate between credible and false health information on the internet and social media; [RW.7.C](#)**

 - D. analyze the risks of sharing private health information; and [RW.7.D](#)**

 - E. evaluate the use and effectiveness of a personal fitness device or health application. [RW.7.E](#)**
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The student examines and interprets various health insurance plans, government guidelines for health plans, and coverage of non-traditional health care. The student is expected to: [RW.8](#)

- A. compare and contrast insurance plans, including health maintenance organization (HMO), preferred provider organization (PPO), Medicare, Medicaid, and the Children's Health Insurance Program (CHIP); [RW.8.A](#)**

 - B. research and explain current federal, state, and local government guidelines for health insurance; and [RW.8.B](#)**

 - C. distinguish between insurable and non-insurable health services, including elective procedures and integrative and non-traditional health care. [RW.8.C](#)**
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The student explores different careers in the health care industry and analyzes their various roles. The student is expected to: [RW.9](#)

- A. explore and describe a variety of careers in the health care industry; and [RW.9.A](#)**

 - B. analyze the various roles in the health care delivery system, including health care administration, health care professionals, public health professionals, corporate health care, and research and development. [RW.9.B](#)**
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The student understands the resources available for protecting and improving the health of people and their local, national, and international communities. The student is expected to: [RW.10](#)

- A. identify the roles of leading public health organizations such as county health departments, the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO); [RW.10.A](#)**

 - B. compare and contrast U.S. and global health issues; [RW.10.B](#)**

 - C. explain the ways that local, state, national, and international organizations support public health; and [RW.10.C](#)**

 - D. analyze the effects of public policy on the prevention of communicable and noncommunicable diseases. [RW.10.D](#)**
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The student applies public health resources to create solutions to daily health challenges. The student is expected to: [RW.11](#)

- A. research and discuss an emerging health issue or topic such as health equity or a pandemic; [RW.11.A](#)**

 - B. appraise the impact of leading health organizations on emerging health issues and topics; [RW.11.B](#)**

 - C. explore and explain the effects of environmental policy on public health; [RW.11.C](#)**

 - D. analyze the interconnectedness of different sectors of the health care industry and how they improve public health; and [RW.11.D](#)**
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E. evaluate the impact of public health policy on emergency preparedness. *RW.11.E*

The student recognizes the interconnectedness of mental health and public health. The student is expected to: *RW.12*

A. examine the relationship between mental health and physical health; *RW.12.A*

B. evaluate the importance of social interaction and its impact on health; *RW.12.B*

C. describe the connection between mental health and the increase in homelessness and incarceration; and *RW.12.C*

D. analyze the impact of social stigma on accessing mental health services, including barriers to treatment. *RW.12.D*

The student evaluates the effects of health behaviors on preventing disease. The student is expected to: *RW.13*

A. appraise the effect of biological family medical history (genetics), including maternal and paternal, on health outcomes or risk for illness; *RW.13.A*

B. evaluate the benefits of regular checkups; *RW.13.B*

C. classify primary, secondary, and tertiary preventions; *RW.13.C*

D. define comorbidities and their impact on health; *RW.13.D*

E. examine health risk factors such as sedentary lifestyle and poor diet that can lead to negative health outcomes; *RW.13.E*

F. research and describe preventative services covered by insurance plans; *RW.13.F*

G. explain the importance of vaccines across the lifespan; *RW.13.G*

H. evaluate the effectiveness of a personal health plan that includes nutrition, exercise, healthy weight, and sleep in preventing chronic disease; and *RW.13.H*

I. evaluate the effectiveness of prevention campaigns on health behavior such as substance use, misuse, and abuse. *RW.13.I*
