

COURSE	HEALTH			GRADE:	7 TH GRADE
STATE STANDARD:	10.1.9 CONCEPTS OF HEALTH			TIME FRAME:	12 – 14 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. ANALYZE FACTORS THAT IMPACT GROWTH AND DEVELOPMENT BETWEEN ADOLESCENCE AND ADULTHOOD.</p> <ul style="list-style-type: none"> • RELATIONSHIPS (E.G., DATING, FRIENDSHIPS, PEER PRESSURE) • INTERPERSONAL COMMUNICATION • RISK FACTORS (E.G., PHYSICAL INACTIVITY, SUBSTANCE ABUSE, INTENTIONAL/UNINTENTIONAL INJURIES, DIETARY PATTERNS) • ABSTINENCE • STD AND HIV PREVENTION • COMMUNITY 	<ul style="list-style-type: none"> ▪ RELATIONSHIPS ▪ INTERPERSONAL COMMUNICATION ▪ REFUSAL SKILLS ▪ ABSTINENCE ▪ STI'S ▪ HIV 	<ul style="list-style-type: none"> ▪ <i>WHAT KINDS OF RELATIONSHIPS CAN WE HAVE?</i> ▪ <i>WHY IS COMMUNICATION IMPORTANT IN RELATIONSHIPS?</i> ▪ <i>WHAT IS ABSTINENCE?</i> ▪ <i>HOW ARE STD'S AND HIV TRANSMITTED AND PREVENTED?</i> 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ <i>RELATIONSHIPS: CONNECTION WE HAVE WITH OTHERS</i> <ul style="list-style-type: none"> ○ FAMILY ○ FRIENDS ○ PEERS ○ DATING ○ SOCIAL CONNECTIONS ▪ <i>INTERPERSONAL COMMUNICATION: EXCHANGE OF THOUGHTS, FEELINGS AND BELIEFS BETWEEN TWO OR MORE PEOPLE</i> ▪ <i>REFUSAL SKILLS: COMMUNICATION SKILLS THAT ALLOW STUDENTS TO AVOID DANGEROUS SITUATIONS</i> ▪ <i>CLEAR "NO" STATEMENTS</i> ▪ <i>REFLECTIVE LISTENING: AN ACTIVE LISTENING SKILL IN WHICH THE INDIVIDUAL LETS OTHERS KNOW HE/SHE HAS HEARD AND UNDERSTANDS WHAT HAS BEEN SAID.</i> ▪ <i>"I" STATEMENTS: A STATEMENT DESCRIBING A SPECIFIC BEHAVIOR OR EVENT AND THE EFFECT THAT BEHAVIOR OR EVENT HAS ON A PERSON AND THE FEELINGS THAT RESULT.</i> ▪ <i>ABSTINENCE: CHOOSING NOT TO ENGAGE IN ANY SEXUAL ACTIVITY.</i> <ul style="list-style-type: none"> ○ 100% EFFECTIVE WAY TO GUARANTEE SAFETY FROM STI'S AND PREGNANCY. ▪ <i>STI'S: SEXUALLY TRANSMITTED INFECTIONS</i> <ul style="list-style-type: none"> ○ INFECTION TRANSMITTED FROM PERSON TO PERSON THROUGH SEXUAL CONTACT. ▪ <i>HIV: HUMAN IMMUNODEFICIENCY VIRUS</i> 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT INTRODUCE 	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>

