

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health & Physical Education

Course: Health 11

Alignment: 2020 NJSLS

BOE Born Date: September Date, 2022

Authored by

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Introduction

Health & Physical Education grade 11 is designed to engage students in a variety of topics related to their overall well-being. Personal fitness, healthy habits, emotional well-being, safety, and transplantation will be explored through different activities, discussions, and projects.

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 take an active role in their own health and safety. Students will develop skills in nutritional planning, in healthy coping mechanisms for stress, in participating in group activities and in establishing lifelong physical endeavors of interest.

Scope and Sequence

Unit: Comprehensive Body and Self-Image Health Education

1. Stress – 2 weeks
2. Nutrition – 2 weeks
3. Drugs – 2 weeks
4. PED's/Body Image - 2 weeks
5. Organ Donation – 1 week

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 NJSL-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 NJSL – 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, vivisect, 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 1: Stress (2 Weeks)	
Core Ideas	<ul style="list-style-type: none"> • Stress and its effect on the body and how to manage stress in a healthy way. • The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

	<ul style="list-style-type: none"> Self-confidence, personal traits, stress limitations, and strength impact the mental and emotional development of an individual. Healthy individuals demonstrate the ability to engage in pro social behaviors. 		
Essential Questions	<ul style="list-style-type: none"> What are physical, emotional signs that someone is stressed? How can an individual manage their stress in a healthy way? 		
Enduring Understanding	To develop skills and knowledge to live a healthy lifestyle with regards to nutrition, stress, drug use.		
Practice	<p>Attending 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 diet, exercise, and 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 self-expression. Individuals establish outlets that are safe and take place in healthy environments which allow for positive social interaction towards oneself and others. Individuals recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions 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>Managing-self</p> <p>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>Setting goals</p> <p>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> <p>Using technology tools responsibly</p> <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users</p>		
Performance Expectations	<ul style="list-style-type: none"> Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life. Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social, and emotional stages of early adulthood. Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. Analyze factors that influence the emotional and social impact of mental health illness on the family. Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.1.12 PGD 1 2.1.12.PGD 2 2.1.12.EH 1 2.1.12 EH 2 2.1.12 EH 3	Students will be able to: <ul style="list-style-type: none"> explain how mismanaging a person's stress has on a person's physical and mental health. list various techniques to help manage stress. 	Stress Public Service Announcement Project	https://kidshealth.org/en/teens.html

2.1.12 EH 4 2.1.12. CHSS 7				
Key Vocabulary	stress, eustress, fight or flight, homeostasis			
Evidence of Learning	Students' learning will be measured by the following: Passing grades on 5 different online quizzes Completion and obtaining passing grades on various assignments: Food Superhero/Villain Assignment, Radio PSA on Stress and Teens, Illicit Drug Chart worksheet, Questions on movie “FED UP,” Questions on movie “Game Changer”			
Interdisciplinary Connections	<ul style="list-style-type: none">NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.HS-LS4-2 Model with mathematics.HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.			
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: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across context.SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
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 dictionaries	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for	<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 activities

	<ul style="list-style-type: none"> 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"> 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"> 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"> 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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Unit 2: Nutrition (2 Weeks)	
Core Ideas	<ul style="list-style-type: none"> Nutritional Understanding of food and its effect on the body. Developing a healthy eating plan. The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.
Essential Questions	<ul style="list-style-type: none"> How do fruits and vegetables effect on the body? What is the difference between a complex and a simple carbohydrate? What is the negative effects sugar having in the body? Why is it important to demonstrate healthy eating habits and have an active lifestyle? What are the benefits of plant-based foods (consumption/production)?
Enduring Understanding	To develop skills and knowledge to live a healthy lifestyle with regards to nutrition.
Practice	Attending personal health, emotional, social, and physical well-being

	<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 diet, exercise, and 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 self-expression. Individuals establish outlets that are safe and take place in healthy environments which allow for positive social interaction towards oneself and others. Individuals recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions 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>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>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> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users</p>		
Performance Expectations	<ul style="list-style-type: none"> Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. Implement strategies and monitor progress in achieving a personal nutritional health plan. Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.1.12. CHSS 7 2.2.12 N. 1 2.2.12 N. 2 2.2.12 N. 3 2.2.12 N. 4 2.2.12.N.5	Students will be able to: <ul style="list-style-type: none"> describe the connection between an unhealthy diet and health issues. explain the 5 basic nutrients identify what foods are good representations for the 5 basic nutrients. describe the difference between complex and simple carbohydrates. 	Superhero Food Nutrition Project Body Image Bumper Sticker.docx	https://kidshealth.org/en/teens.html https://www.nutrition.gov/
Key Vocabulary	nutrition, carbohydrates, protein, fats, complex carbs, simple sugars, dietary fiber, cholesterol, percentage-body fat		
Evidence of Learning	Students' learning will be measured by the following: <ul style="list-style-type: none"> Passing grades on 5 different online quizzes Completion and obtaining passing grades on various assignments: Food Superhero/Villain Assignment Questions on movie "FED UP" 		

Interdisciplinary Connections	<ul style="list-style-type: none">• NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.• NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.• HS-LS4-2 Model with mathematics.• HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.			
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: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across context.• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.• SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.• RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
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	<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	<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	<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

