

COURSE	HEALTH	GRADE:	8 TH GRADE
STATE STANDARD:	10.1.9 CONCEPTS OF HEALTH	TIME FRAME:	10 – 12 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
B. ANALYZE THE INTERDEPENDENCE EXISTING AMONG THE BODY SYSTEMS	<ul style="list-style-type: none"> ▪ BODY SYSTEM FUNCTION 	<ul style="list-style-type: none"> ▪ WHAT IS THE FUNCTION OF: <ul style="list-style-type: none"> ○ NERVOUS SYSTEM ○ CIRCULATORY SYSTEM ○ RESPIRATORY SYSTEM ○ SKELETAL SYSTEM ○ MUSCULAR SYSTEM ○ DIGESTIVE SYSTEM ○ EXCRETORY SYSTEM ○ REPRODUCTIVE SYSTEM ▪ HOW ARE THE BODY SYSTEMS LINKED TO EACH OTHER? 	<ul style="list-style-type: none"> ▪ NERVOUS: <ul style="list-style-type: none"> ○ TO SEND AND RECEIVE MESSAGE TO SEE, HEAR, SMELL, TASTE, TOUCH AND TO CONTROL ALL BODY SYSTEMS ▪ CIRCULATORY: <ul style="list-style-type: none"> ○ TO BRING FOOD AND OXYGEN TO CELLS TO TAKE WASTES AWAY FROM THE CELLS ▪ RESPIRATORY: <ul style="list-style-type: none"> ○ TO CARRY OXYGEN TO BLOOD, TO REMOVE CARBON DIOXIDE FROM BLOOD ▪ SKELETAL AND MUSCULAR: <ul style="list-style-type: none"> ○ TO SUPPORT AND MOVE BODY, TO PROTECT ORGANS ▪ DIGESTIVE AND EXCRETORY: <ul style="list-style-type: none"> ○ TO BREAK DOWN FOOD FOR ENERGY, TO GET RID OF WASTE ▪ REPRODUCTIVE: <ul style="list-style-type: none"> ○ FOR HUMAN REPRODUCTION (MALE AND FEMALE SYSTEMS IDENTIFIED AND DESCRIBED AS TO PARTS AND FUNCTION) ▪ BODY SYSTEMS ARE SAID TO BE INTERRELATED MEANING THAT THE SYSTEMS WORK TOGETHER AND ARE DEPENDENT ON ONE ANOTHER TO KEEP THE BODY FUNCTIONING WELL. 	GROWTH AND DEVELOPMENT BENCHMARK	QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER) RUBRICS PERFORMANCE TASKS TEACHER DESIGNED ASSESSMENTS TEACHER OBSERVATION

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<p>C. ANALYZE FACTORS THAT IMPACT NUTRITIONAL CHOICES OF ADOLESCENTS</p> <ul style="list-style-type: none"> • BODY IMAGE • ADVERTISING • DIETARY GUIDELINES • EATING DISORDERS • PEER INFLUENCE • ATHLETIC GOALS 	<ul style="list-style-type: none"> ▪ BODY IMAGE ▪ ADVERTISING ▪ DIETARY GUIDELINES 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE RELATIONSHIP BETWEEN BODY IMAGE, PEER INFLUENCE, ATHLETIC GOALS, AND EATING DISORDERS?</i> ▪ <i>HOW DOES ADVERTISING IMPACT NUTRITIONAL CHOICES OF ADOLESCENTS?</i> ▪ <i>WHAT ARE THE DIETARY GUIDELINES AND WHAT IS THE IMPACT ON NUTRITIONAL CHOICES?</i> 	<ul style="list-style-type: none"> ▪ <i>BODY IMAGE:</i> <ul style="list-style-type: none"> ○ THE PERCEPTION A PERSON HAS OF HIS OR HER BODY'S APPEARANCE. ▪ <i>PEER INFLUENCE:</i> <ul style="list-style-type: none"> ○ WHAT PEOPLE OF SIMILAR AGE OR STATUS PLACE ON OTHERS TO BEHAVE IN A CERTAIN WAY ▪ NUTRITION AND DIET PLAY AN IMPORTANT ROLE IN AN ATHLETE'S PERFORMANCE. ▪ <i>EATING DISORDERS:</i> <ul style="list-style-type: none"> ○ CONDITIONS IN WHICH THERE IS A COMPELLING NEED TO STARVE (ANOREXIA NERVOSA), TO BINGE (BINGE EATING DISORDERS), OR TO BINGE AND PURGE (BULIMIA) ▪ <i>ADVERTISING:</i> <ul style="list-style-type: none"> ○ USE A VARIETY OF TECHNIQUES AND APPEALS TO IMPACT NUTRITIONAL CHOICES, E.G. LABELING, PACKAGING, AND ADVERTISING CAMPAIGNS. ▪ THE DIETARY GUIDELINES FOR AMERICANS PROVIDES EVIDENCE BASED NUTRITION INFORMATION AND ADVICE FOR PEOPLE AGE 2 OR OLDER. ▪ WITHOUT PROPER NUTRITION, THE BODY AND MIND ARE NOT ABLE TO FUNCTION TO THEIR FULLEST POTENTIAL. ▪ A HEALTHFUL DIET CAN REDUCE THE RISK OF MANY DISEASES THAT MAY CAUSE PREMATURE DEATH, SUCH AS HEART DISEASE, CANCER, STROKE AND DIABETES. 	<ul style="list-style-type: none"> ▪ NUTRITION BENCHMARK 	

