

# Orange Public Schools Office of Innovation

Health & Physical Education, 9 - 12



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**"GOOD TO GREAT"**

Revised: 8/17/21

**Comprehensive Health and Physical Education Grades 9-12**

**Course Description:** The Physical Education curriculum attempts to stimulate interest and enjoyment in physical skills, sports and other such activities in an effort to promote the importance of physical fitness and to encourage an appreciation for good health habits. Students are taught to develop a sense of responsibility and leadership, improve and maintain muscular control, and become knowledgeable of rules which govern these activities. They will develop habits, which will promote physical fitness.

The Health Education curriculum is designed to promote information and skills students need to become health literate, maintain and improve health, prevent disease and reduce the health related risk behaviors. The purpose of the program is to ensure that each child will grow to understand the importance of personal health for a lifetime of wellness.

**Scope and Sequence**

Timeline	Units
Marking Period 1	9-12: Personal Growth and Development 9-12: Pregnancy and Parenting 9-12: Movement Skills and Concepts
Marking Period 2	9-12: Emotional Health 9-12: Social and Sexual Health 9-12: Physical Fitness
Marking Period 3	9-12: Community Health Services and Support 9-12: Personal Safety 9-12: Lifelong Fitness
Marking Period 4	9-12: Health Conditions, Diseases, and Medicines 9-12: Alcohol, Tobacco and Other Drugs 9-12: Dependency, Substances Disorder and Treatment 9-12: Nutrition

Unit I	Personal Growth and Development	Grade(s)	9-12
<b>Overview/Rationale</b>			
This unit introduces students to the decisions one makes can influence an individual’s growth and development in all dimensions of wellness.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.</li> <li>● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</li> <li>● 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can you design strategies to support a healthy lifestyle?
- How does today’s behavior affect you in the long and short term?
- How does physical fitness impact one’s well-being?

**Enduring Understandings**

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- Evaluating an individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.

**Student Learning Targets/Objectives**

- By the end of the unit students will be able to
- Discuss practices and strategies designed to support an active lifestyle.
  - Attend to mental health, and foster a healthy, social, and emotional life.
  - Discuss how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. Examine the impact rest and sleep has on wellness.

**Assessments**

- Pre and Formative – Do Now questions, Chapter lesson reviews (which include comprehension questions to define, explain, list, infer, analyze, evaluate content from close reading), Hands-on Health activity, pg. 100
- Summative-Chapter assessment, pg. 102-103
- Authentic – Reflective Journal. Create a Health Plan that includes 2-3 strategies and how you would implement each of them – ask a peer to review and provide feedback (oral presentation).

<b>Teaching and Learning Actions</b>	
<i>Instructional Strategies</i>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary. Students in Kindergarten and 1<sup>st</sup> grade will be provided this method as an adapted version of the 2<sup>nd</sup> grade expectation.</p> <p>Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2<sup>nd</sup> grade will read their chapters during class. Students will be reading and writing in their Health Masters worksheet and Exit Ticket.</p> <p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p> <p>Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.</p>
<i>Activities: Including G/T, SE, and ELL Differentiation</i>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Use the NEWSOLA software, which can revise the reading lexile level to meet students at current reading level</li> </ul>

	<ul style="list-style-type: none"> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<p>VR Glasses will be used, and students will see how physical activity affects the human body</p> <p>Invite a professional fitness trainer or local collegiate/professional athlete to speak to the class about the benefits of exercise and fitness.</p> <p>Visit the School Health Clinic to see how to take care of our body systems.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● Glencoe, “Teen Health”, Unit 3</li> </ul>	

- <https://www.pecentral.org/index.html>
- [www.webmd.com](http://www.webmd.com)

**Pacing/ Time Frame:**

7-8 Class Periods (80 Minutes)



Unit II	Pregnancy and Parenting	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to the fact that there are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>● 2.1.12.PP.2: 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>● 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li> <li>● 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information. 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li> <li>● 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li> <li>● 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li> <li>● 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li> <li>● 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How do contraceptive devices help protect you from pregnancy?
- How can STI's change your life?
- How does one's decision regarding pregnancy and childbirth affect them for a lifetime?
- How can a teenager's future change if they were to get pregnant and parent a child ?

**Enduring Understandings**

- Raising a child requires physical, economic, emotional, social, and intellectual commitment.
- External pressures and opportunities may influence a person to become sexually active.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Discuss the advantages and disadvantages of different contraception methods.
- Discuss what community resources are available to gain more information about pregnancy and childbirth.
- Identify environmental and genetic factors that affect unborn/premature/stillborn/term babies
- Debate societal perceptions regarding teen pregnancy options and family/religious values.

**Assessments**

- Pre and Formative – Do Now questions, Chapter lesson reviews (which include comprehension questions to define, explain, list, infer, analyze, evaluate content from close reading), Health skills activity, pg. 230, Hands-On Health activity, pg. 248
- Summative-Chapter assessment, pg. 250-251
- Authentic – My Baby book (Flour Sack Baby)

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Cues, questions, activating prior knowledge - new knowledge and skills relies on what is already known. The use of many strategies to help students activate their prior knowledge and eliminate irrelevant and possibly erroneous knowledge. Cues and questions are among the most frequent ways to recall and use what they have already learned.

Reading and writing across the curriculum- The integration of literacy in all content areas. Students in 2<sup>nd</sup> grade will read their chapters during class. Students will be reading and writing in their Health Masters worksheet and Exit Ticket.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

*Activities: Including G/T, SE, and ELL Differentiation*

**Instructional Strategies:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Special Education Students Modifications:**

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)

**Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)

Guest speaker to provide information regarding STIs and pregnancy

**Resources**

- Glencoe, “Teen Health” Chapter 11
- <https://kidshealth.org/>
- <https://www.cdc.gov/teenpregnancy/>

**Pacing/ Time Frame:**

6-7 Class Periods (80 minutes)

Unit III	Emotional Health	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to personal traits, self-confidence, stress, limitations, and strengths that impact the mental and emotional development of an individual. Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>• 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family</li> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>• 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>• 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>• 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>• 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>• 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How do certain health factors make you a healthy or unhealthy person?
- How can mental health illness affect family Income, relationships, abuse, self-esteem ?
- How can bullying affect a person’s life ?
- How can we reduce suicide rates?

**Enduring Understandings**

- Having respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provides a foundation for the prevention and resolution of conflict with others.
- Stress management skills can impact an individual’s ability to cope with different types of emotional situations.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- List a variety of traits and classify them as healthy or unhealthy.
- Discuss how mental health issues influence the emotional and social impact of mental health illness on the family. Income, relationships, abuse, self-esteem etc
- Research and compare various Bullying Prevention Programs.
- Identify the warning signs of suicide

**Assessments**

- Pre and Formative-Do Now questions, Chapter lesson reviews (which include comprehension questions to define, explain, list, infer, analyze, evaluate content from close reading), Health skills activity, pg. 88, Hands-On Health activity, pg. 100
- Summative – Chapter assessment, pg. 102—103
- Authentic- Daily emotion meter or Well-being Questionnaire (TSWQ)

Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Accountable talk - Talking with others about ideas is fundamental to classroom learning. Conversation promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.</p> <p>Reading and writing across the curriculum- The integration of literacy in all content areas. Research firmly links reading and writing to learning in all content areas, and students who can read in science and history and write about it will have better understanding of content and college-ready skills.</p> <p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> </ul>



	<ul style="list-style-type: none"> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● Students will engage in coping strategies, such as meditation or listening to music.</li> <li>● Sleep Journals -note trends in levels of sleep and feelings of stress</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, "Teen Health" Unit 3</li> <li>● <a href="https://kidshealth.org/">https://kidshealth.org/</a></li> <li>● <a href="https://www.cdc.gov/populationhealth/well-being/features/how-right-now.htm">https://www.cdc.gov/populationhealth/well-being/features/how-right-now.htm</a></li> <li>● <a href="https://www.orange.k12.nj.us/Domain/1221">https://www.orange.k12.nj.us/Domain/1221</a></li> </ul>	
<b>Pacing/ Time Frame:</b>	6-7 Class Periods (80 minutes)

