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?
<table>
<thead>
<tr>
<th>Grade:</th>
<th>Subject: Sophomore Health</th>
</tr>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Pacing: September - November</td>
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<tr>
<td></td>
<td>Unit Theme: Birth Control, Teen Pregnancy, Sexually Transmitted Diseases, Sex Education</td>
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</tbody>
</table>

**Overarching Standards**

Comprehensive School Health and Physical Education Content Standards 1-8:

**Enduring Understandings**

1. Females can become pregnant once they start to ovulate.
2. A female needs to find valid information and services to reduce teen pregnancy.
3. Media/technology can be used as a tool to help understand the concept and adherence of sex education and teen pregnancy.
4. Parents, family, friends, and media influence our sexual values.
5. Teens need to use good communication skills when it comes to sexual decision-making.
6. Teens need to learn ways in which sexually transmitted diseases can spread from person to person.
7. Society sends mixed messages about sex.

**Essential Questions**

1. How do I know if I am ready to become a parent?
2. Where can I get information on birth control and which one is right for me?
3. What are the risks of teen pregnancy?
4. What are my choices if I (or my partner) become pregnant?
5. How do I make good decisions to keep myself from getting pregnant?
6. How do I prevent myself from contracting a sexually transmitted disease?
7. How does the media affect my knowledge on sex and sexuality?

**Priority Standards**

- **Standard 1:** Comprehend concepts related to health promotion and disease prevention
- **Standard 2:** Demonstrate the ability to access valid health information and health-promoting products and services
- **Standard 3:** Demonstrate the ability to practice health-enhancing behaviors to reduce health risks
- **Standard 4:** Analyze the influence of culture, media, technology and other factors on health
- **Standard 6:** Demonstrate the ability to use decision-making skills to enhance health

**Supporting Standards**

- **Standard 5:** Demonstrate the ability to use interpersonal communication skills to enhance health

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The numbering sequence correlates to the state numbers to ensure alignment.
# Standard 7:
Use the goal-setting process to enhance health

# Standard 8:
Demonstrate the ability to advocate for personal, family and community health

<table>
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<tr>
<th>Suggested Strategies/Modes</th>
<th>Suggested Materials/Resources</th>
<th>Suggested Assessments</th>
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<tbody>
<tr>
<td>• Small group discussion</td>
<td>1. Glencoe Health and Wellness Text</td>
<td>1. Written assignments</td>
</tr>
<tr>
<td>• Presentations</td>
<td>2. Text Materials</td>
<td>2. Class work</td>
</tr>
<tr>
<td>• Portfolio</td>
<td>3. Internet Research</td>
<td>3. Projects</td>
</tr>
<tr>
<td>• Guest Lectures</td>
<td>4. Pamphlets from birth control centers.</td>
<td>4. Portfolio’s</td>
</tr>
<tr>
<td>• Various in class activities</td>
<td>5. <a href="https://sexetc.org/">https://sexetc.org/</a></td>
<td>5. Quizzes</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Grade: Unit 2</th>
<th>Subject: Sophomore Health</th>
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</thead>
<tbody>
<tr>
<td>Pacing: November - January</td>
<td></td>
</tr>
<tr>
<td>Unit Theme: Impaired Driving, Alcohol Abuse/Blood Alcohol Content, Connecticut Laws</td>
<td></td>
</tr>
</tbody>
</table>
| Enduring Understandings | 1. Poor decisions can hurt you or other people.  
2. Building confidence helps reduce peer pressure.  
3. There are certain strategies to promote safe driving.  
4. Decisions made now can influence my future.  
5. Social media can impact (poor) decision-making.  
6. State Laws have strict requirements and consequences for underage drinking.  
7. Blood alcohol content is the amount of alcohol in your bloodstream. |
| Essential Questions | 1. How can I stay healthy and informed regarding drinking and driving?  
2. What can happen if I choose to drive impaired?  
3. Who should I call if I cannot drive myself?  
4. What happens if I get arrested for impaired driving?  
5. What are the state laws regarding impaired driving?  
6. How does alcohol affect my body?  
7. How can peer pressure affect my decision-making ability? |
| Priority Standards | **Standard 1:** Comprehend concepts related to health promotion and disease prevention  
**Standard 3:** Demonstrate the ability to practice health-enhancing behaviors to reduce health risks  
**Standard 4:** Analyze the influence of culture, media, technology and other factors on health  
**Standard 5:** Demonstrate the ability to use interpersonal communication skills to enhance health |

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<tr>
<th>Supporting Standards</th>
<th>Standard 6: Demonstrate the ability to use decision-making skills to enhance health</th>
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<tbody>
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<td>● Lecture</td>
<td>● Internet Research</td>
<td>● Projects</td>
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<tr>
<td>● Various in class activities</td>
<td>● Resource Officer</td>
<td>● Quizzes</td>
</tr>
<tr>
<td>● Technology/media</td>
<td>● <a href="http://www.drinkinganddriving.org">http://www.drinkinganddriving.org</a></td>
<td>● Portfolio’s</td>
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<td>● Engaged participation (teacher observation)</td>
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### Unit 3