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E. ANALYZE HOW PERSONAL CHOICE, DISEASE AND GENETICS CAN IMPACT HEALTH MAINTENANCE AND DISEASE.	<ul style="list-style-type: none"> ▪ PERSONAL CHOICE ▪ DISEASE ▪ GENETICS 	<ul style="list-style-type: none"> ▪ <i>HOW DOES ONE'S PERSONAL CHOICE(S) IMPACT DISEASE PREVENTION?</i> ▪ <i>HOW DOES ONE'S FAMILY IMPACT THE LIKELIHOOD OF GETTING A DISEASE?</i> 	<ul style="list-style-type: none"> ▪ ADOPTING HEALTHY BEHAVIORS SUCH AS HEALTHY EATING, EXERCISING REGULARLY AND AVOIDING TOBACCO USE CAN PREVENT OR CONTROL MANY DISEASES. ▪ LEARNED/ACQUIRED LIFESTYLE BEHAVIORS ▪ GENETICS 	PERSONAL AND COMMUNITY HEALTH INTRODUCE	
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, HTTP://HEALTH.GOV/DIETARYGUIDELINES/				

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<p>A. IDENTIFY AND DESCRIBE HEALTH CARE PRODUCTS AND SERVICES THAT IMPACT ADOLESCENT HEALTH PRACTICES.</p>		<ul style="list-style-type: none"> ▪ HEALTH CARE PRODUCTS ▪ HEALTH CARE SERVICES 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE HEALTH CARE PRODUCTS THAT IMPACT ADOLESCENT HEALTH PRACTICES?</i> ▪ <i>WHAT HEALTH SERVICES IMPACT ADOLESCENT HEALTH PRACTICES?</i> 	<ul style="list-style-type: none"> ▪ A HEALTH CARE PRODUCT IS SOMETHING THAT IS USED TO RESTORE OR MAINTAIN HEALTH. <ul style="list-style-type: none"> ○ ACNE PRODUCTS ○ INHALER ○ CRUTCHES ○ GLUCOSE TEST STRIPS ○ OVER THE COUNTER MEDICATIONS ○ PRESCRIPTION MEDICATIONS ▪ HEALTH SERVICE: <ul style="list-style-type: none"> ○ HELP THAT IS PROVIDED BY A HEALTH CARE FACILITY OR A HEALTH CARE PROVIDER. <ul style="list-style-type: none"> ● ORTHODONTIST ● IMMUNIZATIONS ● COUNSELING ● PHARMACY TO FILL PRESCRIPTIONS 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH 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. 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"> ▪ WEIGHT CONTROL PRODUCTS ▪ ADVERTISING/MEDIA 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE EFFECTIVENESS OF WEIGHT CONTROL PRODUCTS?</i> ▪ <i>WHAT PRODUCTS ARE MARKETED TO IMPROVE A PERSON'S SELF-IMAGE?</i> 	<ul style="list-style-type: none"> ▪ QUACKERY: <ul style="list-style-type: none"> ○ SELLING WORTHLESS PRODUCT BY MAKING FALSE CLAIMS ▪ WEIGHT LOSS PRODUCTS: <ul style="list-style-type: none"> ○ EX: PILLS, DRINKS, SUPPLEMENTS, DIETS), SKIN CARE PRODUCTS, HAIR CARE PRODUCTS, CLOTHES, ETC. 	<ul style="list-style-type: none"> ▪ PERSONAL & COMMUNITY HEALTH BENCHMARK 		