Unit IV	Social and Sexual Health	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to how individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. There are many factors that influence how we feel about ourselves and the decisions that we make. There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>● 2.1.12.SSH.2: 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>● 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>● 2.1.12.SSH.4: 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>● 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>● 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li> <li>● 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies</li> <li>● 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure</li> <li>● 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> <li>● 2.1.12.SSH.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p><b>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</b></p> <p><b>8.1.12.NI.2: Evaluate security measures to address various common security threats.</b></p>		<p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when</p>	

**8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.**  
**8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.**  
**8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.**

writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How influential is sexuality, family, media, social norms etc. in your life and the decisions you make?
- How can a school community promote respect for people of all genders, gender identities, gender expressions and sexual orientations?
- How important is consent and can certain factors influence your decisions?

**Enduring Understandings**

- Schools should promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientation.

- There are acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age.
- The LGBTQ community is not immune to abusive relationships.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Research how school communities can promote and demonstrate respect for all gender identities, genders, gender expressions, and sexual orientations.
- Discuss the differences between healthy vs unhealthy relationships.
- Examine intimacy and consent and their role in a relationship.
- Analyze different birth control methods and important considerations before taking birth control.

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, 3-2-1. Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Written reflection, TDV Awareness poster

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Accountable talk - Discussing with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Debate - a structured form of argumentations that requires participants to engage in research, develop listening and oratory skills, and think critically. This can be an ideal instructional strategy on this topic because the learning material and circumstances are open to opposing points of view.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

*Activities: Including G/T, SE, and ELL Differentiation*

**Instructional Strategies:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Special Education Students Modifications:**

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)

**Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● Students will hear a mock trial case on sexual discrimination.</li> <li>● Virtual tour of a Sexual Health clinic</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, “Teen Health” Chapter 2 and Chapter 18</li> <li>● <a href="https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf">https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf</a></li> <li>● <a href="https://www.who.int/health-topics/sexual-health">https://www.who.int/health-topics/sexual-health</a></li> </ul>	
<b>Pacing/ Time Frame:</b>	6-7 Class Periods (80 minutes)

Unit V	Community Health Services and Support	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to healthy individuals that demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others. Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues. Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>● 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>● 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</li> <li>● 2.1.12.CHSS.4: 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>● 2.1.12.CHSS.5: 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>● 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>● 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>● 2.1.12.CHSS.8: 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>● 2.1.12.CHSS.9: 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>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:



**Essential Question(s)**

- How and where can I locate health resources?
- How are people living longer today than they did in the past?
- How important are global issues and is climate change affecting the earth?
- How are sadness, anxiety, stress, trauma, or depression warning signs of suicide?

**Enduring Understandings**

- Being aware of a wide variety of tools and resources for community health and support is beneficial for mental and physical health.
- Potential solutions to health issues are dependent on health literacy and the accessibility of resources in a community.
- Working cooperatively to find solutions in addressing health problems affected by global issues will benefit all.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Compile a list of professionals at school and in the community to assist with health conditions and emergencies.
- Identify and investigate a health issue and create a plan for treatment.
- Evaluate different sources of information and compile a list of credible information sources for teens.
- Examine the various forms of climate change and discuss each one along with the costs involved.
- Discuss teen suicide and examine information that could be used to help those in need.

**Assessments**

- Pre and Formative- Do Now questions, Chapter lesson reviews (which include comprehension questions to define, explain, list, infer, analyze, evaluate content from close reading), Health Skills activity, pg. 446 & 450, Hands-On Health activity, pg. 460 & 494
- Summative-Chapter assessment, pgs. 462-463 and 496-497
- Authentic- Jigsaw. Research Facilities and what they offer.

