

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Health and Culture Semester-long class Prerequisite: Must have proficiency in Health or Essential Health. ML Level Intermediate or above.			
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Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Sociocultural Health refers to the influences that society and culture have on one’s health outcomes. In this course, students will examine these influences on health outcomes and behaviors. Students will learn about the social determinants of health, explore how our cultures and values affect health outcomes, and analyze what we as individuals can do to change societal health outcomes. Students will employ and expand on health literacy and health-enhancing skills gained in Health/Essential Health and have an opportunity to gain knowledge and skills for Culture & Community GX. <i>Students may also use this class to Capstone in Culture and Community if they choose to do an additional action project.</i>			
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Social Determinants of Health 2 weeks	Everything is Tuberculosis Book Study 3 weeks	Case Studies 4 weeks	Making Change 7 weeks
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	What are the social determinants of health? How do social determinants of health affect my wellbeing?	How is health connected to other issues? How do our cultures and values affect health outcomes?	How do our cultures and values affect health outcomes?	What can individuals do to change societal health outcomes?
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Culture and Community: Community Engagement Wellbeing: Self-awareness	Culture & Community: Cultural Awareness Wellbeing: Self-Awareness, Evidence of Growth	Culture & Community: Cultural Awareness and Community Engagement Wellbeing: Self-Awareness	Culture & Community: Community Engagement, Interaction Wellbeing: Evidence of Growth, Reflection
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	SEH.HES.11-12.1 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. REVIEW: SEH.HES.9-10.5 Evaluate and use valid, reliable and accessible sources of health information, products, services and other resources. C & C Community Engagement • I identify my own interests and values. • I identify the basic elements of my community.	SEH.HL.11-12.1 Analyze how individual, interpersonal, community, societal , and environmental factors are interrelated and impact health outcomes. C&C Cultural Awareness • I acknowledge diverse backgrounds and perspectives. • I identify multiple elements of culture.	SEH.HL.11-12.1 Analyze how individual, interpersonal, community , societal, and environmental factors are interrelated and impact health outcomes. SEH.HES.11-12.1 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. C&C Community Engagement: • I demonstrate awareness of real-world issues and problems. • I identify potential connections between self and society. • I participate in a community event or group.	SEH.HL.11-12.2 Apply ways to build upon strengths and assets to support individual and collective health and well-being. SEH.HES.11-12.2 Demonstrate a variety of practices and behaviors supporting collective health and well-being. SEH.HES.11-12.3 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels. C & C Community Engagement • I make a contribution to my community through engagement in a community organization or activity. • I reflect on my impact and contributions. C & C Interaction • I demonstrate respect and work positively with groups and individuals beyond my own network.
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Wheel of identity and culture	Map/Timeline of disease in the world	Case study presentation	Profile of people and organizations making a difference
Link to Unit <i>Clarification: This is the link to your unit plan.</i>				

Health and Culture

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Planning notes/Topic brainstorm	Identity wheel Cultural Iceberg	Reading and activities connected to Everything is Tuberculosis by John Green	Case studies -Tuskegee study -Black Maternal Health	Service project -Community volunteering in health-related cause - Attend/connect with Winooski Safe Healthy and Connected People committee -Individual projects/volunteering/shadowin g (Community Health Center, Intervale, School Nurses)
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EXPO presentation: Panel of students, each student highlighting people and organizations making a difference in health outcomes

Opportunity to Capstone: Students who choose to Capstone in Culture and Community will do an action project outside of class, as outlined in [this document](#).