

# RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health & Physical Education

Course: Health 12

Alignment: 2020 NJSL

BOE Born Date: September 2022

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## **Introduction**

Identify the intention of the program: Health Education is provided to allow for students to be able to explore ways to maintain a positive physical and emotional healthy lifestyle. Students should follow and learn from this curriculum in an effort to encourage students to make choices that can 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**

Overall:

- Marking Period: (9 Weeks)

- Unit 1: Parenting (1 week)

- Unit 2: Social & Sexual Health (2 weeks)

- Unit 3: Community Health Services and Support (1 week)

- Unit 4: Dependency, Substances Disorder and Treatment (1 week)

- Unit 5: Personal Safety (1 week)

- Unit 6: Health Conditions, Diseases and Medicines (1 week)

- Unit 7: Alcohol, Tobacco, and other Drugs (2 week)

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.

## **Technology**

Technology integration is the seamless and effective use of 21<sup>st</sup> 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 NJSL, 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: Parenting

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</li> <li>There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Explain pregnancy. What are the milestones of each trimester of fetal development?</li> <li>What are the emotional, social, physical, and financial effects of being a teen or young adult parent?</li> </ul>		
<b>Enduring Understanding</b>	<p>Advantages and disadvantages of contraceptive and disease prevention methods, STIs, unintended pregnancy.</p> <p>Analyze decisions about pregnancy options.</p> <p>Understand the major milestones of each trimester of fetal development.</p> <p>Effective parenting strategies.</p>		
<b>Practice</b>	<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 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> <p>Making decisions</p> <p>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.</p>		
<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Complete tasks/assignments that will demonstrate their knowledge of the specified topic.</li> <li>Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>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.</li> <li>Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>explore ways to become a parent outside of the traditional methods.</li> <li>predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others in relation to sexual choices.</li> <li>compare the relative risk of different sexual behaviors, including abstaining.</li> <li>compare the relative risk of varying numbers of partners, sequential and concurrent.</li> <li>explore pregnancy and parenting resources available for individuals around the world.</li> </ul>	<ul style="list-style-type: none"> <li>List and describe or link to student learning experiences that support the instructional focus. List and describe or link formative/summative assessments and rubrics here.</li> <li>Develop a power point that shows a plan for parents as to what is involved medically as well as the costs associated for a mother that is pregnant to the end of the first year of a baby's life.</li> <li>Interview with a mother to examine what is entailed with the labor and delivery process. Share findings with someone that experiences a traditional or non-traditional pregnancy.</li> <li>Explore nontraditional methods of becoming a parent. (I.e., invitro fertilization, surrogacy, and adoption)</li> <li>Students will select and explore various methods of contraception as well as the benefits of abstinence.</li> </ul>	<p>List specific text chapters and embed links to specific relevant websites.</p> <ul style="list-style-type: none"> <li><a href="#">Teen Health</a></li> <li><a href="#">Medline Plus</a></li> <li><a href="#">Center for Disease Control</a></li> </ul>

Key Vocabulary	Abstinence, Sexually Transmitted Diseases, Contraception, Infant Care, Breast Feeding, Fertility, Adoption, Invitro Insemination, Surrogacy			
Evidence of Learning	Completion of in class assignments, receives a passing grade on assessments, and completion of group work that is assigned at a satisfactory level. Complete baby project and mom interview receiving passing grade. Share with classmates’ stories of parents interviewed.			
Interdisciplinary Connections	<ul style="list-style-type: none"><li>• HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</li><li>• RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matter uncertain.</li><li>• RI.11-12.2 Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li><li>• RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li><li>• NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>• NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li><li>• NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li></ul>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"><li>• The Health Triangle: Mental health, Physical health and Social health.</li><li>• Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.</li><li>• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li><li>• Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li></ul>			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"><li>• 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.</li><li>• 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li></ul>			
Computer Science and Design Thinking	<ul style="list-style-type: none"><li>• 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.</li></ul>			
Social Emotional Learning	All these topics relate to parenting. <ul style="list-style-type: none"><li>• Self-awareness of being pregnant.</li><li>• Self-management in the concept of preventing accidental pregnancy.</li><li>• Socially aware of peers that could be pregnant or dealing with issues that come with pregnancy.</li><li>• Relationship skills that would aid in being a parent and working with your partner.</li><li>• Responsible decision making as to when you are ready and prepared to be a parent.</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li><li>• Simplified word problems</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li></ul>

