

COURSE	HEALTH	GRADE:	12 TH GRADE		
STATE STANDARD:	10.1.12 CONCEPTS OF HEALTH	TIME FRAME:	12 – 14 LESSONS		
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. EVALUATE FACTORS THAT IMPACT GROWTH AND DEVELOPMENT DURING ADULTHOOD AND LATE ADULTHOOD.</p> <ul style="list-style-type: none"> ACUTE AND CHRONIC ILLNESS COMMUNICABLE AND NON-COMMUNICABLE DISEASE HEALTH STATUS RELATIONSHIPS (E.G., MARRIAGE, DIVORCE, LOSS) CAREER CHOICE AGING PROCESS RETIREMENT 	<ul style="list-style-type: none"> DATING MARRIAGE FAMILY REFUSAL SKILLS SEXUALLY TRANSMITTED DISEASE/ INFECTIONS RISK FACTORS PATHOGENS TRANSMISSION INFECTIOUS IMMUNITY 	<ul style="list-style-type: none"> WHAT STRATEGIES HELP MAINTAIN HEALTHY RELATIONSHIPS AND RESOLVE CONFLICT? HOW CAN YOUNG ADULTS COPE WITH THEIR PARENTS SEPARATION/DIVORCE? 	<ul style="list-style-type: none"> INTERPRET THE FACTS ABOUT SEXUALLY TRANSMITTED DISEASE/INFECTIONS IDENTIFY SYMPTOMS AND TRANSMISSION OF STD'S/STI'S RELATIONSHIPS STD'S & STI'S <p>**REVIEW KEY CONTENT/CONCEPTS RELEVANT TO TOPICS TOP IN PREVIOUS GRADE LEVEL.</p>	<ul style="list-style-type: none"> GROWTH AND DEVELOPMENT BENCHMARK 	<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>B. EVALUATE FACTORS THAT IMPACT THE BODY SYSTEMS AND APPLY PROTECTIVE/PREVENTIVE STRATEGIES.</p> <ul style="list-style-type: none"> FITNESS LEVEL ENVIRONMENT (E.G., POLLUTANTS, AVAILABLE HEALTH CARE) HEALTH STATUS (E.G., PHYSICAL, MENTAL, SOCIAL) NUTRITION 	<ul style="list-style-type: none"> STRESS ABSTINENCE DEVICE METHODS PREVENTION TRANSMISSION DEPRESSION SUICIDE STD'S/STI'S 	<ul style="list-style-type: none"> HOW DOES STRESS IMPACT THE BODY SYSTEMS, SPECIFICALLY THE IMMUNE SYSTEM AND HOW CAN IT BE PREVENTED? WHAT PREVENTATIVE STRATEGY WOULD BE MOST EFFECTIVE FOR YOU? 	<ul style="list-style-type: none"> ABSTINENCE ANALYZE EFFECTIVENESS OF VARIOUS METHODS OF CONTRACEPTION 	<ul style="list-style-type: none"> MENTAL, EMOTIONAL AND SOCIAL HEALTH BENCHMARK 	

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E. IDENTIFY AND ANALYZE FACTORS THAT INFLUENCE THE PREVENTION AND CONTROL OF HEALTH PROBLEMS. <ul style="list-style-type: none"> • RESEARCH • MEDICAL ADVANCES • TECHNOLOGY • GOVERNMENT POLICIES/ REGULATIONS 	<ul style="list-style-type: none"> ▪ ULTRASOUND ▪ GOVERNMENT POLICIES AND REGULATIONS 	<ul style="list-style-type: none"> ▪ <i>HOW DO THESE METHODS BE BETTER UTILIZED AND CONTROL HEALTH PROBLEMS.</i> ▪ <i>WHAT IS THE GOVERNMENT DOING IN REGARDS TO POLICIES AND REGULATIONS IN THE PREVENTION, AND CONTROL OF HEALTH PROBLEMS?</i> 	<ul style="list-style-type: none"> ▪ USE CURRENT INFORMATION TO SPECIFIC CURRENT HEALTH PROBLEMS (INCLUDE GOVERNMENT POLICIES AND REGULATIONS) 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET BASED RESEARCH, WEBQUESTS ETC.				
