

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health

Course: Health 9

Alignment: 2020 NJSLS

BOE Born Date: September Date, 2021

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Introduction

Health Education is provided for students to be able to explore ways to maintain a positive physical, emotional, and healthy lifestyle. Students should follow and learn from this curriculum in an effort to encourage students to make choices that have a positive effect on their lives. This document will provide information on how our educators will present the information that coincides with the New Jersey core curriculum standards. Within this document are the resources as well as the methods used to address all health-related topics.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Prepare students to become independent individuals who can effectively maintain social, emotional, and physical health and be aware of the risks associated with many health concerns. Students should be aware of their own body and mind and any issues that arise during their life and have knowledge on ways to seek help and create health changes. An education in Health topics fosters a population that can identify address and cope with health issues that come about throughout their lives.

Scope and Sequence:

Classes are one marking period or approximately 9 weeks. Each unit varies based on the topic and amount of information needed to address each standard.

Overall:

Marking Period: (9 Weeks)

Unit 1: Pregnancy and Parenting

Unit 2: Social and Sexual Health

Unit 3: Community and Health Services and Support

Unit 4: Health Conditions, Diseases and Medicines

Unit 5: Personal Safety

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (This will be modified based off of content)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Pregnancy (2 weeks)

Core Ideas	<ul style="list-style-type: none"> There are a variety of strategies that individuals use to prevent pregnancy and sexually transmitted infections. There are many decisions to be made related to pregnancy and childbirth that will have short-and long-term impacts. 		
Essential Questions	<ul style="list-style-type: none"> How does one take action to prevent pregnancy? What does parenting entail? What challenges does teen face when pregnant at young age? How does the fertilization process work? What are some dangers to fetus? What are the different types of births? When does a women go into labor? What are the advantages and of breast feeding? What are chromosomes? What are genes and where do we get them from? What are the characteristics of each month that embryo grows into the child? What is done to a baby right after birth? 		
Enduring Understanding	The risk and concerns of pregnancy, advantages of birth control, as well as the physical and emotional stress on the female during pregnancy.		
Practice	<p>Attending to personal health, emotional, social, and physical well-being.</p> <p>Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. List the major milestones of each trimester of fetal development utilizing medically accurate information. Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. Assess the skills needed to be an effective parent. Evaluate parenting strategies used at various stages of child development based on reliable sources of information.Error! Bookmark not defined. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.1.12.PP.4 2.1.12.PP.5 2.1.12.PP.6 2.1.12.PP.7 2.1.12.PP.8 2.1.12.PP.9	<p>Students will be able to:</p> <ul style="list-style-type: none"> the fertilization process and how it works. able to identify the chromosome pattern for boy and girl and when you can determine the sex of the child. able to list and define the different types of births as well as dangers the fetus could face. able to list the advantages of breast feeding. able to define genes and identify where children get them from. to list different things done to the baby right after birth. able to describe the changes the mother goes through each month of pregnancy. 	<p>Article Format</p> <p>Above is the format given to the students to complete their article review</p> <p>Childbirth Test</p> <p>Above is the assessment to close the pregnancy/childbirth unit</p>	<p>http://www.plannedparenthood.org</p> <p>https://www.babycenter.com/video/pregnancy</p>

Key Vocabulary	sexually transmitted diseases, fertilization process, fetal development, changes in the mother for 9 months, certain dangers to fetus, identical and fraternal twins and how they develop, different types of births, things down to the baby after birth, chromosome patterns. X and y boy girl pattern, nuclei, c-section, still birth, FAS, ultrasound, embryo, blastocyst		
Evidence of Learning	Completion of in class assignments, receives a passing grade on assessments, and completion of group work that is assigned. Article Review Teen pregnancy group work Assessment/Test Small review questions throughout the unit Contraception essay		
Interdisciplinary Connections	Science: <ul style="list-style-type: none"> • HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. • HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction. English: <ul style="list-style-type: none"> • RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • RI.9-10.2: Determine a central idea of a text analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.7: Analyze various perspectives as presented in different mediums, determining which details are emphasized in each account. • RI.9-10.8: Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and reasoning. • RI.9-10.10: Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts. • W.9-10.4: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience. • W.9-10.6: Use technology, including the Internet, to produce, share and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • SL.9-10.4: Present information, finding, and supporting evidence clearly, concisely, and logically. The content organization, development, and style are appropriate to task, purpose, and audience. • SL.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. • L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. 		
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • The Health Triangle: Mental health, Physical health and Social health. • Students will be encouraged to develop an understanding of culturally diverse perspectives on health and wellness. • Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. • Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities. 		
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. 		
Computer Science and Design Thinking	<ul style="list-style-type: none"> • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 		