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<p>B. ANALYZE PREVENTION AND INTERVENTION STRATEGIES IN RELATION TO ADOLESCENT AND ADULT DRUG USE.</p> <ul style="list-style-type: none"> • DECISION-MAKING/REFUSAL SKILLS • SITUATION AVOIDANCE • GOAL SETTING • PROFESSIONAL ASSISTANCE (E.G., MEDICAL, COUNSELING, SUPPORT GROUPS) • PARENT INVOLVEMENT 	<ul style="list-style-type: none"> ▪ CONTROLLED SUBSTANCES <ul style="list-style-type: none"> ○ TOBACCO ○ ALCOHOL ○ MARIJUANA ○ INHALANTS ○ STEROIDS ▪ PREVENTION ▪ INTERVENTION ▪ DECISION MAKING ▪ GOAL SETTING 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE CONTROLLED SUBSTANCES?</i> ▪ <i>HOW DO CONTROLLED SUBSTANCES AFFECT THE BODY AND THE BODY SYSTEMS?</i> ▪ <i>WHAT IS DRUG ABUSE PREVENTION?</i> ▪ <i>WHAT IS INTERVENTION?</i> ▪ <i>WHY IS GOAL SETTING IMPORTANT TO YOUNG PEOPLE?</i> ▪ <i>WHY IS IT IMPORTANT TO PRACTICE REFUSAL SKILLS?</i> 	<ul style="list-style-type: none"> ▪ <i>RISK BEHAVIORS:</i> <ul style="list-style-type: none"> ○ SEXUAL RELATIONSHIP WITH INFECTED PARTNER ○ SEXUAL RELATIONSHIP WITH MULTIPLE PARTNERS ○ KISSING WITH PARTNER WITH OPEN MOUTH SORES ○ FAILING TO PRACTICE RESTROOM HABITS THAT PROMOTE PERSONAL HYGIENE ○ SHARING NEEDLES <ul style="list-style-type: none"> • DRUGS • TATTOO'S • BLOOD BROTHER/SISTER CEREMONY • PIERCINGS ○ TAKING PRECAUTIONS WHEN CARING FOR AIDS PATIENTS ○ DRUG USAGE-POOR DECISION MAKING ○ HIV INFECTED MOTHER: CAN BE TRANSMITTED DURING PREGNANCY, CHILDBIRTH OR BREASTFEEDING ▪ CORE CONCEPTS <ul style="list-style-type: none"> ▪ <i>TOBACCO: POWERFUL DRUG WHICH COMES FROM THE LEAVES OF THE TOBACCO PLANT</i> ▪ <i>ELECTRONIC CIGARETTES: (ALSO CALLED E-CIGARETTES OR ELECTRONIC NICOTINE DELIVERY SYSTEMS) ARE BATTERY-OPERATED DEVICES DESIGNED TO DELIVER NICOTINE WITH FLAVORINGS AND OTHER CHEMICALS TO USERS IN VAPOR INSTEAD OF SMOKE. HOW DO E-CIGARETTES WORK?</i> <ul style="list-style-type: none"> ○ <i>A CARTRIDGE, WHICH HOLDS A LIQUID SOLUTION</i> 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND OTHER DRUGS REINFORCE/ BENCHMARK 	

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			<p>CONTAINING VARYING AMOUNTS OF NICOTINE, FLAVORINGS, AND OTHER CHEMICALS</p> <ul style="list-style-type: none"> ○ A HEATING DEVICE (VAPORIZER) ○ A POWER SOURCE (USUALLY A BATTERY) ○ IN MANY E-CIGARETTES, PUFFING ACTIVATES THE BATTERY-POWERED HEATING DEVICE, WHICH VAPORIZES THE LIQUID IN THE CARTRIDGE. THE RESULTING AEROSOL OR VAPOR IS THEN INHALED (CALLED "VAPING") ▪ ALCOHOL: DRUG PRODUCED BY A CHEMICAL REACTION IN FRUITS, VEGETABLES AND GRAINS. ▪ POWDERED ALCOHOL <ul style="list-style-type: none"> ○ ALCOHOL IN POWDERED FORM HAS THE POTENTIAL TO BE EQUALLY OR MORE DANGEROUS THAN LIQUID ALCOHOL. ○ IN ADDITION TO COMMON SIDE EFFECTS OF ALCOHOL INTOXICATION, POWDERED ALCOHOL PRESENTS OTHER CONCERNS. ○ POWDERED ALCOHOL CAN BE SNORTED AND CAN BE USED TO LACE FOOD AND BEVERAGES. ○ POWDERED ALCOHOL IS EXTREMELY FLAMMABLE. ▪ MARIJUANA: DRUG THAT COMES FROM THE DRIED LEAVES OF THE CANNABIS (HEMP) PLANT ▪ INHALANTS: SUBSTANCES WHOSE FUMES ARE SNIFFED AND INHALED TO GIVE A HALLUCINOGENIC HIGH 		

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			<ul style="list-style-type: none"> ▪ CLUB DRUGS: ▪ ANABOLIC STEROIDS: SYNTHETIC DERIVATIVES OF THE MALE HORMONE TESTOSTERONE ▪ BODY SYSTEMS AFFECTED <ul style="list-style-type: none"> ○ NERVOUS SYSTEM ○ RESPIRATORY SYSTEM ○ CIRCULATORY SYSTEM ○ DIGESTIVE SYSTEM ○ IMMUNE SYSTEM ○ REPRODUCTIVE SYSTEM ▪ TAKING STEPS TO MAKE SURE DRUG ABUSE DOES NOT HAPPEN. AVOID RISK TAKING, RESISTING NEGATIVE PEER PRESSURE, PAYING ATTENTION TO WHAT YOU ARE DOING, AND CONSIDERING OPTIONS AND CONSEQUENCES. ▪ INTERRUPTION OF THE ON-GOING DRUG ABUSE BEFORE THE USER GETS ANY WORSE. ▪ IT IS IMPORTANT TO RECOGNIZE CONSEQUENCES OF POTENTIALLY RISKY SITUATIONS. WEIGH THE “PROS AND CONS” OF ONE’S ACTIONS. ▪ GOAL SETTING: PROCESS WHICH INCLUDES A CLEAR GOAL STATEMENT, IDENTIFYING A REALISTIC GOAL, PRESENTING A PLAN FOR REACHING THE GOAL AND EVALUATING OR REFLECTING ON THE ACTION. ▪ REFUSAL SKILLS: <ul style="list-style-type: none"> ○ SO “NO” FIRMLY AND CONVINCINGLY. SOME SAY “NO” AND PHYSICALLY TURN AWAY. ○ REPEAT THE WORD “NO” OVER AND OVER. DON’T COUNTER WITH PUT DOWN’S, JUST CONTINUE TO REPEAT THE 		

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			WORD "NO". ○ GIVE AN EXCUSE (A BELIEVABLE ONE) ○ GIVE REASONS		
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET BASED RESEARCH, WEBQUESTS ETC.				
REMEDICATION:	SMALL GROUPS, PEER ASSISTANCE, GRAPHIC ORGANIZERS, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, RE-TEST, RE-TEACH, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , WWW. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MECKS HEIT , HTTP://KIDSHEALTH.ORG/TEEN/ VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

COURSE	HEALTH	GRADE:	7 TH GRADE