	<ul style="list-style-type: none"> • 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"> • 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"> • 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"> • 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: Drugs (2 Weeks)	
Core Ideas	<ul style="list-style-type: none"> • Illicit Drugs and the effect they have on an individual's life. • The decisions one makes can influence an individual's growth and development in all dimensions of wellness. • Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Long-term and short-term consequences of risky behavior associated with substance use and abuse may be damaging physically, emotionally, socially, and financially to oneself, family members, and others. • Alcohol and drug dependency may impact the social, emotional, and financial well-being of individuals, families, and communities.
Essential Questions	<ul style="list-style-type: none"> • What are the negative physical, social, and emotional effects drug use having on a person's life? • How do over the counter performance enhancing supplements have a negative effect on a person's body?
Enduring Understanding	To develop skills and knowledge to live a healthy lifestyle with regards to drug use.
Practice	<p>Attending 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 diet, exercise, and 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 self-expression. Individuals establish outlets that are safe and take place in healthy environments which allow for positive social interaction towards oneself and others. Individuals recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions 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</p>

	<p>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>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>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> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<ul style="list-style-type: none"> Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness. Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. Examine the drug laws, and regulations of the State of New Jersey, other states, and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.12 ATD 1 2.3.12 ATD 2 2.3.12 ATD 3 2.3.12 DSDT 3 2.3.12 DSDT 4 2.3.12.HCDM.2	Students will be able to: <ul style="list-style-type: none"> explain the difference between stimulants, depressants, opiates, and hallucinogens. describe the physical effect narcotics and prescription drugs have on the body. 	Body Image Bumper Sticker.docx	https://kidshealth.org/en/teens.html https://teens.drugabuse.gov/
Key Vocabulary	addiction, cocaine, methamphetamine, stimulant, depressant, hallucinogen, withdrawal		
Evidence of Learning	Students' learning will be measured by the following: <ul style="list-style-type: none"> Passing grades on 5 different online quizzes Completion and obtaining passing grades on various assignment: Illicit Drug Chart worksheet Questions on movie "Game Changer" 		
Interdisciplinary Connections	<ul style="list-style-type: none"> NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. HS-LS4-2 Model with mathematics. HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity. 		

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: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across context. • SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. • SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. • RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. • RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

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 	<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 	<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

		<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 • 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"> • 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"> • 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: Performance-Enhancing Drugs/Body Image (2 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Nutritional Understanding of food and its effect on the body. • Developing a healthy eating plan. • Stress and its effect on the body and how to manage stress in a healthy way. • Illicit Drugs and the effect they have on an individual's life. • Performance Enhancing Drugs/supplements and their physical effect on the body. • The decisions one makes can influence an individual's growth and development in all dimensions of wellness. • Self-confidence, personal traits, stress limitations, and strength impact the mental and emotional development of an individual. • Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members, and others.
Essential Questions	<ul style="list-style-type: none"> • What are the negative physical, social, and emotional effects drug use having on a person's life? • How can current images in magazines, movies, social media of beauty/preferred body shape affects one's own view of their body and health habits? • How do over the counter performance enhancing supplements have a negative effect on a person's body?
Enduring Understanding	To develop skills and knowledge to live a healthy lifestyle with regards to drug use.
Practice	<p>Attending 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 diet, exercise, and 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 self-expression. Individuals establish outlets that are safe and take place in healthy environments which allow for positive social interaction towards oneself and others. Individuals recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions 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>Managing-self</p> <p>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</p>

	<p>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>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> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<ul style="list-style-type: none"> Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness. Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. Examine the drug laws, and regulations of the State of New Jersey, other states, and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.12 ATD 1 2.3.12 ATD 2 2.3.12 ATD 3 2.3.12 DSDT 3 2.3.12 DSDT 4	Students will be able to: <ul style="list-style-type: none"> describe the physical effect narcotics and prescription drugs have on the body. discuss the negative effects performance enhancing supplements can have on a person's body. 	Body Image Bumper Sticker.docx	https://kidshealth.org/en/teens.html https://teens.drugabuse.gov/
Key Vocabulary	testosterone, creatine, body image, stress, eustress, fight or flight, homeostasis, organ donation, blood type		
Evidence of Learning	Students' learning will be measured by the following: Passing grades on 5 different online quizzes Completion and obtaining passing grades on various assignment: Illicit Drug Chart worksheet Questions on movie "Game Changer"		
Interdisciplinary Connections	<ul style="list-style-type: none"> NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. HS-LS4-2 Model with mathematics. HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity. 		
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: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across context.SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
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 work	<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 setting	<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 setting

		<ul style="list-style-type: none"> • 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"> • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 5: Organ Donation (1 Weeks)				
Core Ideas	<ul style="list-style-type: none"> • Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues. 			
Essential Questions	<ul style="list-style-type: none"> • What are the benefits of becoming an organ donor? • How many different organs can you donate and how many lives can be saved by one person? 			
Enduring Understanding	<ul style="list-style-type: none"> • Process of Organ Donation. 			
Practice	<p>Attending personal health, emotional, social, and physical well-being 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 diet, exercise, and 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 self-expression. Individuals establish outlets that are safe and take place in healthy environments which allow for positive social interaction towards oneself and others. Individuals recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions 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>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>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users</p>			
Performance Expectations	<ul style="list-style-type: none"> • Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). 			
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials	

2.1.12. CHSS 7	Students will be able to: <ul style="list-style-type: none">describe the process of organ donation and how organs can be used to save a life		https://kidshealth.org/en/teens.html https://www.nisharingnetwork.org/	
Key Vocabulary	organ donation, blood type			
Evidence of Learning	Students' learning will be measured by the following: <ul style="list-style-type: none">Passing grades on 5 different online quizzes			
Interdisciplinary Connections	<ul style="list-style-type: none">NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.HS-LS4-2 Model with mathematics.HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.			
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: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across context.SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
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 dictionaries	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for	<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 activities

	<ul style="list-style-type: none"> • 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 	<p>assignments/assessments/short-term goals (Planner Microsoft)</p> <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"> • 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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