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<p>D. ANALYZE AND APPLY A DECISION-MAKING PROCESS TO ADOLESCENT HEALTH AND SAFETY ISSUES.</p>	<ul style="list-style-type: none"> ▪ EVALUATE SITUATION ▪ FIRST AID/SAFETY ▪ CPR 	<ul style="list-style-type: none"> ▪ <i>WHY IS FIRST AID AND SAFETY IMPORTANT?</i> ▪ <i>WHAT IS CPR?</i> ▪ <i>WHAT IS THE HEIMLICH MANEUVER (ABDOMINAL THRUSTS)?</i> 	<ul style="list-style-type: none"> ▪ IT CAN MEAN THE DIFFERENCE BETWEEN LIFE AND DEATH. IT CAN MEAN THE DIFFERENCE BETWEEN PERMANENT AND TEMPORARY DISABILITY. ▪ A FIRST AID TECHNIQUE WHICH INVOLVES RESCUE BREATHING AND CHEST (HEART) COMPRESSIONS, THAT IS USED TO REVIVE A PERSON WHO'S HEART HAS STOPPED BEATING. ▪ A FIRST AID TECHNIQUE THAT IS USED TO RELIEVE COMPLETE AIRWAY OBSTRUCTION. 	<ul style="list-style-type: none"> ▪ NUTRITION ▪ INJURY PREVENTION AND SAFETY <p>REINFORCE</p>	
<p>E. EXPLAIN THE INTERRELATIONSHIP BETWEEN THE ENVIRONMENT AND PERSONAL HEALTH.</p> <ul style="list-style-type: none"> • OZONE LAYER/SKIN CANCER • AVAILABILITY OF HEALTH CARE/INDIVIDUAL HEALTH • AIR POLLUTION/ RESPIRATORY DISEASE • BREEDING ENVIRONMENTS / LYME DISEASE/ WEST NILE VIRUS 	<ul style="list-style-type: none"> ▪ AIR POLLUTION ▪ RESPIRATORY DISEASES ▪ SKIN CANCER /OZONE 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE RELATIONSHIP BETWEEN AIR POLLUTION AND RESPIRATORY DISEASE?</i> ▪ <i>WHAT IS THE RELATIONSHIP BETWEEN THE OZONE LAYER AND SKIN CANCER?</i> 	<ul style="list-style-type: none"> ▪ AIR POLLUTION CAN CAUSE OR TRIGGER RESPIRATORY DISEASES, SUCH AS, ASTHMA, BRONCHITIS AND EMPHYSEMA. ▪ THE OVEREXPOSURE TO THE SUN'S UV RAYS CAUSES MOST SKIN CANCERS. RAYS ARE HITTING THE EARTH'S SURFACE, AS POLLUTION FROM HUMANS DESTROYS THE OZONE LAYER THAT'S USED TO FILTER THE UV RAYS OUT. 	<ul style="list-style-type: none"> ▪ INJURY PREVENTION AND SAFETY <p>INTRODUCE/BENCHMARK</p>	
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<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"> ▪ <i>INDIVIDUAL RESPONSIBILITY SAFE PRACTICES</i> ▪ <i>INJURY PREVENTION</i> 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE SEQUENCE CHAIN OF SURVIVAL?</i> ▪ <i>WHAT ARE THE EMERGENCY ACTION PRINCIPLES WHEN FACED WITH AN EMERGENCY?</i> ▪ <i>WHAT ARE THE REASONS TO CALL 911?</i> ▪ <i>WHAT IS ESSENTIAL INFORMATION WHEN PLACING A 911 CALL?</i> 	<p>CORE CONCEPT</p> <ul style="list-style-type: none"> ▪ EARLY ACCESS, EARLY CPR, EARLY DEFIBRILLATION AND EARLY ADVANCED CARE ▪ CHECK THE SCENE: <ul style="list-style-type: none"> ○ IS THE SCENE SAFE? ○ WHAT HAPPENED? ○ HOW MANY VICTIMS? ○ CAN BYSTANDERS HELP? ○ CALL 911 ○ IS/OR BECOMES UNCONSCIOUS ○ HAS TROUBLE BREATHING OR BREATHING IN A STRANGE WAY ○ HAS CHEST PAIN OR PRESSURE ○ IS BLEEDING SEVERELY ○ HAS PRESSURE OR PAIN IN THE ABDOMEN THAT DOES NOT GO AWAY ○ HAS SEIZURES, A SEVERE HEADACHE OR SLURRED SPEECH ○ APPEARS TO HAVE BEEN POISONED ○ HAS INJURY TO HEAD, NECK OR BACK ○ HAS POSSIBLE BROKEN BONES ○ EXACT LOCATION ○ TELEPHONE NUMBER CALLING FROM ○ CALLER'S NAME ○ WHAT HAPPENED? ○ NUMBER OF VICTIMS ○ HELP BEING GIVEN 	<ul style="list-style-type: none"> ▪ SAFETY AND INJURY PREVENTION 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>AMERICAN HEART ASSOCIATION ASSESSMENTS IF NEEDED</p>