STATE STANDARD:	10.2.9 HEALTHFUL LIVING	TIME FRAME:	6 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>B. ANALYZE THE RELATIONSHIP BETWEEN HEALTH-RELATED INFORMATION AND ADOLESCENT CONSUMER CHOICES.</p> <ul style="list-style-type: none"> • TOBACCO PRODUCTS • WEIGHT CONTROL PRODUCTS 	<ul style="list-style-type: none"> ▪ CONSUMER ▪ CONSUMER CHOICES ▪ HEALTH RELATED INFORMATION ▪ ADVERTISING 	<ul style="list-style-type: none"> ▪ <i>WHAT DOES IT MEAN TO BE A CONSUMER?</i> ▪ <i>HOW IS HEALTH RELATED INFORMATION PROVIDED TO THE PUBLIC?</i> 	<ul style="list-style-type: none"> ▪ CONSUMERS NEED TO KNOW ABOUT FACTORS THAT INFLUENCE THEIR PURCHASES/CHOICES. ▪ WARNINGS ON TOBACCO & ALCOHOL PRODUCTS ▪ ADVERTISING: EXAMINE STRATEGIES THAT TARGET MEMBERS OF VARIOUS RACIAL, ETHNICAL, AND OTHER GROUPS. 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND OTHER DRUGS 	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p>
<p>C. ANALYZE MEDIA HEALTH AND SAFETY MESSAGES AND DESCRIBE THEIR IMPACT ON PERSONAL HEALTH AND SAFETY.</p>	<ul style="list-style-type: none"> ▪ ADVERTISING TECHNIQUES 	<ul style="list-style-type: none"> ▪ <i>HOW DOES ADVERTISING AFFECT YOUR CHOICES?</i> 	<ul style="list-style-type: none"> ▪ ADVERTISING TECHNIQUES • BANDWAGON • TESTIMONIAL • SNOB APPEAL • FUN & FRIENDS • JUST PLAIN FOLKS • HUMOR • EMOTIONS • STATISTICS • ROMANCE • SEX APPEAL • CULTURE GROUP PRIDE • FEAR APPEAL • EXAGGERATION • PROBLEM SOLVERS • REPETITION 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND OTHER DRUGS 	<p>TEACHER OBSERVATION</p>
<p>D. ANALYZE AND APPLY A DECISION-MAKING PROCESS TO ADOLESCENT HEALTH AND SAFETY ISSUES.</p>	<ul style="list-style-type: none"> ▪ PEER PRESSURE ▪ PROBLEM STATEMENT ▪ CONSEQUENCES ▪ VALUES 	<ul style="list-style-type: none"> ▪ <i>WHY IS DECISION MAKING AN IMPORTANT HEALTH SKILL FOR TEENS?</i> ▪ <i>HOW CAN WE MAKE GOOD DECISIONS?</i> ▪ <i>WHAT ARE THE STEPS IN THE DECISION MAKING MODEL?</i> ▪ <i>WHAT ARE POSITIVE AND</i> 	<ul style="list-style-type: none"> ▪ DECISIONS MADE BY TEENS HAVE THE POTENTIAL TO AFFECT MANY OTHERS. ▪ USE A DECISION MAKING MODEL AND GET ADVICE FROM PARENTS, TEACHERS AND TRUSTED ADULTS. ▪ STATE THE PROBLEM 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND OTHER DRUGS 	

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		<p><i>NEGATIVE CONSEQUENCES?</i></p> <ul style="list-style-type: none"> ▪ <i>WHY IS IT IMPORTANT TO CHOOSE FRIENDS WISELY?</i> 	<ul style="list-style-type: none"> ▪ LIST THE OPTIONS ▪ THINK ABOUT POSSIBLE RESULTS ▪ CONSIDER FAMILY VALUES ▪ MAKE A DECISION ▪ EVALUATE YOUR DECISION ▪ THE INFLUENCE OF FRIENDS IS VERY STRONG. IT IS IMPORTANT TO CHOOSE FRIENDS WHO SUPPORT DECISIONS TO BE HEALTHY. 		
