

**Course Title: Health Promotion and Wellness**

<b>Unit:1</b>	Health-Illness Continuum
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students Will:</p> <ol style="list-style-type: none"> <li>1. Analyze an individual’s health status to determine placement on the health-illness continuum. <ul style="list-style-type: none"> <li>▪ Comparing passive and active strategies of health promotion Examples: passive – fluoridation of drinking water, fortification of homogenized milk with Vitamin D Active – smoking cessation, weight control, medical check-up</li> <li>▪ Outlining positive health promotion practices related to each body system Examples: integumentary system – skin self-examination, sunscreen application cardiovascular system – healthy eating, exercise, blood pressure control, smoking cessation reproductive system – annual mammogram after age forty, prostate examination</li> </ul> </li> <li>2. Distinguish between holistic care and disease-oriented care.</li> <li>3. Differentiate between acute and chronic illnesses.</li> <li>4. Analyze social and environmental concerns to determine their effect on personal health and wellness. Examples: high crime rate and quality of life, air pollution and lung disorders, secondhand smoke and respiratory illnesses, noise pollution and hearing loss, hazardous wastes and carcinogens</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students Will:</p> <ol style="list-style-type: none"> <li>1. Assess an individual’s health status to determine placement on the health-illness continuum. Examining passive and active strategies of health promotion Describing positive health promotion practices related to each body system</li> <li>2. Identify difference between holistic care and disease-oriented care.</li> <li>3. Describe acute and chronic illnesses.</li> <li>4. Discuss social and environmental concerns to determine their effect on personal health and wellness.</li> </ol>
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<p><b>Essential Question(s):</b></p>	What roles and responsibilities are involved in promoting preventive health and wellness in the health care delivery system?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Health status A. passive and active strategies	Lecture Discussion	Textbook Video

II. III. IV.	B. positive health promotion practices Holistic and disease-oriented Care Acute and chronic illnesses Social and environmental concerns	Role playing Group investigation and oral presentation	Guest Speaker Internet/Software
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<b>Unit Assessment:</b>	Worksheets, presentation
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<b>Unit/Course CTSO Activity:</b>	Community Awareness Health Poster
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<b>Unit/Course Culminating Product:</b>	Develop a presentation demonstrating the effects of individual health practices on the health-illness continuum
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: Health Promotion and Wellness**

<b>Unit:2</b>	Client Needs
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <ol style="list-style-type: none"> <li>5. Distinguish among the levels of Maslow’s hierarchy of needs to determine the priority of basic human needs.</li> <li>6. Identify stages of the Change Model.</li> <li>7. Identify the components of a client’s health history.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <ol style="list-style-type: none"> <li>1. Discuss the levels of Maslow’s hierarchy of needs to determine the priority of basic human needs.</li> <li>2. List stages of the Change Model.</li> <li>3. Describe the components of a client’s health history.</li> </ol>
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<b>Essential Question(s):</b>	What roles and responsibilities are involved in promoting preventive health and wellness in the health care delivery system?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Maslow’s hierarchy of needs	Lecture/Discussion/worksheets	Textbooks
II. Stages of Change Model	Read, View and Do	Worksheets
III. Health History	Discussion	Videos
	Role Play/Case Studies	Internet/Software

<b>Unit Assessment:</b>	Worksheets, Role play, case studies
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<b>Unit/Course CTSO Activity:</b>	
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**Unit/Course  
Culminating  
Product:**

Students will develop a case study identifying how Maslow's hierarchy of needs and the Change Model can be used to determine a client's health needs.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree

Other:

**Course Title: Health Promotion and Wellness**

<b>Unit:3</b>	Health Beliefs
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <ol style="list-style-type: none"> <li>8. Describe the Health Belief Model</li> <li>9. Identify internal and external variables that influence health beliefs and practices.                      Examples: internal – religion, genetics, developmental stage                      External – media, peers, socioeconomic background</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <ol style="list-style-type: none"> <li>1. Explain the Health Belief Model</li> <li>2. List internal and external variables that influence health beliefs and practices.</li> </ol>
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<b>Essential Question(s):</b>	What roles and responsibilities are involved in promoting preventive health and wellness in the health care delivery system?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Health Belief Model II. Internal and external variables	Read Text and discuss Group Investigation Listen-think-Pair and Share Presentation	Textbook Speaker Software

<b>Unit Assessment:</b>	<b>Presentation</b>
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<b>Unit/Course CTSO Activity:</b>	
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**Unit/Course  
Culminating  
Product:**

Students will develop a presentation comparing and contrasting different health beliefs.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Health Promotion and Wellness**

<b>Unit:4</b>	Level of Prevention
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <p>10. Identify the three levels of prevention in health care delivery systems.          Examples: primary – health education programs, immunizations programs          secondary – hearing and vision screening, mammograms          tertiary – cardiac rehabilitation, diabetes management classes</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <p>1. Describe the three levels of prevention in health care delivery systems.</p>
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<b>Essential Question(s):</b>	What roles and responsibilities are involved in promoting preventive health and wellness in the health care delivery system?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Levels of prevention	Read Text and discuss Worksheets Test	Textbook Workbook

<b>Unit Assessment:</b>	
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<b>Unit/Course CTSO Activity:</b>	Students will successfully identify the three levels of prevention in health care delivery systems.
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**Unit/Course  
Culminating  
Product:**

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:



**Course Title: Health Promotion and Wellness**

<b>Unit:5</b>	Safety
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <p>11. Explain safety practices required in health care agencies.          Examples: washing hands, wearing plastic gloves during food preparation, practicing proper disposal of hazardous materials</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students Will:</p> <p>1. Describe safety practices required in health care agencies.</p>
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<b>Essential Question(s):</b>	What roles and responsibilities are involved in promoting preventive health and wellness in the health care delivery system?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Safety practices	Read, View and Do Guided practice Demonstration Practice and perform skills	Textbook, workbook, instructional videos Lab equipment and supplies

<b>Unit Assessment:</b>	Test, skills performance
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<b>Unit/Course CTSO Activity:</b>	
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**Unit/Course  
Culminating  
Product:**

Students will demonstrate proper use of correct safety practices.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: