

Course:	Health	Grade:	Grade 12
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 healthy/unhealthy alternatives gender identification continuum 	<ul style="list-style-type: none"> What strategies help maintain healthy relationships and resolve conflicts? How can young adults cope with relationships issues? 	<p>Interpret the facts about sexually transmitted disease/ infections</p> <ul style="list-style-type: none"> Identify symptoms and transmission of STD's/STI's Relationships STD's &STI's Abstinence Analyze effectiveness of various methods of contraception <p>**Overview of key content/concepts relevant to topics in Grade 9 – Relationships, gender identification continuum (Gender terminology, gender identity, gender expression)</p>	<ul style="list-style-type: none"> Growth and development <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>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, 	<ul style="list-style-type: none"> stress abstinence device methods prevention transmission depression suicide STD's/STI 	<ul style="list-style-type: none"> How does stress impact the body systems, specifically the immune system, and how can it be prevented? What are some healthy alternatives to stress reduction? What are some unhealthy 	<ul style="list-style-type: none"> Describe the common discriminate between stress and anxiety Describe the 3 stage response to stress Evaluate healthy and unhealthy alternatives to stress management for young adults Overview of 	<ul style="list-style-type: none"> Mental, emotional and social health <p>Benchmark</p>	

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mental, social) • Nutrition		alternatives to stress reduction? • What preventative strategy would be most effective for you? • Where do you seek help for mental health disorders?	depression and treatment Mental Health Disorders <ul style="list-style-type: none"> • Eating disorder • Personality disorder • Anxiety disorder • Addiction and impulse • Control disorders • Psychotic disorders • Mood disorders • Warning signs of mental illness • Getting help and taking action • Chemical receptors (serotonin, adrenalin, dopamine) Overview of depression/suicide Identify the steps to take in order to prevent suicide Core Concept <ul style="list-style-type: none"> • Current trends in drug abuse (opioid abuse, fentanyl, heroin, marijuana, alcohol) 	<ul style="list-style-type: none"> • Mental, emotional and social health Benchmark 	
D. Evaluate issues relating to the use/non-use of drugs <ul style="list-style-type: none"> • Psychology of addiction 	<ul style="list-style-type: none"> • intervention • detoxification units • overdose • DWI • withdrawal 	<ul style="list-style-type: none"> • What is intervention? • What is drug overdose? • What is drug 	<ul style="list-style-type: none"> • Current trends in drug abuse (opioid abuse, fentanyl, heroin, marijuana, alcohol) 	<ul style="list-style-type: none"> • Drugs, alcohol and other substances Benchmark 	

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<ul style="list-style-type: none"> • Social impact (e.g., cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco, and chemical substances • Impact on the community <p>E. Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations 	<ul style="list-style-type: none"> • treatment centers • synergism <ul style="list-style-type: none"> • government policies and regulations • FDA • public health policies/laws 	<p>withdrawal?</p> <ul style="list-style-type: none"> • What is detoxification? • What is Alcoholics Anonymous? • What is synergism? • Where can teens get help regarding drug-related concerns? • In addition to risking death or injury, what other costs are involved in a DWI? <ul style="list-style-type: none"> • How can these methods be better utilized and control health problems? • What is the government doing in regards to policies and regulations in the prevention, and control of health problems? • What are the strategies that you can use to improve your personal health? 	<ul style="list-style-type: none"> • Evaluate the dangers associated with the misuse of medicine • Explain reasons why people abuse drugs • Relate the effects with commonly abused drugs • Contrast between tolerance and withdrawal • Explain the effects of alcohol on the body <ul style="list-style-type: none"> • Use current information specific to current health problems (include government policies and regulations) <ul style="list-style-type: none"> • Healthy literacy, dimensions of wellness (Physical, social, intellectual, emotional, occupational, spiritual, financial, and environmental) 	<ul style="list-style-type: none"> • Personal and community health Benchmark 	

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ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.
REMEDIATION:	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

Course:	Health	Grade:	Grade 12
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"> • dating • healthcare providers • allied health professionals • Medicare • Medicaid • HMO's • PPO's • medical fraud • public health • over the counter health care products • Affordable Care Act 	<ul style="list-style-type: none"> • What professionals comprise health care providers? • What occupations make up allied health? • How should we choose health providers? • What are different types of health plans? • What are Medicare, Medicaid, Medical fraud, and public health? • How are OTC health care products marketed to teens? • What common problems do OTC drugs address? 	<ul style="list-style-type: none"> • Identify types of health care plans • Identify terminology associated with health care plans • Evaluating available health care options • Discriminate between the two forms of medicine 	<ul style="list-style-type: none"> • Growth and development • Personal and community health Benchmark • Alcohol, tobacco and other drugs 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>
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"> • health care costs • HMO's • Medicare • Medicaid • health information • consumer myths • Better Business Bureau • health care responsibility 	<ul style="list-style-type: none"> • How does health care work? • What are some common health-related myths? • What are some of the agencies that help protect the health consumer? • What are the individual's responsibilities for maintaining one's 	<ul style="list-style-type: none"> • Justify your choice of a health care profession 	<ul style="list-style-type: none"> • Personal and community health Benchmark • Alcohol, tobacco and other drugs Benchmark 	

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Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.	<ul style="list-style-type: none"> healthy consumer choices media health safety messages technology/social media strategies 	<p>health?</p> <ul style="list-style-type: none"> How can we use health messages and technology to make healthy choices? How is sexuality portrayed by the media? What are some strategies that the media uses to advertise? What is social media etiquette? What are the negative consequences of sending sexually explicit pictures/messages via social media? 	<ul style="list-style-type: none"> Compare and contrast health messages and technology that are helpful and harmful to the safety of adults Discuss sexuality and the media and advertising Discuss social media etiquette Review social media and sexuality as it relates to negative consequences of sending sexually explicit pictures and messages (chat groups, email, texting, websites, phone, tablet) 	<ul style="list-style-type: none"> Personal and community health Benchmark 	
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 goals 	<ul style="list-style-type: none"> Why is goal setting especially important for older teens? Why is goal setting important for mental health? Physical health? What is the relationship between decision-making and goal 	<ul style="list-style-type: none"> Apply goal setting models to support practice of responsible sexual behavior Research public health policies Analyze individual choices Identify personal wellness goals and formulate a plan for 	<ul style="list-style-type: none"> Mental, emotional and social health 	

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Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
		setting? <ul style="list-style-type: none"> • What are the steps in the goal-setting process? • Why is goal setting especially important for older teens? 	improvement <ul style="list-style-type: none"> • Evaluate how anxiety and stress affects decision making 		

ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.
REMEDIATION:	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

Course:	Health	Grade:	Grade 12		
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
B. Analyze the impact of violence on the victim and surrounding community	<ul style="list-style-type: none"> • date rape • rape • sexual assault • sexual harassment • sexual abuse • bully/cyber bullying 	<ul style="list-style-type: none"> • What is sexual misconduct? • Discuss the differences between sexual assault and harassment? • How would you explain the impact of bullying/cyber bullying on sexuality? 	<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) • Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, abstinence, gender identity, gender expression or sexual orientation). 	<ul style="list-style-type: none"> • Mental, emotional, social health • Growth and development <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>
ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.				
REMEDIATION:	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.				
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.				