**Subject:** Sophomore Health  
**Pacing:** January - March  
**Unit Theme:** Substance Abuse & Addiction

| Overarching Standards | Comprehensive School Health and Physical Education Content Standards 1-8:  
|-----------------------|--------------------------------------------------------------------------------------------------|
| Enduring Understandings | 1. Poor decisions can hurt you or other people.  
2. Building confidence helps reduce peer pressure.  
3. Decisions made now can influence my future.  
4. Social media can impact (poor) decision-making.  
5. Students can formulate an understanding of the ways to avoid drug usage.  
6. Truths and consequences of substance abuse including tobacco and vaping.  
7. Prolonged drug-use has detrimental short-term and long-term effects. |
| Essential Questions | 1. How can I stay healthy and informed regarding substance abuse, tobacco, vaping, and addiction?  
2. What can happen if I engage in risky behaviors (illegal drug use, etc…)?  
3. Where can I access information on substance abuse and addiction?  
4. What happens if I get arrested for driving under the influence (drugs)?  
5. What are the state laws regarding impaired driving?  
6. How do the various drugs affect my body?  
7. What are the differences between depressants, stimulants, narcotics, opioids, and hallucinogenic drugs?  
8. How can peer pressure affect my decision-making ability?  
9. What are the social factors (media) and cultural influences that affect drug use? |
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#### Priority Standards

| Standard 1: | Comprehend concepts related to health promotion and disease prevention |
| Standard 3: | Demonstrate the ability to practice health-enhancing behaviors to reduce health risks |
| Standard 4: | Analyze the influence of culture, media, technology and other factors on health |
| Standard 5: | Demonstrate the ability to use interpersonal communication skills to enhance health |
| Standard 6: | Demonstrate the ability to use decision-making skills to enhance health |

#### Supporting Standards

| Standard 2: | Demonstrate the ability to access valid health information and health-promoting products and services |
| Standard 7: | Use the goal-setting process to enhance health |
| Standard 8: | Demonstrate the ability to advocate for personal, family and community health |

#### Suggested Strategies/Modes

- Small group discussion
- Presentations
- Lecture
- Various in class activities
- Research
- Technology/media

#### Suggested Materials/Resources

- Glencoe Health and Wellness Text
- Text Materials
- Internet Research
- Resource Officer
- [https://www.centeronaddiction.org/addiction-prevention/teenage-addiction](https://www.centeronaddiction.org/addiction-prevention/teenage-addiction)

#### Suggested Assessments

- Written assignments
- Class work
- Projects
- Quizzes
- Exams
- Engaged participation (teacher observation)
- Portfolio’s
# Seymour Public Schools

**Grade:** Sophomore Health  
**Pacing:** March - May  
**Unit Theme:** Injury Prevention, Healthy Relationships, and Personal Safety  
(**Suicide prevention, risky behavior, harming oneself, eating disorders)**

## Overarching Standards

Comprehensive School Health and Physical Education Content Standards 1-8:  

## Enduring Understandings

1. Poor decisions can hurt you or other people.  
2. Building confidence helps reduce peer pressure.  
3. Decisions made now can influence my future.  
4. Social media can impact (poor) decision-making.  
5. Practicing health-enhancing behaviors will reduce health risks.  
6. The positive influence of family, peers, and community will afford students with positive relationships.  
7. People who are (mentally and physically) healthy have a lower mortality rate.  
8. Peers can use the ability to influence and support others in making positive health choices.  
9. The power of choice can influence personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality.

## Essential Questions

1. What do I need to know to stay healthy?  
2. What can I do to avoid or reduce health risks?  
3. What influences my healthy behaviors and decisions?  
4. How do I make good decisions to keep myself healthy?  
5. What are the social factors and cultural influences that affect my personal well-being and safety?  
6. What are some factors that lead to personal injury?  
7. What are the negative consequences of violence in and around the home?  
8. What are the warning signs associated with depression, suicide, eating disorders and stress?
9. Can a person avoid being a victim of violence?

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**Suggested Strategies/Modes**
- Small group discussion
- Presentations
- Lecture
- Various in class activities
- Research
- Technology/media

**Suggested Materials/Resources**
- Glencoe Health and Wellness Text
- Text Materials
- Internet Research
- Resource Officer
- [https://www.centeronaddiction.org/addiction-prevention/teenage-addiction](https://www.centeronaddiction.org/addiction-prevention/teenage-addiction)

**Suggested Assessments**
- Written assignments
- Class work
- Projects
- Quizzes
- Exams
- Engaged participation (teacher observation)
- Portfolio’s

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# Seymour Public Schools

**Grade:** Sophomore Health  
**Unit 5**  
**Pacing:** May - June  
**Unit Theme:** Mental Health: Stress Management, Coping Strategies, Wellness Triangle

## Overarching Standards

Comprehensive School Health and Physical Education Content Standards 1-8:  

## Enduring Understandings

1. Families, peers, and community members can influence the health of individuals.  
2. Appropriate stress management strategies can help influence the health of individuals.  
3. Identifying personal stressors/triggers and using appropriate coping strategies and stress management skills are essential to mental health and can decrease depression.  
4. Demonstrating the ability to identify positive and negative emotions and analyzing the impact on behavior are essential to mental health.  
5. Negative effects of stress on the body can deteriorate the wellness triangle.  
6. Social, emotional, and physical wellness complete the health triangle.

## Essential Questions

1. How can the understanding of the wellness triangle benefit my life?  
2. How do you manage behaviors associated with emotions?  
3. What are the warning signs associated with depression and stress?  
4. What are coping strategies?  
5. What is stress management?  
6. How does social media affect (help or hinder) my wellness triangle?  
7. What is the difference between mindful vs. mind-full?  
8. What are the benefits of meditation on the body and mind?

## Priority Standards

**Standard 1:** Comprehend concepts related to health promotion and disease prevention  
**Standard 2:** Demonstrate the ability to access valid health information and health-promoting products and services

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| Standard 3: | Demonstrate the ability to practice health-enhancing behaviors to reduce health risks |
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