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

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. Healthy individuals established and maintained healthy relationships by utilizing positive communication and social skills to interact effectively with others.</li> <li>There are many factors that influence how we feel about ourselves and the decisions that we make.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How have views changed on the topics of gender, sexual orientation and identity changed since the turn of the century?</li> <li>What actions or associations help bring awareness to these topics and how have they impacted views?</li> <li>Can students recognize unhealthy relationship behaviors?</li> <li>What reasons would make a person stay in a negative relationship?</li> </ul>		
<b>Enduring Understanding</b>	<p>How to help others with relationships and communicate their personal needs even in times of crisis.</p> <p>Identifying others struggling in abusive relationships and guiding them to resources.</p>		
<b>Practice</b>	<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> <p>Making decisions</p> <p>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.</p>		
<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>complete tasks/assignments that will demonstrate their knowledge of the specified topic.</li> <li>analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.</li> <li>advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.1.12.SSH.1 2.1.12.SSH.2 2.1.12.SSH.3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>explore how relationships have changed over the past 100 years, specifically looking at old traditions, as well as prejudices and discriminations.</li> <li>explore resources available within our school as well as any local support groups.</li> <li>analyze the struggles of Olympic athletes and how their cultures impact the way they may participate.</li> </ul>	<ul style="list-style-type: none"> <li>Relationship exploration involves looking at several types, pros, and cons, as well as compatibility with partners. Exploration articles on the Jamaican bobsled team. The prejudices they faced as well as the limitations due to their economic status.</li> <li>Gallery walks to view bulletin boards and councilor locations and discuss additional resources throughout the building.</li> <li>Exploration of articles and discussion of transgender athletes and how they impacted by the media and prejudice.</li> <li>Discussion on the school dress code or physical education dress code and whether students feel it is gender specific.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Relationships Resource</a></li> <li><a href="#">Jamaican Bobsled</a></li> <li><a href="#">Dress Codes</a></li> <li><a href="#">Transgender athletes</a></li> </ul>
<b>Key Vocabulary</b>	Gender, Sexuality, Sexual Orientation, Domestic violence, Dating violence, Sexual Harassment, Verbal Abuse, Non-Verbal Abuse, Emotional/Psychological Abuse		



Evidence of Learning	They will identify factors that keep many in these relationships. Students will present findings of common struggles faced by individuals of various sexual orientations as well as genders in the previous century. Relationships Lesson Baby Project Common article.			
Interdisciplinary Connections	HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS3-1) NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"><li>• The Health Triangle: Mental health, Physical health and Social health.</li><li>• Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.</li><li>• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li><li>• Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li></ul>			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"><li>• 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.</li><li>• 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li></ul>			
Computer Science and Design Thinking	<ul style="list-style-type: none"><li>• 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.</li></ul>			
Social Emotional Learning	<ul style="list-style-type: none"><li>• Self-awareness of the types of self-care as well as the creation of healthy relationships</li><li>• Self-management of actions within relationships</li><li>• Social awareness of various types of relationships and family dynamics.</li><li>• Relationship skills that will foster acceptance of varying views on sexual orientation.</li><li>•</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li><li>• Simplified word problems</li><li>• Graphic organizers</li><li>• Matched sentences or procedures with pictures</li><li>• Alternative presentation options</li><li>• 1-2 sentence short responses</li><li>• Shortened written assignments</li><li>• Modified tests</li><li>• Provide notes when student request</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li><li>• Graphic organizer</li><li>• Clear parameters and student workspace</li><li>• Timer to monitor task and duration</li><li>• Study guides</li><li>• Guided notes</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li><li>• Allow for errors</li><li>• Pre-teach materials</li><li>• Supply teacher demo</li><li>• Rephrase of questions and directions</li><li>• Visual cue or signs</li><li>• Small group assistance or collaboration</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li><li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li><li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li></ul>

	<ul style="list-style-type: none"> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit 3: Community Health Services and Support

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Individuals can demonstrate the ability to identify who, when, where and/or how to seek help for oneself.</li> <li>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What resources are available to students for mental health needs?</li> <li>Do they apply to all students?</li> </ul>		
<b>Enduring Understanding</b>	<p>How to help yourself or a friend in need during a mental health crisis. There are community resources that can aid and assist those in need.</p>		
<b>Practice</b>	<p>Acting as responsible and contributing member of society. Communicating clearly and effectively (verbal and nonverbal).</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>Attending to 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 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>		
<b>Performance Expectations</b>	<p>Students will be able to complete tasks/assignments that will demonstrate their knowledge of the specified topic.</p> <ul style="list-style-type: none"> <li>Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>Explain the purpose of the Safe Haven Law and identify locations in your community.</li> <li>Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li> <li>Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> <li>Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>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.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.1.12.CHSS.1 2.1.12.CHSS.2 2.1.12.CHSS.3 2.1.12.CHSS.4 2.1.12.CHSS.5 2.1.12.CHSS.6 2.1.12.CHSS.8 2.1.12.CHSS.9	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</li> <li>recognize and aid those dealing with mental health-based struggles.</li> <li>predict the short- and long-term consequences of choices stemming from unprotected sexual activity and find resources within the community that can help.</li> </ul>	<ul style="list-style-type: none"> <li>Mental health Safety training program</li> <li>CPR training</li> <li>Disease lesson that allows students to explore health resources with the United States and Europe vs. Third world countries</li> <li>What is a Gynecologic appointment?</li> <li><a href="#">CPR Certification Forms &amp; Quiz</a></li> <li><a href="#">Disease lesson</a></li> <li>Cancer lesson self-check and how to detect</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Safe Haven Law</a></li> <li><a href="#">Planned Parenthood</a></li> <li><a href="#">Prenatal Care</a></li> <li><a href="#">Mental Health resource</a></li> </ul>

<b>Key Vocabulary</b>	Safe Haven, Mental Health Safety, Suicide, Depression, Contraception, Cardio-Pulmonary Resuscitation, Heart Attack/Stroke, Defibrillation
<b>Evidence of Learning</b>	Passing grade for CPR skills and written test. Participation and completion of mental health safety training. CPR Certification Forms & Quiz Disease lesson
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</li> <li>• NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</li> <li>• NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>
<b>Diversity, Equity, &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• The Health Triangle: Mental health, Physical health and Social health.</li> <li>• Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.</li> <li>• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li> <li>• Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li> </ul>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Social Emotional Learning</b>	<ul style="list-style-type: none"> <li>• Social awareness of the need for life saving actions.</li> <li>• Self-awareness to have the self-confidence and empowerment to seek training that could effectively help a victim.</li> <li>• Responsible decision making in choosing care that would align with the victim's health care wishes. (I.e., no CPR for patient with DNR)</li> </ul>

### Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cue or signs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<p>showcase student interests, strengths, and needs</p> <ul style="list-style-type: none"> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit 4: Dependency, Substances Disorder and Treatment

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</li> <li>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is the difference between physical and psychological addiction?</li> <li>How can we help an addict?</li> <li>What does it mean to ENABLE?</li> <li>What are methods of rehabilitation?</li> <li>Why is it so hard to stay clean?</li> <li>How is a family affected by addiction?</li> </ul>		
<b>Enduring Understanding</b>	Recognizing behaviors that lead to addiction. Is a 12-step program for you?		
<b>Practice</b>	<p><b>Managing-self</b> 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><b>Attending to personal health, emotional, social, and physical well-being</b> 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>		
<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>complete tasks/assignments that will demonstrate their knowledge of the specified topic.</li> <li>correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</li> <li>analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.</li> <li>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).</li> <li>utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</li> <li>evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Relate personal abuse of prescription and over-the-counter medicines to wellness.</li> <li>Correlate increased alcohol use with challenges that may occur at various life stages.</li> <li>Correlate duration of drug abuse to the incidence of drug related injury, illness, and death.</li> <li>Explore rehabilitation methods as well as evaluate the pros and cons of each program.</li> <li>Understand the ins and outs of the Bon Jovi/ Good Samaritan when addiction or overdose are related.</li> </ul>	<ul style="list-style-type: none"> <li>Research of addictive activity investigates various addictions and programs for rehabilitation.</li> <li>Speaker from Narcotics Anonymous</li> <li>Lecture/Discussion</li> <li>Find a local and open meeting assignment</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Narcotics Anonymous Resources</a></li> <li><a href="#">Bon Jovi Good Samaritan Law</a></li> </ul>

