

## HEALTH 10

### Description

This course offers sophomores an in-depth study of the physiological effects of use/abuse of alcohol and drugs with special emphasis on drinking and driving. Students will have the opportunity to study current alcohol legislation as they prepare for their driver's license. Students will also investigate the consequences of risky behaviors.

### Course Overview

	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What do I need to know to stay healthy?</li> <li>● How and where do I find information, products and services?</li> <li>● What can I do to avoid or reduce health risks?</li> <li>● What influences my healthy behaviors and decisions?</li> <li>● How can communication enhance my personal health?</li> <li>● How do I make good decisions to keep myself healthy?</li> <li>● What can I do to promote accurate health information and healthy behaviors?</li> </ul>	<p><b><u>Assessments</u></b></p> <p><i>Common Assessments</i></p> <p><i>Skill Assessments</i></p>
<p><b><u>Content Outline</u></b></p> <p>I. <a href="#">Unit 1</a> - Addiction/Alcohol Use and Abuse</p> <p>II. <a href="#">Unit 2</a> - Positive and destructive Decision-making</p>	<p><b><u>Standards</u></b></p> <p><a href="#">State of Connecticut Curriculum Frameworks</a></p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>● <i>Core Concepts</i></li> <li>● <i>Accessing Health Information and Resources</i></li> <li>● <i>Self-Management of Healthy Behaviors</i></li> <li>● <i>Analyzing Internal and External Influences Communication Skills</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Communication Skills</i></li> <li>• <i>Decision-Making Skills</i></li> <li>• <i>Advocacy</i></li> </ul>	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Addiction/Alcohol Use and Abuse</u> 8-10 days					Unit 2 <u>Decision-making</u> 4-6 days			

**Unit 1 - Addiction/Alcohol Use and Abuse, 8-10 days**

**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:

- analyze ways in which the environment influences the health of the community.

***Accessing Health Information and Resources***

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

Students will:

- demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others.

***Self-Management of Healthy Behaviors***

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

Students will:

- assess the importance of assuming responsibility for personal health behaviors.

***Advocacy***

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

Students will:

- use the ability to influence and support others in making positive health choices.

**Unit Objectives**

Students will be able to:

- Justify the importance of choosing not to use or abuse alcohol/drugs.
- Advocate the importance of being a drug free role model and a source of help for a friend.
- Examine the Connecticut laws and regulations regarding alcohol/ drugs/ texting and driving.
- Investigate addiction as a disease.

**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 can I do to promote accurate health information and healthy behaviors?

**Focus Questions**

- What are the social factors, media and cultural influences that effect drug use?

<ul style="list-style-type: none"> <li>● Identify the dynamics of living in a chemically dependent family.</li> <li>● Emphasis the importance of an individual’s responsibility not to ride with someone who has been drinking/ drugging/ texting</li> <li>● Interpret statistics related to the national problem of driving under the influence.</li> <li>● Understand the risks of misusing, abusing, and sharing prescription drugs.</li> <li>● Interpret prescription labels.</li> <li>● Recognize signs of drug abuse and overdose.</li> <li>● Describe physical, mental, social, and legal consequences of abusing prescription drugs.</li> <li>● Investigate latest research into E-Cigarette and Vaping dangers.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the factors that influence your response to drugs?</li> <li>● What are the signs and symptoms of physical, social and emotional addiction?</li> <li>● How do you recognize chemical dependency within the family unit?</li> <li>● What organizations and resources are available for help?</li> <li>● What are the laws and consequences associated with drinking and driving?</li> <li>● What factors influence your personal decisions involving driving under the influence?</li> <li>● What risks are involved in alcohol use/abuse?</li> </ul>	
	<p><b><u>Suggested Materials/Resources</u></b></p>	<p><b><u>Skill Objectives</u></b> Students will:</p> <ul style="list-style-type: none"> <li>● identify consequences of being chemically involved.</li> <li>● define BAC.</li> <li>● summarize the CT state laws regarding drinking and driving.</li> <li>● identify the factors that influence one’s response to drugs.</li> <li>● identify influences and behaviors which put one at risk for chemical use/abuse.</li> <li>● identify early warning signs of addiction.</li> <li>● identify treatment modalities for chemical abuse and addiction.</li> <li>● identify people whom they can seek out for help.</li> <li>● demonstrate the dynamics found in a chemically dependent family.</li> </ul>

		<ul style="list-style-type: none"> <li>● explain coping strategies for living in a chemically dependent family.</li> <li>● explain the physical, emotional, and spiritual components of addiction.</li> </ul>
<b><u>Technology Resources</u></b>	<b><u>Differentiated Instruction</u></b>	<b><u>Enrichment/ELL</u></b>

## Unit 2 – Decision-making (including Family Life), 4-6 days

### 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:

- assess how public health policies and government regulations can influence health promotion and disease prevention.
- describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime – from birth to death.

#### *Analyzing Internal and External Influences*

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

Students will:

- evaluate how information from family, school, peers and the community influences personal health.

#### *Communication Skills*

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

Students will:

- demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior.

#### *Decision-Making Skills*

**Students will demonstrate the ability to use decision-making skills to enhance health.**

Students will:

- predict the immediate and long-term impact of health decisions on the individual, family and community.

#### *Advocacy*

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

Students will:

- analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality.

### Unit Objectives

Students will be able to:

- Examine the role peer pressure plays in their decisions.
- Distinguish the relationship between risky behaviors and goal attainment.

### 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?

### Assessment

<ul style="list-style-type: none"> <li>● Identify risk factors and protective factors</li> <li>● Correlate the relationship between chemical use and high risk sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I make good decisions to keep myself healthy?</li> <li>● What can I do to promote accurate health information and healthy behaviors?</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>● What are risky behaviors?</li> <li>● What influences affect decisions to partake in risky behaviors?</li> <li>● What impact might participation in risky behaviors have on family, friends, and one's future?</li> <li>● What methods reduce the risk of unplanned pregnancy and/or disease?</li> </ul>	
	<p><b><u>Suggested Materials/Resources</u></b></p>	<p><b><u>Skill Objectives</u></b> Students will:</p> <ul style="list-style-type: none"> <li>● identify examples of risky behaviors.</li> <li>● predict immediate and long-term impact of risky behavior choices.</li> <li>● use decision making model to make decisions about drugs/alcohol and sexual activity.</li> <li>● evaluate personal decisions concerning chemical use: drugs/alcohol and sexual activity.</li> <li>● identify strategies to handle sexual pressures in a relationship.</li> <li>● identify protective behaviors against the transmission of HIV/AIDS, STI's and pregnancy.</li> <li>● evaluate the effectiveness of decisions related to alcohol and other drug use and how substance use can lead to sexual assault.</li> <li>● evaluate the negative consequences of sending sexually explicit pictures or messages via text or on social media sites.</li> </ul>

		<ul style="list-style-type: none"> <li>● analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying and other types of violence</li> <li>● defend the importance of abstinence and the benefits associated with it.</li> </ul>
<b><u>Technology Resources</u></b>	<b><u>Differentiated Instruction</u></b>	<b><u>Enrichment/ELL</u></b>