Social Emotional Learning	<ul style="list-style-type: none">Self-awareness- The students will be aware of their own body especially female students in knowing the signs of pregnancy and when to take a pregnancy test, Self-Management, Social Awareness, Relationship skills, Responsible decision making- students will be aware of the decision to use contraceptives to prevent pregnancy and know the risks of not using birth control			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizersMatched sentences or procedures with picturesAlternative presentation options1-2 sentence short responsesShortened written assignmentsModified testsProvide notes when student requestReduce project workloadShort summaries	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizerClear parameters and student workspaceTimer to monitor task and durationStudy guidesGuided notesChoices for alternative assignmentsStudents are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workVisual cue or signsRephrase of questions and directionsPartner or group work on skill developmentAssistance by instructional videos or curated videos online	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cue or signsSmall group assistance or collaborationPartner or group work on skill developmentAssistance by instructional videos or curated videos onlineGuide with options for student goal settingUse of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals, keep records and monitor their own learning progressMultiple assessments given in different domains, that showcase student interests, strengths, and needsUse multiple approaches to accelerate learning within and outside of the school settingUse enrichment options to extend and deepen learning opportunities within and outside of the school settingUse individualized learning options such as mentorships, internships, online courses, and independent study

Unit 2: Social and Sexual Health (2 weeks)

Core Ideas	<ul style="list-style-type: none"> Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations. 		
Essential Questions	<ul style="list-style-type: none"> What are the benefits of abstinence? What birth controls methods work the best? Do all birth control methods protect against STD's? What are legal laws associated with sexually explicit media? What are some side effects to certain birth controls? Why would emergency contraception be needed? How does emergency contraception work? How do these laws effect socio economic status? 		
Enduring Understanding	The positive aspects of using birth control for both males and females and how that contributes to using responsible decision making in your sex life.		
Practice	<p>Attending to personal health, emotional, social, and physical well-being.</p> <p>Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Complete tasks/assignments that will demonstrate their knowledge of the specified topic. Analyze the benefits of abstinence from sexual activity using reliable resources. Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. Describe the human sexual response cycle, including the role of hormones and pleasure. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. 		
NJ Standards	Student learning objectives	Suggested Tasks/Activities	Resources/Materials
2.1.12.SSH.6 2.1.12.SSH.7 2.1.12.SSH.8 2.1.12.SSH.10	<p>Students will be able to:</p> <ul style="list-style-type: none"> list and define prescription and non-prescription forms of birth control. list reasons why emergency contraception would have to be used. explain what form of birth control works best in preventing STD's. certain facts and myths about use of contraceptives. 	<p>Contraception quiz</p> <p>Above is quiz given to the students to test their knowledge of the topic</p> <p>Contraception Rubric</p>	<p>http://www.plannedparenthood.org</p> <p>http://www.cdc.gov/std</p>
Key Vocabulary	birth control, prescription forms of birth control, abstinence, non-prescription		
Evidence of Learning	<p>Assessment</p> <p>Birth Control Essay</p> <p>Contraception Rubric</p>		
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction. <p>History:</p> <ul style="list-style-type: none"> 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. 		

	<ul style="list-style-type: none">6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights. <p>English:</p> <ul style="list-style-type: none">RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.RI.9-10.2: Determine a central idea of a text analyze how it is developed and refined by specific details; provide an objective summary of the text.RI.9-10.7: Analyze various perspectives as presented in different mediums, determining which details are emphasized in each account.RI.9-10.8: Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and reasoning.RI9-10.10: Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts.W.9.10-4: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.W.9-10.6: Use technology, including the Internet, to produce, share and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.SL.9-10.4: Present information, finding, and supporting evidence clearly, concisely, and logically. The content organization, development, and style are appropriate to task, purpose, and audience.SL.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">The Health Triangle: Mental health, Physical health and Social health.Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none">9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.			
Computer Science and Design Thinking	<ul style="list-style-type: none">8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.			
Social Emotional Learning	<ul style="list-style-type: none">Self-awareness in knowing what contraceptives work in not only preventing pregnancy but protecting against STDs, responsible decision- making in practicing safe sex. Developing relationships with your sex partner and talking about the risks of unprotected sex.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence frames	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessments	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projects

	<ul style="list-style-type: none"> • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 3: Community and Health Services and Support (2 days)

