

# Seymour Public Schools

## Grade 10 Health Curriculum

***Pre-Unit: \*\*Overview of stress management and introduction to Sophomore Health Portfolio (SHP)\*\****

Unit 1: Birth Control, Teen Pregnancy, Sexually Transmitted Diseases (\*including AIDS/HIV)

Unit 2: Impaired Driving & Alcohol Abuse

Unit 3: Substance Abuse & Addiction

Unit 4: Injury Prevention, Healthy Relationships, and Personal Safety

Unit 5: Emotional & Mental Health: Stress Management & Coping Strategies

### **Essential questions for Sophomore Health:**

1. What do I need to know to stay healthy?
2. How and where do I find information and resources?
3. What can I do to avoid or reduce health behaviors?
4. What influences my healthy behaviors and decisions?
5. How can communication enhance my personal health?
6. How do I make good decisions to keep myself healthy?
7. How do I use the goal-setting process to improve my health?
8. What can I do to promote accurate health information and healthy behaviors?

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<b>Grade:</b> <b>Unit 1</b>	<b>Subject:</b> Sophomore Health <b>Pacing:</b> September - November <b>Unit Theme:</b> Birth Control, Teen Pregnancy, Sexually Transmitted Diseases, Sex Education
<b>Overarching Standards</b>	Comprehensive School Health and Physical Education Content Standards 1-8: <a href="https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf">https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</a>
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Females can become pregnant once they start to ovulate.</li> <li>2. A female needs to find valid information and services to reduce teen pregnancy.</li> <li>3. Media/technology can be used as a tool to help understand the concept and adherence of sex education and teen pregnancy.</li> <li>4. Parents, family, friends, and media influence our sexual values.</li> <li>5. Teens need to use good communication skills when it comes to sexual decision-making.</li> <li>6. Teens need to learn ways in which sexually transmitted diseases can spread from person to person.</li> <li>7. Society sends mixed messages about sex.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do I know if I am ready to become a parent?</li> <li>2. Where can I get information on birth control and which one is right for me?</li> <li>3. What are the risks of teen pregnancy?</li> <li>4. What are my choices if I (or my partner) become pregnant?</li> <li>5. How do I make good decisions to keep myself from getting pregnant?</li> <li>6. How do I prevent myself from contracting a sexually transmitted disease?</li> <li>7. How does the media affect my knowledge on sex and sexuality?</li> </ol>
<b>Priority Standards</b>	<p><b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention</p> <p><b>Standard 2:</b> Demonstrate the ability to access valid health information and health-promoting products and services</p> <p><b>Standard 3:</b> Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p><b>Standard 4:</b> Analyze the influence of culture, media, technology and other factors on health</p> <p><b>Standard 6:</b> Demonstrate the ability to use decision-making skills to enhance health</p>
<b>Supporting Standards</b>	<p><b>Standard 5:</b> Demonstrate the ability to use interpersonal communication skills to enhance health</p>

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<p><b>Standard 7:</b> Use the goal-setting process to enhance health</p> <p><b>Standard 8:</b> Demonstrate the ability to advocate for personal, family and community health</p>
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> <li>● Small group discussion</li> <li>● Presentations</li> <li>● Portfolio</li> <li>● Guest Lectures</li> <li>● Various in class activities</li> <li>● Research</li> <li>● Technology/media</li> </ul>	<ol style="list-style-type: none"> <li>1. Glencoe Health and Wellness Text</li> <li>2. Text Materials</li> <li>3. Internet Research</li> <li>4. Pamphlets from birth control centers.</li> <li>5. <a href="https://sexetc.org/">https://sexetc.org/</a></li> <li>6. <a href="http://advocatesforyouth.org">http://advocatesforyouth.org</a></li> <li>7. <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Written assignments</li> <li>2. Class work</li> <li>3. Projects</li> <li>4. Portfolio's</li> <li>5. Quizzes</li> <li>6. Exams</li> <li>7. Engaged participation (teacher observation)</li> </ol>