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Current events - Students will find material from current news and information can be used as an occasional or regular teaching strategy to add relevance to a lesson topic or content. Benefits include helping to develop reading/viewing habits, build skills in analysis/critique, and learn presentation skills.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words the broaden their use of vocabulary

	<p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p> <p>Notebooking/journaling - Notebooks and journals for students whom regular observations, data collection, and documentation are essential. Learning any subject is enhanced through the discipline of writing, the use of notebook and journal assignments on various Community Health Services is ideal.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul>

	<p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● Visit Community Health centers in the area and research the services offered.</li> <li>● Take a Virtual field trip to Health care facilities, hospitals and rehab facilities that offer community health services.</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, "Teen Health" Chapter 19 &amp; 21</li> <li>● <a href="https://www.sprc.org/sites/default/files/resource-program/Teens_0.pdf">https://www.sprc.org/sites/default/files/resource-program/Teens_0.pdf</a></li> <li>● <a href="https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/mh_community.html">https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/mh_community.html</a></li> </ul>	
<b>Pacing/ Time Frame:</b>	6-7 Class Periods (80 minutes)

Unit VI	Movement Skills and Concepts	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to the advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. Individual and team execution requires interaction, respect, effort, and a positive attitude.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</li> <li>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</li> <li>● 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</li> <li>● 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse</p>	

	<p>partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can the use of finesse and touch be an advantage in certain sports ?
- How can we carry prior success into our offseason activities?
- How do sports officials play a role in competitive sports?
- How can you incorporate individual effort and team execution into your daily life?

**Enduring Understandings**

- Effective execution of movements is determined by the level of related skills one has developed.
- Feedback from others impacts one’s performance of movement skills and concepts.
- Individual and team goals are achieved when effective tactical strategies are applied in physical fitness activities.

**Student Learning Targets/Objectives**

- By the end of the unit students will be able to
- Identify the offensive and defensive strategies used in a variety of game settings.
  - Summarize the skills learned in one activity and the ability to transfer them over to another.
  - Examine proper technique for weight training, such as spotting, hand and foot placement.
  - Review rules and expectations of etiquette of the sport being played.

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Fantasy Sports, Fitness Tracker, Olympic games

Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Adapting to learning styles/multiple intelligences - Multiple intelligences posits that student learn, remember, perform, and understand in different ways, including various intelligences, such as musical–rhythmic, visual– spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic. As a cognitive theory it has proved useful to classroom teachers in fostering different interests, providing variety and differentiation in instruction, and developing the whole child.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Flexible/strategic grouping - Informally grouping and regrouping students for a variety of purposes during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.</p> <p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● Virtual or live Trips to games, arena, etc, for firsthand experiences</li> <li>● Virtual and live tours of gyms, exercise, and yoga facilities</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● <a href="https://www.njsiaa.org/">https://www.njsiaa.org/</a></li> <li>● <a href="https://kidshealth.org/">https://kidshealth.org/</a></li> <li>● <a href="https://www.acsm.org/">https://www.acsm.org/</a></li> </ul>	

**Pacing/ Time Frame:**

18 – 20 Class Periods (80 Minutes)



Unit VII	Physical Fitness	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to the physical and emotional growth that often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>● 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>● 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>● 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse</p>	

partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can exercise benefit you socially, emotionally, and mentally?
- How can overtraining a particular muscle group affect you in the long run ?
- How can the FITT principle help you develop an exercise routine?
- How do you calculate your target heart rate?

