



Fairfield Ludlowe High School - Fairfield Warde High School
Health Education 1 (9th/10th)

Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

The emphasis in health education is based on the needs and interests of ninth and tenth 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. This course also offers 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 OBJECTIVES

Students will be able to:

Unit 1: Drug Education: Addiction, Alcohol Use

- 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.
- Identify the dynamics of living in a chemically dependent family.
- Emphasis the importance of an individual's responsibility not to ride with someone who has been drinking/ drugging/ texting.
- Interpret statistics related to the national problem of driving under the influence.
- Understand the risks of misusing, abusing, and sharing prescription drugs.
- Interpret prescription labels.
- Recognize signs of drug abuse and overdose.
- Describe physical, mental, social, and legal consequences of abusing prescription drugs.
- Identify consequences of being chemically involved.
- Define BAC.
- Summarize the CT state laws regarding drinking and driving.
- Identify the factors that influence one's response to drugs.
- Identify influences and behaviors which put one at risk for chemical use/abuse.
- Identify early warning signs of addiction.
- Identify treatment modalities for chemical abuse and addiction.
- Identify people whom they can seek out for help.
- Demonstrate the dynamics found in a chemically dependent family.

Unit 2: Safe Choices/ Positive & Destructive Decision-Making / Hands Only CPR

- Describe the necessary steps for Lyme disease prevention. (sub plans)
- Hands only CPR/AED training through Red Cross
- Identify and discuss diseases that affect health.
- Evaluate environmental, social, and hereditary factors that may place them at risk for disease.
- Locate where AEDs are placed {Adult {Child {Infant.
- Be able to operate an AED correctly in an emergency.
- Examine the role peer pressure plays in their decisions.
- Distinguish the relationship between risky behaviors and goal attainment.
- Identify risk factors and protective factors.
- Correlate the relationship between chemical use and high-risk sexual behavior.
- Identify examples of risky behaviors.
- Predict immediate and long-term impact of risky behavior choices.
- Use the decision-making model to make decisions about drugs/alcohol and sexual activity.
- Evaluate personal decisions concerning chemical use: drugs/alcohol and sexual activity.
- Identify strategies to handle sexual pressures in a relationship.
- Identify protective behaviors against the transmission of HIV/AIDS, STIs and pregnancy.
- Evaluate the effectiveness of decisions related to alcohol and other drug use and how substance use can lead to sexual assault.
- Evaluate the negative consequences of sending sexually explicit pictures or messages via text or on social media sites.
- Describe symptoms, prevention methods and routes of communicable diseases including AIDS/STDS.
- Identify protective behaviors against the transmission of HIV/AIDS, STI's and pregnancy.

Unit 3: Mental Health

- Strengthen mental health foundations, risk and protective factors, including digital addiction.
- Strengthen Mental Health Basics
- Understand physical and mental conditions, researching mental health conditions. Understand Mental Health Conditions.
- Define stress, reframing negative self-talk, DBT 5 senses for self-soothing coping skills. -Identify
- Healthy Coping Skills
- Identify stigma, recognizing and combating stigma- Identify Resources
- Demonstrate appropriate ways to access help for themselves or a friend.
- Demonstrate how to communicate feelings and needs effectively without using violence or hurtful language.
- Understand the purpose of stress and how it can affect a person physically.
- Identify coping strategies that can be used to reduce stress.
- Use de-stigmatizing language and approach to presenting information on their chosen mental health conditions.
- DBT Skills & Strategies: define stress, reframing negative self-talk, self-soothing, and healthy coping skills.

UNITS OF STUDY

- Unit 1: Drug Education: Addiction, Alcohol Use
- Unit 2: Safe Choices/ Positive & Destructive Decision-Making / Hands Only CPR
- Unit 3: Mental Health

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (See FPS BOE Policy 6154.1AR.)
- 90% will be based on assessments. In addition, please see Policy 6146.1AR for additional information on grade reporting and late work.

End of Course Grade

100% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/in-progress grade.

There is no final exam category, although a final exam will be given in class at the end of the semester and will be calculated into the cumulative "Final Mark"