REMEDATION:	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/MEEKS 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:	12 TH GRADE
STATE STANDARD:	10.2.12 HEALTHFUL LIVING	TIME FRAME:	6 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
A. EVALUATE HEALTH CARE PRODUCTS AND SERVICES THAT IMPACT ADULT HEALTH PRACTICES.	<ul style="list-style-type: none"> ▪ HEALTH CARE PROVIDERS ▪ ALLIED HEALTH PROFESSIONALS ▪ MEDICARE ▪ MEDICAID ▪ HMO'S ▪ PPO'S ▪ MEDICAL FRAUD ▪ PUBLIC HEALTH 	<ul style="list-style-type: none"> ▪ <i>WHAT PROFESSIONALS COMPRISE HEALTH CARE PROVIDERS?</i> ▪ <i>WHAT OCCUPATIONS MAKE UP ALLIED HEALTH?</i> ▪ <i>HOW SHOULD WE CHOOSE HEALTH PROVIDERS?</i> ▪ <i>WHAT ARE DIFFERENT TYPES OF HEALTH PLANS?</i> ▪ <i>WHAT ARE MEDICARE, MEDICAID, MEDICAL FRAUD, AND PUBLIC HEALTH?</i> 	<ul style="list-style-type: none"> ▪ IDENTIFY TYPES OF HEALTHCARE PLANS ▪ IDENTIFY TERMINOLOGY ASSOCIATED WITH HEALTH CARE PLANS ▪ EVALUATING AVAILABLE HEALTH CARE OPTIONS. 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER) RUBRICS PERFORMANCE TASKS TEACHER DESIGNED ASSESSMENTS TEACHER OBSERVATION
B. ASSESS FACTORS THAT IMPACT ADULT HEALTH CONSUMER CHOICES. <ul style="list-style-type: none"> ▪ ACCESS TO HEALTH INFORMATION ▪ ACCESS TO HEALTH CARE ▪ COST ▪ SAFETY 	<ul style="list-style-type: none"> ▪ <i>HEALTH CARE COSTS</i> ▪ <i>HMO'S</i> ▪ <i>MEDICARE</i> ▪ <i>MEDICAID</i> 	<ul style="list-style-type: none"> ▪ <i>HOW DOES HEALTH CARE WORK?</i> 	<ul style="list-style-type: none"> ▪ JUSTIFY YOUR CHOICE OF A HEALTHCARE PROFESSIONAL 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	
C. COMPARE AND CONTRAST THE POSITIVE AND NEGATIVE EFFECTS OF THE MEDIA ON ADULT PERSONAL HEALTH AND SAFETY.	<ul style="list-style-type: none"> ▪ MEDIA ▪ HEALTH ▪ SAFETY ▪ MESSAGES ▪ TECHNOLOGY ▪ STRATEGIES 	<ul style="list-style-type: none"> ▪ <i>HOW CAN WE USE HEALTH MESSAGES AND TECHNOLOGY TO MAKE HEALTHY CHOICES?</i> ▪ <i>HOW IS SEXUALLY PORTRAYED BY THE MEDIA?</i> 	<ul style="list-style-type: none"> ▪ COMPARE AND CONTRAST HEALTH MESSAGES AND TECHNOLOGY THAT ARE HELPFUL AND HARMFUL TO THE SAFETY OF ADULTS 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT BENCHMARK 	

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D. EXAMINE AND APPLY A DECISION-MAKING PROCESS TO THE DEVELOPMENT OF SHORT AND LONG-TERM HEALTH GOALS.	<ul style="list-style-type: none"> ▪ GOAL SETTING ▪ DECISION MAKING ▪ LONG TERM /SHORT TERM 	<ul style="list-style-type: none"> ▪ <i>WHY IS GOAL SETTING ESPECIALLY IMPORTANT FOR OLDER TEENS?</i> 	<ul style="list-style-type: none"> ▪ APPLY GOAL SETTING MODEL TO SUPPORT PRACTICE OF RESPONSIBLE SEXUAL BEHAVIOR 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT BENCHMARK 	