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<b>Grade:</b> <b>Unit 2</b>	<b>Subject:</b> Sophomore Health <b>Pacing:</b> November - January <b>Unit Theme:</b> Impaired Driving, Alcohol Abuse/Blood Alcohol Content, Connecticut Laws
<b>Overarching Standards</b>	Comprehensive School Health and Physical Education Content Standards 1-8: <a href="https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf">https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</a>
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Poor decisions can hurt you or other people.</li> <li>2. Building confidence helps reduce peer pressure.</li> <li>3. There are certain strategies to promote safe driving.</li> <li>4. Decisions made now can influence my future.</li> <li>5. Social media can impact (poor) decision-making.</li> <li>6. State Laws have strict requirements and consequences for underage drinking.</li> <li>7. Blood alcohol content is the amount of alcohol in your bloodstream.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How can I stay healthy and informed regarding drinking and driving?</li> <li>2. What can happen if I choose to drive impaired?</li> <li>3. Who should I call if I cannot drive myself?</li> <li>4. What happens if I get arrested for impaired driving?</li> <li>5. What are the state laws regarding impaired driving?</li> <li>6. How does alcohol affect my body?</li> <li>7. How can peer pressure affect my decision-making ability?</li> </ol>
<b>Priority Standards</b>	<b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention <b>Standard 3:</b> Demonstrate the ability to practice health-enhancing behaviors to reduce health risks <b>Standard 4:</b> Analyze the influence of culture, media, technology and other factors on health <b>Standard 5:</b> Demonstrate the ability to use interpersonal communication skills to enhance health

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	<b>Standard 6:</b> Demonstrate the ability to use decision-making skills to enhance health
<b>Supporting Standards</b>	<b>Standard 2:</b> Demonstrate the ability to access valid health information and health-promoting products and services <b>Standard 7:</b> Use the goal-setting process to enhance health <b>Standard 8:</b> Demonstrate the ability to advocate for personal, family and community health

<b>Suggested Strategies/Modes</b>	<b>Suggested Materials/Resources</b>	<b>Suggested Assessments</b>
<ul style="list-style-type: none"> <li>● Small group discussion</li> <li>● Presentations</li> <li>● Lecture</li> <li>● Various in class activities</li> <li>● Research</li> <li>● Technology/media</li> </ul>	<ul style="list-style-type: none"> <li>● Glencoe Health and Wellness Text</li> <li>● Text Materials</li> <li>● Internet Research</li> <li>● Resource Officer</li> <li>● <a href="http://www.ct.gov/dmv/cwp/view.aspx?a=813&amp;q=249562">http://www.ct.gov/dmv/cwp/view.aspx?a=813&amp;q=249562</a></li> <li>● <a href="http://www.drinkinganddriving.org">http://www.drinkinganddriving.org</a></li> </ul>	<ul style="list-style-type: none"> <li>● Written assignments</li> <li>● Class work</li> <li>● Projects</li> <li>● Quizzes</li> <li>● Exams</li> <li>● Portfolio's</li> <li>● Engaged participation (teacher observation)</li> </ul>

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<p><b>Grade:</b> <b>Unit 3</b></p>	<p><b>Subject:</b> Sophomore Health <b>Pacing:</b> January - March <b>Unit Theme:</b> Substance Abuse &amp; Addiction</p>
<p><b>Overarching Standards</b></p>	<p>Comprehensive School Health and Physical Education Content Standards 1-8: <a href="https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf">https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</a></p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Poor decisions can hurt you or other people.</li> <li>2. Building confidence helps reduce peer pressure.</li> <li>3. Decisions made now can influence my future.</li> <li>4. Social media can impact (poor) decision-making.</li> <li>5. Students can formulate an understanding of the ways to avoid drug usage.</li> <li>6. Truths and consequences of substance abuse including tobacco and vaping.</li> <li>7. Prolonged drug-use has detrimental short-term and long-term effects.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How can I stay healthy and informed regarding substance abuse, tobacco, vaping, and addiction?</li> <li>2. What can happen if I engage in risky behaviors (illegal drug use, etc...)?</li> <li>3. Where can I access information on substance abuse and addiction?</li> <li>4. What happens if I get arrested for driving under the influence (drugs)?</li> <li>5. What are the state laws regarding impaired driving?</li> <li>6. How do the various drugs affect my body?</li> <li>7. What are the differences between depressants, stimulants, narcotics, opioids, and hallucinogenic drugs?</li> <li>8. How can peer pressure affect my decision-making ability?</li> <li>9. What are the social factors (media) and cultural influences that affect drug use?</li> </ol>