Key Vocabulary	Addiction, Rehabilitation, Detox, Clean Life, Good Samaritan Law, Bottom, Physical Addiction, Psychological Addiction			
Evidence of Learning	ROA Assignment Completion of Reaction paper after lesson and speaker.			
Interdisciplinary Connections	<ul style="list-style-type: none"><li>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS4-1), (HS-LS4-2), (HS-LS4-3), (HS-LS4-4)</li><li>HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</li><li>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</li><li>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li><li>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li></ul>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"><li>The Health Triangle: Mental health, Physical health and Social health.</li><li>Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.</li><li>Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li><li>Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li></ul>			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"><li>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.</li><li>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li></ul>			
Computer Science and Design Thinking	<ul style="list-style-type: none"><li>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.</li></ul>			
Social Emotional Learning	<ul style="list-style-type: none"><li>Self-awareness of the use or abuse of an addictive substance.</li><li>Self-management of use and/or actions to seek out treatment.</li><li>Social awareness of the loss of control of the substance both physically and psychologically.</li><li>Responsible decision making to free oneself of the dependance physically and psychologically.</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li><li>Bilingual dictionaries</li><li>Assistive translator technology</li><li>Sentence frames</li><li>Simplified notes</li><li>Reduced homework</li><li>Simplified word problems</li><li>Graphic organizers</li><li>Matched sentences or procedures with pictures</li><li>Alternative presentation options</li><li>1-2 sentence short responses</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li><li>Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>Assistive technology (dictation, immersive reader, etc...)</li><li>Flash cards</li><li>Teacher notes</li><li>Graphic organizer</li><li>Clear parameters and student workspace</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>Students are allowed time and a half on assessments</li><li>Provide the student with frequent check-ins during class-time work</li><li>Scaffolding assignments</li><li>Chunking of materials</li><li>Allow for errors</li><li>Pre-teach materials</li><li>Supply teacher demo</li><li>Rephrase of questions and directions</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li><li>More complex tasks and projects</li><li>Higher level questioning and techniques</li><li>Student demoing and explanation</li><li>Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li></ul>

	<ul style="list-style-type: none"> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments.</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Visual cue or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit 5: Personal Safety

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</li> <li>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</li> <li>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</li> <li>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What does sexual harassment look like with in the workplace?</li> <li>What are signs of dating and domestic violence?</li> <li>How to recognize that someone is struggling within their relationship?</li> <li>Why is rape difficult to prosecute?</li> </ul>		
<b>Enduring Understanding</b>	<p>Explore the process of advocating for oneself with in the workplace when confronted with sexual harassment.</p> <ul style="list-style-type: none"> <li>Why is it challenging for someone to leave a possessive relationship?</li> <li>How to safely remove oneself from negative relationships?</li> </ul>		
<b>Practice</b>	<p><b>Managing-self</b> 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><b>Attending to personal health, emotional, social, and physical well-being</b> 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>		
<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>complete tasks/assignments that will demonstrate their knowledge of the specified topic.</li> <li>identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</li> <li>analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> <li>demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behaviors.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.1.12.SSH.9 2.1.12.SSH.4 2.1.12.SSH.5	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>recognize sexual harassment and how to address such issues when personally involved.</li> <li>identify positive and negative relationship behaviors that are associated with dating and domestic violence.</li> <li>assist in finding resources for themselves or a friend in need of leaving a damaging or dangerous relationship.</li> </ul>	<ul style="list-style-type: none"> <li>Common Article Writing assignment will allow for students to view various experiences of individuals that have experienced dating or domestic violence.</li> <li>Students will create a mock safety plan for leaving a toxic relationship.</li> <li>Compare/Contrast stories from victims.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">College years stress relief</a></li> <li>Movie: <a href="#">The Hunting Ground</a></li> <li><a href="#">Domestic Violence Safety Planning</a></li> <li><a href="#">Dating and Domestic Violence personal stories</a></li> </ul>