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<p>B. DESCRIBE AND APPLY STRATEGIES FOR EMERGENCY AND LONG-TERM MANAGEMENT OF INJURIES.</p> <ul style="list-style-type: none"> • RESCUE BREATHING • WATER RESCUE • SELF-CARE • SPORT INJURIES 	<ul style="list-style-type: none"> ▪ RESCUE ▪ BREATHING ▪ SELF-CARE ▪ STRAIN/SPRAIN 	<ul style="list-style-type: none"> ▪ WHAT ARE THE STEPS IF AN UNCONSCIOUS VICTIM IS FOUND? ▪ WHAT ARE THE STEPS FOR RESCUE BREATHING? ▪ WHAT IS MEANT BY BASIC FIRST AID? ▪ WHY IS IT RISKY TO SWIM IN LAKES, RIVERS AND THE OCEAN? ▪ HOW CAN A SPORT INJURY BE PREVENTED? 	<p>CORE CONCEPT UNCONSCIOUS VICTIM:</p> <ul style="list-style-type: none"> ▪ TAP & SHOUT TO SEE IF THE PERSON RESPONDS ▪ IF NO RESPONSE CALL 911 THEN; LOOK, LISTEN, FEEL ▪ IF THE PERSON IS NOT BREATHING OR IF YOU CANNOT TELL, POSITION VICTIM ON BACK, SUPPORT HEAD, NECK AND ROLL TOWARDS YOU ▪ OPEN AIRWAY USING HEAD TILT AND CHIN LIFT ▪ LOOK LISTEN AND FEEL FOR BREATHING FOR ABOUT 5 SECONDS ▪ IF NO BREATHING, GIVE 2 SLOW BREATHS- EACH BREATH LASTING 1 TO 1 ½ SECONDS ▪ CHECK FOR SIGNS OF CIRCULATION ▪ CHECK FOR SEVERE BLEEDING <p>CORE CONCEPT RESCUE BREATHING:</p> <ul style="list-style-type: none"> ▪ 911 HAS BEEN CALLED-IF PERSON IS NOT BREATHING: <ul style="list-style-type: none"> ○ OPEN AIRWAY (HEAD TILT, CHIN LIFT, PINCH NOSE SHUT ○ GIVE TWO SLOW BREATHS ○ CHECK FOR SIGNS OF CIRCULATION ○ IF A PULSE IS PRESENT BUT THE PERSON IS STILL NOT BREATHING-GIVE ONE BREATH EVERY 5 	<ul style="list-style-type: none"> ▪ SAFETY AND INJURY PREVENTION <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>

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			SECONDS- 12 IN A MINUTE <i>FIRST AID</i> <ul style="list-style-type: none"> ▪ STEPS TO GIVE FIRST AID CARE FOR VARIOUS INJURIES: <ul style="list-style-type: none"> ○ NOSEBLEEDS, SCRAPES, CUTS, PUNCTURES, POISONING, AND CHOKING ○ SWIMMING, DIVING, BOATING AND PERSONAL WATERCRAFT, LAKE, RIVER AND OCEAN SAFETY <ul style="list-style-type: none"> ● USE BUDDY SYSTEM ● TO KNOW ONE'S LIMITS ● USE PROPER EQUIPMENT ● BE AWARE OF SURROUNDINGS ▪ PREVENTING A SPORTS INJURY: <ul style="list-style-type: none"> ○ WARM UP BEFORE ACTIVITY ○ USING APPROPRIATE EQUIPMENT ○ ALLOWING INJURIES TO COMPLETELY HEAL BEFORE PLAYING AGAIN 		

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D. ANALYZE THE ROLE OF INDIVIDUAL RESPONSIBILITY FOR SAFETY DURING ORGANIZED ACTIVITIES	<ul style="list-style-type: none"> ▪ WARM-UP ▪ COOL DOWN ▪ PROTECTIVE GEAR 	<ul style="list-style-type: none"> ▪ <i>HOW CAN WE PREPARE OUR BODY FOR PHYSICAL ACTIVITY?</i> ▪ <i>WHAT TYPES OF SPORTS PROTECTIVE GEAR IS THERE?</i> ▪ <i>WHAT IS RICE?</i> 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ GETTING MUSCLES PREPARED TO EXERCISE BY WARMING UP IS VERY IMPORTANT. ▪ COOL DOWN ALLOWS THE BODY TO ADJUST BACK TO NORMAL. ▪ HELMETS, WRIST GUARDS, KNEE/ELBOW PADS, SHIN GUARDS, MOUTH GUARDS, ETC. ▪ "RICE": <ul style="list-style-type: none"> ○ REST THE INJURY ○ ICE THE INJURY ○ COMPRESS THE INJURY WITH ELASTIC ○ ELEVATE THE INJURY 	<ul style="list-style-type: none"> ▪ MENTAL, EMOTIONAL AND SOCIAL HEALTH ▪ SELF-MANAGEMENT <p>BENCHMARK</p>	
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