



Wilton Public Schools School

Grade 10 Adolescent Health Course Outline

The emphasis in this required academic course will be on developing both a framework of health knowledge and decision-making skills. Students will recognize the importance and personal relevance of fitness and health and will be able to demonstrate an understanding of concepts related to health promotion and disease prevention. Focus areas include: healthy foundations/achieving wellness, physical fitness and physical activity, nutrition, C.P.R., sudden illness, injury prevention including suicide prevention, substance prevention, use, abuse and recovery, mental and emotional health, community and environmental health, personal safety, including relationship safety, sexual assault and abuse prevention and awareness, human growth and development, including sexual health education. These topics are based on Connecticut's Healthy and Balanced Living Curriculum Framework (2021).

Unit/Topics	Students will know:	Students will able to:
Optimal Wellness and Disease Prevention (OWDP)	How to comprehend concepts related to health promotion and disease prevention to enhance health.	• Predict how healthy behaviors can affect health status. • Describe the interrelationships of emotional, intellectual, physical, and social health. • Analyze how the environment and personal health are interrelated. • Analyze how genetics and family history can impact personal health. • Propose ways to reduce or prevent injuries and health problems. • Analyze the relationship between access to health care and health status. • Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. • Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. • Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Healthy Eating and Physical Activity (HEPA)	How to analyze the influence of family, peers, culture, media, technology, and other factors on	• Analyze how the family influences the health of individuals. • Analyze how the culture supports and

	health behaviors	challenges health beliefs, practices, and behaviors. • Analyze how peers influence healthy and unhealthy behaviors. • Evaluate how the school and community can affect personal health practice and behaviors. • Evaluate the effect of media on personal and family health. • Evaluate the impact of technology on personal, family, and community health. • Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • Analyze the influence of personal values and beliefs on individual health practices and behaviors. • Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • Analyze how public health policies and government regulations influence health promotion and disease prevention.
	How to demonstrate the ability to access valid information, products, and services to enhance health.	• Evaluate the validity of health information, products, and services. • Use resources from home, school, and community that provide valid health information. • Determine the accessibility of products and services that enhance health. • Determine when professional health services may be required. • Access valid and reliable health products and services.
Safety and Injury Prevention (SIP)	How to use decision-making skills to enhance health	• Examine barriers that can hinder healthy decision making. • Determine the value of applying a thoughtful decision-making process in health-related situations. • Justify when individual or collaborative decision making is

		appropriate. • Generate alternatives to health-related issues or problems. • Predict the potential short-term and long-term impact of each alternative on self and others. • Defend the healthy choice when making decisions. • Evaluate the effectiveness of health-related decisions.
Unit 5: Safety Violence Prevention (VP)	How to demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	• Use skills for communicating effectively with family, peers, and others to enhance health. • Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • Demonstrate how to ask for and offer assistance to enhance the health of self and others.
Unit 6 - Alcohol, Nicotine and other drugs (ANOD)	How to practice using goal-setting skills to enhance health.	• Assess personal health practices and overall health status. • Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • Implement strategies and monitor progress in achieving a personal health goal. • Formulate an effective long-term personal health plan.
Mental and Emotional Health (MEH)	How to practice health-enhancing behaviors and avoid or reduce health risks.	• Analyze the role of individual responsibility for enhancing health. • Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • Demonstrate a variety of behaviors to avoid or reduce health risks to self and others

Sexual Health (SH) Optimal Wellness and Disease Prevention (OWDP)	How to advocate for personal, family, and community health	• Utilize accurate peer and societal norms to formulate a health-enhancing message. • Demonstrate how to influence and support others to make positive health choices. • Work cooperatively as an advocate for improving personal, family, and community health. • Adapt health messages and communication techniques to a specific target audience.