Core Ideas	<ul style="list-style-type: none"> Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations. 		
Essential Questions	<ul style="list-style-type: none"> What are the effects of cyber bullying? What are the emotional effects of bullying? Where do students go about getting help for being bullied? What are some signs and symptoms of depression and suicide? Do more males or females get bullied and if they do what are the stats on suicide between each gender? Does age play a role in amounts of suicide? Is suicide more prevalent in different races or socio-economic areas? 		
Enduring Understanding	Understanding the signs and symptoms of anxiety, depression, and physical harm to someone's body. How to get help for depression from being bullied?		
Practice	<p>Getting your mind right. Where to get help and how to understand how a student deals with certain emotional concerns.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>		
Performance Expectations	<p>The students will be able to:</p> <ul style="list-style-type: none"> Complete the tasks given to them by the presenter of this 2- day seminar class involving bullying and suicide. Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. Develop an advocacy plan for a health issue and share this information with others who can benefit. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.1.12.CHSS.9 2.1.12.CHSS.1 2.1.12.CHSS.2	Students will be able to. <ul style="list-style-type: none"> understand what is bullying and what isn't. identify certain laws that go along with all types of bullying. identify different signs of depression. list different places or people they could go to get help if they are being bullied. 	Stick and Stones movie Group activities given by presenter Class Discussion/Q and A period	https://www.youtube.com/watch?v=pkLirwQxVQg Trailer for sticks and stones
Key Vocabulary	depression, bullying, cyber laws, counseling		
Evidence of Learning	https://www.youtube.com/watch?v=pkLirwQxVQg Group work Participation with presenter		
Interdisciplinary Connections	<p>Science:</p> <ul style="list-style-type: none"> HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction. <p>History:</p> <ul style="list-style-type: none"> 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. 		

	<ul style="list-style-type: none"> 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights. <p>English:</p> <ul style="list-style-type: none"> RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.2: Determine a central idea of a text analyze how it is developed and refined by specific details; provide an objective summary of the text. RI.9-10.7: Analyze various perspectives as presented in different mediums, determining which details are emphasized in each account. RI.9-10.8: Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and reasoning. RI9-10.10: Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts. W.9-10.4: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience. W.9-10.6: Use technology, including the Internet, to produce, share and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. SL.9-10.4: Present information, finding, and supporting evidence clearly, concisely, and logically. The content organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> The Health Triangle: Mental health, Physical health and Social health. Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness. Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Social Emotional Learning	<ul style="list-style-type: none"> Decision making- is someone being bullied and are you stopping it as a bystander/friend, Self -Awareness do you feel you are being bullied and where to go to get help and stop the situation. Build strong relationships with friends and family so you can go to them and talk

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation

	<ul style="list-style-type: none"> • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 4: Health Conditions, Diseases and Medicines (4 weeks)

Core Ideas	<ul style="list-style-type: none"> Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter. 		
Essential Questions	<ul style="list-style-type: none"> What is Chlamydia? What is Gonorrhea? What is Syphilis? What is HPV? What is HSV? What are Crabs? What is Scabies What STI's and STD's are bacterial, viral, or parasitic? What are long term effects of each if not treated? What STI's and STD's are curable or just treated? If curable what cures them? If treated what treats them? How are STI's and STD's identified? What test identifies them What is the difference between HIV and AIDS? When was each discovered? Treatments for HIV? 		
Enduring Understanding	Knowing the risks of unprotected sex and how STD's can come about and effect the body.		
Practice	<p>Attending to personal health, emotional, and physical well-being.</p> <p>Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Complete tasks/assignments that will demonstrate their knowledge of the specified topic. Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.12.HCDM.3	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify some facts and myths about STD's. explain some statistics about STD's that Americans face. define each STD discussed in the unit. list long term effects of STD on the body if not treated. discuss the difference between what STD's are curable or treatable and the difference between the two. list the type of tests needed to identify each STD. list concerns for a pregnant female that is infected with any STD. identify the difference between HIV and AIDS. identify what your immune system is and how your cell. count plays a role in keeping people alive. list treatment and tests for HIV. 	<p>STD Test Above is the assessment given out</p> <p>STI power point project Above is a group project given out during the unit</p> <p>STD journal entry The students are asked real life questions about how they would handle certain situations dealing with STD's</p> <p>HIV Test Above is an assessment for the HIV section of the unit</p> <p>Written Review of the movie and how it pertains to everything taught in class prior</p>	<p>http://www.plannedparenthood.org</p> <p>http://www.cdc.gov/std</p> <p>https://www.youtube.com/watch?v=cl4B9AU45P4</p>