**Enduring Understandings**

- There are many benefits of regular physical fitness activities in the short and long term.
- Technology can assist in modifying exercises for personal levels of fitness and best outcomes.
- There are many factors that impact personal fitness and health achievements.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Compare a chart analyzing the benefits of participating in physical activity
- Examine results of a daily journal for tracking workouts and of their physical gains
- Discuss the nutritional guide on myplate.gov and the benefits

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Workout logs and Tracking Individual Performances

Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Hands-on learning - An educational strategy that directly involves learners by encouraging them to do something in order to learn about it. It is learning by doing. Some subject matter are inherently hands-on, nonetheless, all learning can benefit from activity that stimulates different regions of the brain.</p> <p>Modeling - an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Modeling can include approaches such as task and performance modeling to metacognitive modeling.</p> <p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul>

	<p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● 3D virtual reality software - animation of the human body in motion</li> <li>● Thephysedexpress.com – virtual field trips.</li> <li>● Virtual competitions with competitive athletes</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, “Teen Health” Chapter 10</li> <li>● <a href="https://www.njahperd.org/">https://www.njahperd.org/</a></li> <li>● <a href="https://kidshealth.org/">https://kidshealth.org/</a></li> </ul>	
<b>Pacing/ Time Frame:</b>	18 – 20 Class Periods (80 Minutes)

Unit VIII	Lifelong Fitness	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to healthy habits and behaviors. These are created by personal learning experiences, knowledge, beliefs, and goals in living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). Community resources can support a lifetime of wellness for self and family members.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>● 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>● 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>● 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>● 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>● 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>● 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</li> <li>● 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.  
 8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.  
 8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
 NJSLSA.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.  
 NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
 NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can sportsmanship and character affect the game?
- How does your wellbeing continue to improve and elevate your fitness level?
- How can teamwork be essential to your personal success?
- How can participating in an activity benefit you socially?

**Enduring Understandings**

- Assuming responsibility for personal health behaviors is important throughout one's lifetime.
- Participating in movement and physical fitness activities improves one's physical, mental and emotional health.
- Teamwork in sport and in career develops social skills that contribute to one's personal success.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle
- Understand that exercise is a stress reliever and can improve self-esteem, which can improve mental/emotional wellness.
- Demonstrate knowledge and commitment to teamwork, sportsmanship, and safety guidelines
- Accepts other ideas, diversity, and body types by engaging in cooperative and collaborative movement projects

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic – Fantasy Sport tournament, Community resources Google Site

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Student self-assessment- This may refer to inventories/surveys that students respond to, such as interests, learning preferences, or college and career diagnostics. It may also refer to academic assessment tools, often a rubric, that describes a learning skill by its attributes and level of quality, which students use to assess their own progress and performance.

Reading and writing across the curriculum - literacy is often well integrated into all subject matter and activity. Research links reading and writing to learning in all content areas, and students who can read in PE and write about it will have better understanding of content and college-ready skills.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

*Activities: Including G/T, SE, and ELL Differentiation*

**Instructional Strategies:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Special Education Students Modifications:**

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)



	<p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<ul style="list-style-type: none"> <li>● Compete in fantasy leagues.</li> <li>● Visit different types of fitness facilities</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● Glencoe, "Teen Health" Unit 5</li> <li>● <a href="https://kidshealth.org/">https://kidshealth.org/</a></li> <li>● <a href="https://www.onlinedraft.com/custom-fantasy-leagues">https://www.onlinedraft.com/custom-fantasy-leagues</a></li> </ul>	
<p><b>Pacing/ Time Frame:</b></p>	<p>18-20 class periods (80 Minutes)</p>

Unit IX	Nutrition	Grade(s)	9-12
<b>Overview/Rationale</b>			
This unit introduces students to the balance of food intake and exercise as a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.</li> <li>● 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</li> <li>● 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How do environmental factors influence your social and emotional health?
- What factors can influence an individual’s choices when selecting a balanced meal plan?
- How does today’s behavior affect you in the long and short term?
- How does physical fitness impact well-being?