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<b>Priority Standards</b>	<b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention <b>Standard 3:</b> Demonstrate the ability to practice health-enhancing behaviors to reduce health risks <b>Standard 4:</b> Analyze the influence of culture, media, technology and other factors on health <b>Standard 5:</b> Demonstrate the ability to use interpersonal communication skills to enhance health <b>Standard 6:</b> Demonstrate the ability to use decision-making skills to enhance health
<b>Supporting Standards</b>	<b>Standard 2:</b> Demonstrate the ability to access valid health information and health-promoting products and services <b>Standard 7:</b> Use the goal-setting process to enhance health <b>Standard 8:</b> Demonstrate the ability to advocate for personal, family and community health

<b>Suggested Strategies/Modes</b>	<b>Suggested Materials/Resources</b>	<b>Suggested Assessments</b>
<ul style="list-style-type: none"> <li>● Small group discussion</li> <li>● Presentations</li> <li>● Lecture</li> <li>● Various in class activities</li> <li>● Research</li> <li>● Technology/media</li> </ul>	<ul style="list-style-type: none"> <li>● Glencoe Health and Wellness Text</li> <li>● Text Materials</li> <li>● Internet Research</li> <li>● Resource Officer</li> <li>● <a href="http://www.ct.gov/dmv/cwp/view.aspx?a=813&amp;q=249562">http://www.ct.gov/dmv/cwp/view.aspx?a=813&amp;q=249562</a></li> <li>● <a href="https://www.addictioncenter.com/teenage-drug-abuse/">https://www.addictioncenter.com/teenage-drug-abuse/</a></li> <li>● <a href="https://www.centeronaddiction.org/addiction-prevention/teenage-addiction">https://www.centeronaddiction.org/addiction-prevention/teenage-addiction</a></li> </ul>	<ul style="list-style-type: none"> <li>● Written assignments</li> <li>● Class work</li> <li>● Projects</li> <li>● Quizzes</li> <li>● Exams</li> <li>● Engaged participation (teacher observation)</li> <li>● Portfolio's</li> </ul>

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<p><b>Grade:</b> <b>Unit 4</b></p>	<p><b>Subject:</b> Sophomore Health  <b>Pacing:</b> March - May  <b>Unit Theme:</b> <b>Injury Prevention, Healthy Relationships, and Personal Safety</b>  <b>(**Suicide prevention, risky behavior, harming oneself, eating disorders)</b></p>
<p><b>Overarching Standards</b></p>	<p>Comprehensive School Health and Physical Education Content Standards 1-8:  <a href="https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf">https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</a></p>
<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Poor decisions can hurt you or other people.</li> <li>2. Building confidence helps reduce peer pressure.</li> <li>3. Decisions made now can influence my future.</li> <li>4. Social media can impact (poor) decision-making.</li> <li>5. Practicing health-enhancing behaviors will reduce health risks.</li> <li>6. The positive influence of family, peers, and community will afford students with positive relationships.</li> <li>7. People who are (mentally and physically) healthy have a lower mortality rate.</li> <li>8. Peers can use the ability to influence and support others in making positive health choices.</li> <li>9. The power of choice can influence personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What do I need to know to stay healthy?</li> <li>2. What can I do to avoid or reduce health risks?</li> <li>3. What influences my healthy behaviors and decisions?</li> <li>4. How do I make good decisions to keep myself healthy?</li> <li>5. What are the social factors and cultural influences that affect my personal well-being and safety?</li> <li>6. What are some factors that lead to personal injury?</li> <li>7. What are the negative consequences of violence in and around the home?</li> <li>8. What are the warning signs associated with depression, suicide, eating disorders and stress?</li> </ol>

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	9. Can a person avoid being a victim of violence?
<b>Priority Standards</b>	<p><b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention</p> <p><b>Standard 3:</b> Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p><b>Standard 4:</b> Analyze the influence of culture, media, technology and other factors on health</p> <p><b>Standard 6:</b> Demonstrate the ability to use decision-making skills to enhance health</p> <p><b>Standard 7:</b> Use the goal-setting process to enhance health</p>
<b>Supporting Standards</b>	<p><b>Standard 2:</b> Demonstrate the ability to access valid health information and health-promoting products and services</p> <p><b>Standard 5:</b> Demonstrate the ability to use interpersonal communication skills to enhance health</p> <p><b>Standard 8:</b> Demonstrate the ability to advocate for personal, family and community health</p>