	<ul style="list-style-type: none"><li>understand the process of a rape kit as well as resources that can help in the event of sexual assault or rape.</li></ul>			
Key Vocabulary	Sexual Harassment, Dating Violence, Domestic Violence. Types of Abuse, Physical, Emotional/Psychological, Sexual, Rape and Sexual Assault			
Evidence of Learning	Students will submit writing samples after exploring various stories from victims of domestic or dating violence. Students will express concerns and understanding in a reaction paper following the documentary.			
Interdisciplinary Connections	<ul style="list-style-type: none"><li>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</li><li>6.1.12.HistorySE.2.a. Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.</li><li>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</li><li>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li><li>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li></ul>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"><li>The Health Triangle: Mental health, Physical health and Social health.</li><li>Students will be encouraged to develop an understanding of culturally diverse perspectives on health and wellness.</li><li>Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li><li>Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li></ul>			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"><li>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.</li><li>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li></ul>			
Computer Science and Design Thinking	<ul style="list-style-type: none"><li>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.</li></ul>			
Social Emotional Learning	<ul style="list-style-type: none"><li>Self-awareness of a personal role in a healthy relationship.</li><li>Self-management of actions to improve or remove oneself from a negative relationship.</li><li>Social awareness or how to seek out help in a safe manner relationship skills.</li><li>Responsible decision making about current relationships for personal and family safety.</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li></ul>

	<ul style="list-style-type: none"> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cue or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit 6: Health Conditions, Diseases and Medicines

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Health-enhancing behaviors and medications can contribute to an individual's reducing and avoiding health risks.</li> <li>Public health policies are created to influence health promotion and disease prevention and can have global impact.</li> <li>Mental health conditions affect individuals, family members, and communities.</li> <li>Medicines and their effects on the body.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How does one perform a self-breast and testicular exam?</li> <li>How can we reduce the risks of cancers of the skin?</li> <li>How do various health conditions affect families?</li> <li>How are health conditions such as high blood pressure and cholesterol treated?</li> </ul>		
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>Students will practice with models how to recognize lumps or abnormal growths when performing a self-breast and testicular exam.</li> <li>Explore the biopsy and preliminary process. What are the ABCD&amp;Es of skin cancer?</li> <li>In what ways are siblings or family friends impacted by a family member coping with mental illness.</li> </ul>		
<b>Practice</b>	<p><b>Managing-self</b> 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><b>Attending to personal health, emotional, social, and physical well-being</b> 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>		
<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>complete tasks/assignments that will demonstrate their knowledge of the specified topic.</li> <li>develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</li> <li>evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).</li> <li>analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</li> <li>analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.3.12.HCDM.1 2.3.12.HCDM.4 2.3.12.HCDM.5 2.3.12.HCDM.6	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>properly perform a self-check for breast and testicular cancer.</li> <li>recognize skin growths and what is normal vs abnormal. ABCD&amp;E of skin cancer.</li> <li>explore various mental illnesses and treatment options such as medication.</li> <li>recognize how mental illness effects the family as well as the individual.</li> <li>explore the benefits of immunizations, vaccinations, as well as yearly checkups.</li> </ul>	<ul style="list-style-type: none"> <li>Lump search activity with models for exploration of breast and testicles.</li> <li>How to perform a self-exam.</li> <li>Discussion on cancer diagnosis and treatment</li> <li>Writing sample for reflection after discussion on how families are impacted by mental illness. Point of view of a child within the family.</li> <li>Create a plan for doctor's visits. Gynecologist, General Practitioner, Dermatologist.</li> </ul>	<ul style="list-style-type: none"> <li>Movie: Dead wrong, its only skin cancer</li> <li>Models of breasts and testicles</li> <li>Websites on various mental illness</li> </ul>