	<ul style="list-style-type: none"> explain how HIV and AIDS attack the immune system. 		
Key Vocabulary	asymptomatic, treatments, cures, symptoms, penicillin, exams, Pap Smear, HIV, AIDS, immune system, T cells, B cells, pandemic		
Evidence of Learning	Assessment STD article review STI power point project STI power point project Journal Entry HIV article review HIV Test		
Interdisciplinary Connections	Science: <ul style="list-style-type: none"> HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction. English: <ul style="list-style-type: none"> RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.2: Determine a central idea of a text analyze how it is developed and refined by specific details; provide an objective summary of the text. RI.9-10.7: Analyze various perspectives as presented in different mediums, determining which details are emphasized in each account. RI.9-10.8: Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. RI9-10.10: Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts. W.9-10.4: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience. W.9-10.6: Use technology, including the Internet, to produce, share and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. SL.9-10.4: Present information, finding, and supporting evidence clearly, concisely, and logically. The content organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. The Health Triangle: Mental health, Physical health and Social health. Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness. Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities. 		
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> The Health Triangle: Mental health (self-acceptance), Physical health and social health (accepting others). Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness. Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives, and to communicate with diverse audiences. Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities. 		
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. 		

Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Social Emotional Learning	<ul style="list-style-type: none"> Self-awareness in knowing what contraceptives work in not only preventing pregnancy but protecting against STDs, responsible decision- making in practicing safe sex. Developing relationships with your sex partner and talking about the risks of unprotected sex.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 1-2 sentence short responses Shortened written assignments Modified tests Provide notes when student request Reduce project workload Short summaries 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes Choices for alternative assignments Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Visual cue or signs Rephrase of questions and directions Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments Chunking of materials Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Visual cue or signs Small group assistance or collaboration Partner or group work on skill development Assistance by instructional videos or curated videos online Guide with options for student goal setting Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress Multiple assessments given in different domains, that showcase student interests, strengths, and needs Use multiple approaches to accelerate learning within and outside of the school setting Use enrichment options to extend and deepen learning opportunities within and outside of the school setting Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 5: Personal Safety (2 days)

Core Ideas	<ul style="list-style-type: none"> Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem. 		
Essential Questions	<ul style="list-style-type: none"> What are the effects of cyber bullying? What are the emotional effects of bullying? Where do students go about getting help for being bullied? What are some signs and symptoms of depression and suicide? What are the sexting laws and what is the exact definition of it? How can students use social media safely? 		
Enduring Understanding	Understanding the signs and symptoms anxiety, depression, and physical harm to someone's body. How to get help for depression from being bullied. Students knowing that sexting is a serious offense and what could happen to them if they are involved in it.		
Practice	<p>Getting your mind right. Where to get help and how to understand how a student deals with certain emotional concerns.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Setting goals Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>		
Performance Expectations	<p>The students will be able to:</p> <ul style="list-style-type: none"> Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). Complete the tasks given to them by the presenter of this 2- day seminar class involving bullying and suicide. Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting) Evaluate strategies to use social media safely, legally, and respectfully. Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10	Students will be able to: <ul style="list-style-type: none"> understand what is bullying and what isn't. identify certain laws that go along with all types of bullying. identify different signs of depression. list different places or people they could go to get help if they are being bullied. 	Stick and Stones movie Group activities given by presenter Class Discussion/Q and A period	https://www.youtube.com/watch?v=pkLirwQxVQg Trailer for sticks and stones
Key Vocabulary	depression, bullying, cyber laws, counseling, sexting		
Evidence of Learning	https://www.youtube.com/watch?v=pkLirwQxVQg Group work		

	Participation with presenter			
Interdisciplinary Connections	<div>History:</div> <ul style="list-style-type: none">6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights. <div>English:</div> <ul style="list-style-type: none">RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.RI.9-10.2: Determine a central idea of a text analyze how it is developed and refined by specific details; provide an objective summary of the text.RI.9-10.7: Analyze various perspectives as presented in different mediums, determining which details are emphasized in each account.RI.9-10.8: Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and reasoning.RI9-10.10: Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts.W.9.10-4: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.W.9-10.6: Use technology, including the Internet, to produce, share and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.SL.9-10.4: Present information, finding, and supporting evidence clearly, concisely, and logically. The content organization, development, and style are appropriate to task, purpose, and audience.SL.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.			
	Diversity, Equity, & Inclusion			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none">9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.			
Computer Science and Design Thinking	<ul style="list-style-type: none">8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.			
Social Emotional Learning	<ul style="list-style-type: none">Decision making- is someone being bullied and are you stopping it as a bystander/friend, Self -Awareness do you feel you are being bullied and where to go to get and help and stop the situation. Build strong relationships with friends and family so you can go to them and talk.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary terms	<ul style="list-style-type: none">Display reminders	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinking

	<ul style="list-style-type: none"> • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<p>assessment and homework assignments</p> <ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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