**Enduring Understandings**

- Eating healthy promotes an efficient mind and body.
- Nutritional content, value, calories and cost are components of a healthy meal.
- Personal nutrition health goals are important for optimum health.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Analyze how culture, health status, age and access to food can influence personal eating habits
- Identify skills and health behaviors that can support losing, gaining, and maintaining a healthy weight
- Design nutritional plans based on content, value, calories and cost are components of a healthy meal

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Use the [www.myplate.gov](http://www.myplate.gov). Complete a Diet Analysis Project – Record your food intake, analyze the data, summarize, and write an action plan to correct the deficiencies

Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p>	<p>Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.</p> <p>Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.</p> <p>Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.</p> <p>Notebooking/journaling - Students will perform regular observations, data collection, and documentation. Since learning any subject is enhanced through the discipline of writing, teachers use notebook and journal assignments in many content areas. Students who keep journals are actively engaged in their own learning and can clarify and reflect upon their thinking.</p> <p>Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.</p> <p>Reading and writing across the curriculum- The integration of literacy in all content areas. Students will keep a food journal for the duration of the unit.</p> <p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p> <p>Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn new words will be added to help building and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● <a href="http://www.healthyeating.org/products-and-activities/">www.healthyeating.org/products-and-activities/</a> (Games and activities)</li> <li>● <a href="https://www.youvisit.com/tour/josianep/98696">https://www.youvisit.com/tour/josianep/98696</a> (Virtual Digestion)</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, “Teen Health” Chapter 9</li> <li>● <a href="https://www.myplate.gov/">https://www.myplate.gov/</a></li> <li>● <a href="https://health.gov/">https://health.gov/</a></li> </ul>	

**Pacing/ Time Frame:**

18-20 class periods (80 Minutes)

Unit X	Personal Safety	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to the consideration of the short and long-term impact of decisions that can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse. Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self esteem.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>● 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).</li> <li>● 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions</li> <li>● 2.3.12.PS.5: 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>● 2.3.12.PS.6: 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>● 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>● 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>● 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> <li>● 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.		NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when	

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.

writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can sexual violence impact an individual's sexual health?
- How do sexual traffickers choose their victims?
- How can issues arise from sending email or private text messages?

**Enduring Understandings**

- There are strategies to reduce deliberate and non-deliberate injuries to self and others.
- The victim of an interpersonal and/or sexual violence is never to blame.
- There can be possible issues with sending private text messages.



- Certain laws are in place designed to keep children and adults safe.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Assess the degree of risk in a variety of unsafe situations
- Identify strategies to reduce deliberate and non-deliberate injuries to self and others
- Define sexual consent, sexual agency, and sexual violence
- Determine the effectiveness of laws designed to keep children and adolescents healthy and safe
- Demonstrate strategies to use social media safely, legally, and respectfully

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Social Media Journal

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Current events - Content material taken from current news and information can be used as an occasional or regular teaching strategy to add relevance to a lesson topic or content. Benefits include helping to develop reading/viewing habits, build skills in analysis/critique, and learn presentation skills.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Modeling- an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. This is an effective instructional strategy when it allows students to observe thought processes and imitate behaviors or steps in a process. Types and purposes of modeling can include multiple approaches and can be used across disciplines and in all grades and ability levels.

Reading and writing across the curriculum- Classrooms where literacy is often well integrated into all subject matter and activity. In secondary schools, it may rely on interdepartmental agreements and a professional development program. Research links reading and writing to learning in all content areas.

	<p>Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.</p> <p>Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus</li> <li>● Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</li> </ul> <p><b>Special Education Students Modifications:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in each IEP.</li> <li>● Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level</li> <li>● Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines</li> <li>● Utilize Snap-n-Read and Co-Writer</li> </ul> <p><b>English Language Learners (ELL) Students:</b></p> <ul style="list-style-type: none"> <li>● Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.</li> <li>● Snap and read Google extension addition. Will read to the student in the language selected</li> <li>● Vocabulary Spelling City word banks</li> <li>● Use visuals whenever possible to support classroom instruction and classroom activities.</li> <li>● Teacher modeling and written instructions for every assignment</li> </ul> <p><b>At Risk Of Failure Students:</b></p> <ul style="list-style-type: none"> <li>● Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit</li> <li>● Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>● Constant parental contact along with mandatory tutoring appointments</li> </ul>