<b>Suggested Strategies/Modes</b>	<b>Suggested Materials/Resources</b>	<b>Suggested Assessments</b>
<ul style="list-style-type: none"> <li>● Small group discussion</li> <li>● Presentations</li> <li>● Lecture</li> <li>● Various in class activities</li> <li>● Research</li> <li>● Technology/media</li> </ul>	<ul style="list-style-type: none"> <li>● Glencoe Health and Wellness Text</li> <li>● Text Materials</li> <li>● Internet Research</li> <li>● Resource Officer</li> <li>● <a href="http://www.ct.gov/dmv/cwp/view.aspx?a=813&amp;q=249562">http://www.ct.gov/dmv/cwp/view.aspx?a=813&amp;q=249562</a></li> <li>● <a href="https://www.addictioncenter.com/teenage-drug-abuse/">https://www.addictioncenter.com/teenage-drug-abuse/</a></li> <li>● <a href="https://www.centeronaddiction.org/addiction-prevention/teenage-addiction">https://www.centeronaddiction.org/addiction-prevention/teenage-addiction</a></li> </ul>	<ul style="list-style-type: none"> <li>● Written assignments</li> <li>● Class work</li> <li>● Projects</li> <li>● Quizzes</li> <li>● Exams</li> <li>● Engaged participation (teacher observation)</li> <li>● Portfolio's</li> </ul>

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<b>Grade:</b> <b>Unit 5</b>	<b>Subject:</b> Sophomore Health <b>Pacing:</b> May - June <b>Unit Theme:</b> <b>Mental Health: Stress Management, Coping Strategies, Wellness Triangle</b>
<b>Overarching Standards</b>	Comprehensive School Health and Physical Education Content Standards 1-8: <a href="https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf">https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</a>
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Families, peers, and community members can influence the health of individuals.</li> <li>2. Appropriate stress management strategies can help influence the health of individuals.</li> <li>3. Identifying personal stressors/triggers and using appropriate coping strategies and stress management skills are essential to mental health and can decrease depression.</li> <li>4. Demonstrating the ability to identify positive and negative emotions and analyzing the impact on behavior are essential to mental health.</li> <li>5. Negative effects of stress on the body can deteriorate the wellness triangle.</li> <li>6. Social, emotional, and physical wellness complete the health triangle.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How can the understanding of the wellness triangle benefit my life?</li> <li>2. How do you manage behaviors associated with emotions?</li> <li>3. What are the warning signs associated with depression and stress?</li> <li>4. What are coping strategies?</li> <li>5. What is stress management?</li> <li>6. How does social media affect (help or hinder) my wellness triangle?</li> <li>7. What is the difference between mindful vs. mind-full?</li> <li>8. What are the benefits of meditation on the body and mind?</li> </ol>
<b>Priority Standards</b>	<b>Standard 1:</b> Comprehend concepts related to health promotion and disease prevention <b>Standard 2:</b> Demonstrate the ability to access valid health information and health-promoting products and services

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	<p><b>Standard 3:</b> Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p> <p><b>Standard 4:</b> Analyze the influence of culture, media, technology and other factors on health</p> <p><b>Standard 6:</b> Demonstrate the ability to use decision-making skills to enhance health</p> <p><b>Standard 7:</b> Use the goal-setting process to enhance health</p>
<b>Supporting Standards</b>	<p><b>Standard 5:</b> Demonstrate the ability to use interpersonal communication skills to enhance health</p> <p><b>Standard 8:</b> Demonstrate the ability to advocate for personal, family and community health</p>

<b>Suggested Strategies/Modes</b>	<b>Suggested Materials/Resources</b>	<b>Suggested Assessments</b>
<ul style="list-style-type: none"> <li>● Small group discussion</li> <li>● Presentations</li> <li>● Lecture</li> <li>● Various in class activities</li> <li>● Research</li> <li>● Technology/media</li> </ul>	<ul style="list-style-type: none"> <li>● Glencoe Health and Wellness Text</li> <li>● Text Materials</li> <li>● Internet Research</li> <li>● Collaboration with Guidance department</li> <li>● <a href="https://www.stress.org/holmes-rahe-stress-inventory/">https://www.stress.org/holmes-rahe-stress-inventory/</a></li> <li>● <a href="https://www.mhankyswoh.org/Uploads/files/pdfs/Stress-TeenStressTest_20130813.pdf">https://www.mhankyswoh.org/Uploads/files/pdfs/Stress-TeenStressTest_20130813.pdf</a></li> <li>● <a href="https://www.mentalhealthfirstaid.org/">https://www.mentalhealthfirstaid.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Written assignments</li> <li>● Class work</li> <li>● Projects</li> <li>● Quizzes</li> <li>● Exams</li> <li>● Engaged participation (teacher observation)</li> <li>● Portfolio's</li> </ul>

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