E. ANALYZE THE INTERRELATIONSHIP BETWEEN ENVIRONMENTAL FACTORS AND COMMUNITY HEALTH. <ul style="list-style-type: none"> ▪ PUBLIC HEALTH POLICIES AND LAWS/HEALTH PROMOTION AND DISEASE PREVENTION ▪ INDIVIDUAL CHOICES/ MAINTENANCE OF ENVIRONMENT ▪ RECREATIONAL OPPORTUNITIES/HEALTH STATUS 	<ul style="list-style-type: none"> ▪ RECREATIONAL OPPORTUNITIES ▪ HEALTH STATUS 	<ul style="list-style-type: none"> ▪ <i>WHAT KINDS OF ENVIRONMENTAL RECREATIONAL OPPORTUNITIES THAT IMPROVE HEALTH STATUS ARE AVAILABLE?</i> 	<ul style="list-style-type: none"> ▪ RESEARCH PUBLIC HEALTH POLICIES ▪ ANALYZE INDIVIDUAL CHOICES 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	
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COURSE	HEALTH			GRADE:	12 TH GRADE
STATE STANDARD:	10.3.12 SAFETY AND INJURY PREVENTION			TIME FRAME:	3 – 4 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. ASSESS THE PERSONAL AND LEGAL CONSEQUENCES OF UNSAFE PRACTICES IN THE HOME, SCHOOL OR COMMUNITY .</p> <ul style="list-style-type: none"> • LOSS OF PERSONAL FREEDOM • PERSONAL INJURY • LOSS OF INCOME • IMPACT ON OTHERS • LOSS OF MOTOR VEHICLE OPERATOR'S LICENSE 	<ul style="list-style-type: none"> ▪ PERSONAL INJURY ▪ PERSONAL CONSEQUENCES ▪ LOSS OF PERSONAL FREEDOM 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE SOME PERSONAL CONSEQUENCES OF UNSAFE PRACTICES IN THE HOME, SCHOOL OR COMMUNITY?</i> ▪ <i>WHAT KINDS OF PERSONAL INJURIES ARE POSSIBLE FROM UNSAFE PRACTICES AT HOME, SCHOOL OR COMMUNITY?</i> ▪ <i>WHAT ARE SOME LEGAL CONSEQUENCES OF UNSAFE PRACTICES IN THE HOME, SCHOOL OR COMMUNITY?</i> 	<ul style="list-style-type: none"> ▪ IMPACT OF UNSAFE PRACTICES ▪ EFFECTS OF PREGNANCY ▪ PREGNANCY OPTIONS 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH <p>BENCHMARK</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 THE IMPACT OF VIOLENCE ON THE VICTIM AND SURROUNDING COMMUNITY.</p>	<ul style="list-style-type: none"> ▪ DATE RAPE ▪ RAPE ▪ SEXUAL ASSAULT ▪ SEXUAL HARASSMENT ▪ SEXUAL ABUSE ▪ CYBER BULLYING 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE THE DIFFERENT TYPES OF RAPE?</i> ▪ <i>WHAT IS THE DIFFERENCE BETWEEN SEXUAL ASSAULT AND HARASSMENT?</i> ▪ <i>WHAT ROLE DOSE CYBER-BULLYING PLAY IN SEXUAL MISCONDUCT?</i> 	<ul style="list-style-type: none"> ▪ DIFFERENTIATE BETWEEN TYPES OF SEXUAL MISCONDUCT ▪ DEFINE VARIOUS TERMS RELATED TO UNHEALTHY SEXUAL RELATIONSHIPS. (DATE RAPE, RAPE, SEXUAL HARASSMENT, SEXUAL ASSAULT) 	<ul style="list-style-type: none"> ▪ MENTAL, EMOTIONAL, SOCIAL HEALTH ▪ GROWTH AND DEVELOPMENT <p>BENCHMARK</p>	

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