	<ul style="list-style-type: none"> <li>● Academic Contracts</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.</li> <li>● Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)</li> </ul> <p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● Guest speaker from NJ Prosecutor's office to discuss dangers of social media and sexual violence</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, "Teen Health" Chapter 10</li> <li>● <a href="https://www.heart.org/">https://www.heart.org/</a></li> <li>● <a href="https://www.nj.gov/mvc/">https://www.nj.gov/mvc/</a></li> </ul>	
<b>Pacing/ Time Frame:</b>	18 - 20 class sessions (80 Minutes each)

Unit XI	Health Conditions, Diseases and Medicines	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to health-enhancing behaviors that can contribute to an individual reducing and avoiding health risks. Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter. Public health policies are created to influence health promotion and disease prevention and can have global impact. Mental health conditions affect individuals, family members, and communities.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.3.12.HCDM.1: 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>● 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</li> <li>● 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</li> <li>● 2.3.12.HCDM.4: 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>● 2.3.12.HCDM.5: 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>● 2.3.12.HCDM.6: 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>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How important are screening tests to young adults?
- How do the drugs that a doctor prescribes differ from those that can be purchased illegally?
- How important are vaccines in protecting individuals from disease?
- How does mental illness and/or disease affect those around the person who is ill?

**Enduring Understandings**

- The spread of communicable and infectious diseases are preventable.
- Accessing, evaluating, and applying disease prevention and control information promotes lifelong wellness.
- Genetics play a role in susceptibility to disease and health conditions.
- Mental and emotional health affects a person's physical health and overall wellbeing.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Justify how using precautions can help prevent diseases and health conditions.
- Determine the role of genetics in susceptibility to disease and health conditions.
- Describe behaviors that influence susceptibility to disease and health conditions

- Describe the signs, symptoms and potential impacts of disease and the immune system.
- Explain how certain methods of disease prevention, treatment strategies and appropriate medicine use promote health-enhancing behaviors.

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic - Presentation on Health condition/disease and its underlying reaction to medication.
  - Research a disease and the effect on the body over the course of a lifetime

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Lecture - The impact of lectures on achievement is discouraging when compared to other methods of instruction, but they can have positive applications: presenting new content not available in textbooks, summarizing disparate points of view; focusing students on critical information. Present a reasonable amount of information, use examples and visuals strategically, summarize and connect points, check for understanding, and take advantage of technologies that allow students to learn from lecture material outside the classroom.

Reading and writing across the curriculum- literacy is often well integrated into all subject matter and activity. In secondary schools, it may rely on interdepartmental agreements and a professional development program. Research firmly links reading and writing to learning in all content areas, and students who can read in science and history and write about it will have better understanding of content and college-ready skills.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

Word Wall- A collection of words for each lesson that is put on display in the classroom. As the students learn, new words will be added to help build and strengthen their use of vocabulary. This tool will be on display for students to reinforce the vocabulary that is being used in each lesson.

*Activities: Including G/T, SE, and ELL Differentiation*

**Instructional Strategies:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Special Education Students Modifications:**

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student’s native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)

	<p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● <a href="https://symptoms.webmd.com/">https://symptoms.webmd.com/</a> - Diagnose Health conditions virtually</li> <li>● <a href="https://www.mayoclinic.org/healthy-lifestyle">https://www.mayoclinic.org/healthy-lifestyle</a> - See how technology can improve your health care</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● Glencoe, "Teen Health" Unit 9</li> <li>● <a href="https://kidshealth.org/">https://kidshealth.org/</a></li> <li>● <a href="https://www.webmd.com/">https://www.webmd.com/</a></li> </ul>	
<p><b>Pacing/ Time Frame:</b></p>	<p>7-8 Class Periods (80 Minutes)</p>



Unit XII	Alcohol, Tobacco and Other Drugs	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to the long-term and short-term consequences of risky behavior associated with substance use and abuse that can be damaging physically, emotionally, socially and financially to oneself, family members and others.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</li> <li>● 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs)</li> <li>● 2.3.12.ATD.3: 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>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can various types of drugs affect your decision-making skills?
- How can cannabis be a legal drug just like tobacco?
- How does tolerance and dependency play a role in ATOD use?
- How can peers influence your decisions when it comes to ATOD?