Key Vocabulary	Skin Cancer, Breast Cancer, Testicular Cancer, Asymmetrical, Boarder, Changing Lumps, Diameter, Evolving, Melanoma, Mental Illness, Bipolar, Alzheimer’s			
Evidence of Learning	Students will complete assignment for breast and testicular cancer exploring incidence of each as well as the stages of progression for each. Students will explain how to perform self-exam as well as provide resources for treatment options. Students will create reaction paper after viewing Dead wrong, its only skin cancer. Goal is to see what their views of tanning are now as well as their retention of the material presented from the film. Students will discuss personal stories or experiences with mental illness within their friend groups or family.			
Interdisciplinary Connections	<ul style="list-style-type: none"><li>• RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li><li>• SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-ESS2-1), (MS-ESS2-2), (MS-ESS2-6)</li><li>• 6.1.12.HistorySE.2.a. Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.</li><li>• HS-PS4-4. Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms.</li></ul>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"><li>• The Health Triangle: Mental health, Physical health and Social health.</li><li>• Students will be encouraged to develop an understanding of culturally diverse perspectives on health and wellness.</li><li>• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li><li>• Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li></ul>			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"><li>• 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.</li><li>• 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li></ul>			
Computer Science and Design Thinking	<ul style="list-style-type: none"><li>• 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.</li></ul>			
Social Emotional Learning	<ul style="list-style-type: none"><li>• Self-management of regular (yearly) cancer screenings</li><li>• Social awareness of the types of cancers that can be self-detected or at least early warning signs.</li><li>• Responsible decision making in seeking out medical or professional assistance.</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li></ul>

	<ul style="list-style-type: none"> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cue or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit 7: Alcohol, Tobacco, and other Drugs

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is the difference between physical and psychological addictions?</li> <li>What behaviors are associated with addiction?</li> <li>When does recreational use become an addiction?</li> <li>How does the use of substances place you at higher risk of pregnancy, addiction, or crime?</li> </ul>		
<b>Enduring Understanding</b>	Students will explore various addicts and identify similar patterns that led to addiction. How does a person's choice to self-medicate with a drug, prevent them from truly getting their life in order?		
<b>Practice</b>	<p><b>Making decisions</b> 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><b>Attending personal health, emotional, social, and physical well-being</b> 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>		
<b>Performance Expectations</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>complete tasks/assignments that will demonstrate their knowledge of the specified topic.</li> <li>examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness.</li> <li>explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
2.3.12.ATD.1 2.3.12.ATD.3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>understand the difference between physical and psychological additions to bring to light how behaviors can lead to addiction.</li> <li>discuss how the use of addictive substances can have on their personal health as well as their actions.</li> <li>explore various treatment options for addiction of alcohol vs drug abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker attendance and writing submission of speaker reaction.</li> <li>Research of an addict assignment to explore how later in life illness has developed for some.</li> <li>What center would you fit into? What types of rehabs would you be open to?</li> </ul>	<ul style="list-style-type: none"> <li>Websites that have details on famous people.</li> <li><a href="#">Listing of centers for alcoholism and addiction</a></li> </ul>
<b>Key Vocabulary</b>	Psychological Dependence vs Physical Addiction, Enabler, AI Anon, Self-Medicating		
<b>Evidence of Learning</b>	<p>Research of an Addict Reflection assignment.</p> <p>Students will compare/contrast student submission of addicts in recovery.</p>		
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS3-1), (HS-ESS3-4), (HS-ESS3-5), (HS-ESS3-6)</li> <li>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS3-1), (HS-ESS3-4), (HS-ESS3-5), (HS-ESS3-6)</li> </ul>		
<b>Diversity, Equity, &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>The Health Triangle: Mental health, Physical health and Social health.</li> <li>Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.</li> <li>• Participate in an inclusive and diverse public health and safety culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.</li> </ul>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Social Emotional Learning</b>	<ul style="list-style-type: none"> <li>• Self-awareness of the effects of substances on their body systems.</li> <li>• Self-management of the consumption of addictive substances.</li> <li>• Responsible decision making while under the influence.</li> </ul>

### Differentiation

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



		<ul style="list-style-type: none"><li>• Partner or group work on skill development</li><li>• Assistance by instructional videos or curated videos online</li></ul>		
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