

HEALTH 10

Description

The emphasis in health education is based on the needs and interests of ninth grade students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices, and skills. By increasing the awareness of the relationship between physical, emotional, mental, social, and spiritual health, students can develop opportunities to achieve a high level of wellness.

Course Overview

Course Goals

Students should:

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Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Drug Education
- II. [Unit 2](#) - Body Systems
- III. [Unit 3](#) - Mental Health

Standards

[State of Connecticut Curriculum Frameworks](#)

Connecticut State Health Standards are met in the following areas:

- *Core Concepts*
- *Accessing Health Information and Resources*
- *Self-Management of Healthy Behaviors*
- *Analyzing Internal and External Influences*
- *Communication Skills*
- *Advocacy*

Grade Level Skills

Students will:

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Pacing Guide

1st Marking Period

2nd Marking Period

Month 1

Month 2

Month 3

Month 4

Month 5

Unit 1

Unit 2

Unit 3

[Drug Education](#)

[Body Systems](#)

[Mental Health](#)

2-4 days

14-16 days

10-12 days

Unit 1 - Drug Education 2-4 days [top](#)

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.

Assessing Health Information and Resources

Students will demonstrate the ability to access valid information and products and services to enhance health.

Students will:

- evaluate factors that may influence the personal selection of health products and services.

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- analyze personal health status to determine needs.

Unit Objectives

Students will be able to:

- the effects tobacco, alcohol and other drugs have on the nervous cardiovascular, muscular and reproductive systems.
- the relationship between drugs and social acceptance.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?

Focus Questions

- What are the dangers associated with drug abuse?
- What effects do drugs have on the body?
- What are the risks associated with chemical use/abuse?
- What refusal skills are necessary for effective decision making?

Assessment

- Drug Abuse

Lesson Planning Resources

Suggested Materials/Resources

Skill Objectives

<ul style="list-style-type: none"> • Drug use and chemical dependency • Effects of drugs on the body • Risks associated with chemical use/abuse • Refusal skills and decision making strategies 	<ul style="list-style-type: none"> • 	<p>Students will:</p> <ul style="list-style-type: none"> • analyze the influence alcohol and other drugs have on judgment and the ability to make decisions such as sexual activities, driving and high risk behaviors. • identify his/her feelings about drug related issues. • identify behaviors which put one at risk for chemical use/abuse. • discuss the impact of drugs on society and the conflicting messages given by the media. • describe available resources for information and support. • demonstrate refusal skills and decision making strategies.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 2 – Body Systems 14-16 days [top](#)

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- evaluate the impact of personal health behaviors on the functioning of body systems.
- compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- analyze how family and cultural diversity enriches and affects personal health behaviors.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- analyze situations and demonstrate healthy ways to express needs, wants and feelings.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer).

Unit Objectives

Students will be able to:

- the WHO definition of health as it applies to wellness.
- the structure and function of the body systems.
- anatomy and function of the male/female reproductive systems.

Essential Questions

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Assessment

- Fitness Food Plan

	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What factors contribute to prevention and diseases of the Circulatory System? • What factors contribute to adolescent obesity versus dietary choices? • What risks are associated with tobacco and other inhalants on the respiratory system? • What is the function of the male/female reproductive systems and how do you prevent communicable diseases? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Circulatory System • Digestive System • Respiratory System • Reproductive System • Nervous System • Nutrition/Physical Fitness 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • 	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • identify and discuss diseases that affect health. • evaluate environmental, social and hereditary factors that may place them at risk for disease. • clarify their personal concepts of gender, sex roles and sexual stereotyping. • describe symptoms, prevention methods and routes of communicable diseases including AIDS/STDS. • describe how a long-term monogamous relationship between uninfected partners is a way of preventing HIV infection. • define methods of prevention and risks associated with HPV. • identify strategies to handle sexual pressures in a relationship. • understand the need for self control in responsible decision making. • understand the advantages of sexual abstinence for adolescents. • understand the importance and steps of breast and testicular self-exam.

		<ul style="list-style-type: none"> • evaluate the impact of sexual behavior on an individual's life. • describe the necessary steps for Lyme disease prevention. • describe internal and external factors that influence eating behavior. • describe the impact that food choices have on overall wellness. • plan a personal fitness program.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Mental Health 10-12 days [top](#)

Standards

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- evaluate and apply appropriate stress management strategies.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- compare and contrast skills for communicating effectively with family, peers and others.
- demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships.
- analyze the possible causes of conflict in families, among peers, and in schools and communities.

Unit Objectives

Students will be able to:

- the relationship between social and emotional growth and physical development.
- detrimental effects of stress on the body.
- the importance of using active listening skills in resolving conflict.
- the warning signs of depression and suicide.

Essential Questions

- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?

Focus Questions

- What are the challenges in dealing with parent, sibling and extended family relationships?
- How do you manage behaviors associated with emotions?
- What are the warning signs associated with depression, suicide, eating disorders and stress?
- What is sexual harassment and the steps to dealing with it?

Assessment

- Mental Health Scenarios

Lesson Planning Resources

- Understanding adolescent emotions and coping skills
- Warning signs of depression, suicide, eating disorders and stress

Suggested Materials/Resources

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Skill Objectives

Students will:

- demonstrate appropriate ways to access help for themselves or a friend.
- identify responsible behaviors associated

<ul style="list-style-type: none"> Sexual harassment 		<p>with interpersonal relationships and health.</p> <ul style="list-style-type: none"> demonstrate how to communicate feelings and needs effectively without using violence or hurtful language. identify stress in daily life. identify stress coping and management strategies.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>