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STATE STANDARD:	10.3.9 SAFETY AND INJURY PREVENTION			TIME FRAME:	10 – 12 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. ANALYZE THE ROLE OF INDIVIDUAL RESPONSIBILITY FOR SAFE PRACTICES AND INJURY PREVENTION IN THE HOME, SCHOOL AND COMMUNITY.</p> <ul style="list-style-type: none"> • MODES OF TRANSPORTATION (E.G., PEDESTRIAN, BICYCLE, VEHICULAR, PASSENGER, FARM VEHICLE, ALL-TERRAIN VEHICLE) • VIOLENCE PREVENTION IN SCHOOL • SELF-PROTECTION IN THE HOME • SELF-PROTECTION IN PUBLIC PLACES 	<ul style="list-style-type: none"> ▪ INDIVIDUAL RESPONSIBILITY ▪ SAFE PRACTICES ▪ INJURY PREVENTION ▪ VIOLENCE PREVENTION AT HOME 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE SOME COMMON CAUSES OF VIOLENCE IN SCHOOL?</i> ▪ <i>WHAT ARE SOME INTERVENTIONS AVAILABLE IN SCHOOLS TO HELP REDUCE AND ADDRESS THE ISSUES OF VIOLENCE?</i> ▪ <i>WHY IS THERE SO MUCH VIOLENCE IN SOCIETY TODAY?</i> ▪ <i>WHAT IS BULLYING?</i> ▪ <i>WHAT IS CYBER BULLYING?</i> ▪ <i>WHAT ARE SOME COMMON FORMS OF VIOLENCE THAT OCCUR IN THE HOME?</i> 	<p>CORE CONCEPT</p> <ul style="list-style-type: none"> ▪ ANGER, DRUGS AND ALCOHOL, PEER PRESSURE, PREJUDICE, AND GUN POSSESSION. ▪ PEER MEDIATION GROUPS, CRISIS INTERVENTION PROGRAMS, VIOLENCE PREVENTION PROGRAMS, COUNSELORS, S.A.P. (STUDENT ASSISTANT PROGRAMS). ▪ ANTI-BULLYING CAMPAIGN DISTRICT WIDE ▪ IN ADDITION, VIDEO SURVEILLANCE AND SECURITY ARE USED IN SCHOOLS AND BUSES. ▪ BEING CRUEL TO OTHERS BY SENDING OR POSTING HARMFUL MATERIAL USING TECHNOLOGICAL MEANS; AN INDIVIDUAL OR GROUP THAT USES INFORMATION AND COMMUNICATION INVOLVING ELECTRONIC TECHNOLOGIES TO FACILITATE DELIBERATE AND REPEATED HARASSMENT OR THREAT TO INDIVIDUAL OR GROUP. ▪ VIOLENCE IN THE HOME OFTEN INVOLVES FORM OF ABUSE: PHYSICAL, VERBAL, SEXUAL AND EMOTIONAL. 	<ul style="list-style-type: none"> ▪ INJURY PREVENTION AND SAFETY ▪ SELF - MANAGEMENT <p>INTRODUCE</p>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS(INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>C. ANALYZE AND APPLY STRATEGIES TO AVOID OR MANAGE CONFLICT AND VIOLENCE DURING ADOLESCENCE.</p> <ul style="list-style-type: none"> • EFFECTIVE NEGOTIATION • ASSERTIVE BEHAVIOR 	<ul style="list-style-type: none"> ▪ NEGOTIATION ▪ ASSERTIVE BEHAVIOR 	<ul style="list-style-type: none"> ▪ <i>HOW CAN EFFECTIVE COMMUNICATION SKILLS MANAGE CONFLICT NON-VIOLENTLY?</i> ▪ <i>HOW DOES ASSERTIVE BEHAVIOR HELP OTHERS AVOID OR MANAGE CONFLICT AND</i> 	<p>CORE CONCEPT</p> <ul style="list-style-type: none"> ▪ EFFECTIVE COMMUNICATION IS THE ABILITY TO EXPRESS AND CONVEY THEIR KNOWLEDGE, BELIEFS AND IDEAS. <ul style="list-style-type: none"> ○ EMPATHY ○ RESPECT ○ ENCOURAGE OTHERS TO 	<ul style="list-style-type: none"> ▪ MENTAL, EMOTIONAL AND SOCIAL HEALTH <p>INTRODUCE</p>	

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		<p>VIOLENCE?</p> <ul style="list-style-type: none"> WHAT ARE PASSIVE, AGGRESSIVE AND ASSERTIVE COMMUNICATION STYLES? 	<p>EXPRESS THEMSELVES</p> <ul style="list-style-type: none"> ASSERTIVE COMMUNICATION LETS PEOPLE STAND UP FOR THEMSELVES AND SAY WHAT THEY THINK WITHOUT HURTING OTHERS. 		
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