**Enduring Understandings**

- The use of alcohol, tobacco and other drugs impact the lives of you and family members socially, emotionally and physically.
- There are factors that contribute to different rules, laws and policies in school, communities and states regarding alcohol, tobacco and other drugs.
- Alcohol and other drugs impact areas of the brain.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Examine how the use of alcohol, tobacco and other drugs impacted the lives of adolescents and their families
- Relate the use of alcohol and other drugs to decision making, consent and risk for sexual assault and abuse
- Determine the factors that contribute to different rules, laws and policies in schools, communities and states regarding alcohol, tobacco, and other drugs.
- Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment and memory.
- Analyze how the influence of peers and different social settings can result in positive and/or negative outcomes

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- describe the high, the side effects, withdrawal, and the recovery.
  - Follow the substance through the body and show the short & long-term effect on the body.

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Read Aloud- The ability to model important areas of literacy which include fluency, expression, and interacting with text that displays the proper use of vocabulary and introduces new words that broaden their use of vocabulary.

Reciprocal teaching - students become the teachers in small group sessions. Teachers model, then help students learn to guide group discussions using strategies such as summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in a dialogue about what has been read.

Summarizing and note taking - Effective summarizing leads to an increase in student learning. Students who can effectively summarize learn to synthesize information, identifying key concepts, and defining extraneous information. Note taking is a strategy that supports student learning. Without explicit instruction, students may write down words or phrases, without analysis. Successful note-takers are much more likely to retain and benefit from using notes as a document of their learning.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.

*Activities: Including G/T, SE, and ELL Differentiation*

**Instructional Strategies:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus

- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Special Education Students Modifications:**

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSELA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and read Google extension addition. Will read to the student in the language selected
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)

**Students With A 504:**

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

Experiences (virtual and live field trips)	<ul style="list-style-type: none"> <li>● Multiple ‘Drunk goggles’ activities to simulate the effects of alcohol</li> <li>● <i>smokeSCREEN</i> – An interactive game that focus on youth decision-making about smoking and vaping and the side effects</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Glencoe, “Teen Health” Unit 8</li> <li>● <a href="https://www.aa.org/">https://www.aa.org/</a></li> <li>● <a href="https://njatod.org/">https://njatod.org/</a></li> </ul>	
<b>Pacing/ Time Frame:</b>	7-8 Class Periods (80 Minutes)

Unit XIII	Dependency, Substance Disorder and Treatment	Grade(s)	9-12
<b>Overview/Rationale</b>			
<p>This unit introduces students to alcohol and drug dependency that can impact the social, emotional, and financial wellbeing of individuals, families, and communities. Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>			
<b>New Jersey Student Learning Standards</b>			
<ul style="list-style-type: none"> <li>● 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</li> <li>● 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.</li> <li>● 2.3.12.DSDT.3: 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>● 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</li> <li>● 2.3.12.DSDT.5: 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>Career Readiness, Life Literacies, and Key Skills</b>			
<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</li> <li>● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</li> <li>● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others</li> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</li> <li>● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</li> </ul>			
<b>Technology/Computer Science and Design Thinking</b>		<b>Interdisciplinary Standards</b>	
<p>8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.</p> <p>8.1.12.NI.2: Evaluate security measures to address various common security threats.</p> <p>8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.</p> <p>8.1.12.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p> <p>8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify tradeoffs to justify the choice.</p>		<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

	<p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**21<sup>st</sup> Century Skills: Check all that apply**

	Civic Literacy	X	Communication
	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

**Essential Question(s)**

- How can getting help early with substance abuse make a big difference?
- How can drugs affect your social, emotional, and physical health?
- How can substance abuse from one individual affect their friends and family?
- How can family members get involved if they are affected by substance abuse in the community ?

**Enduring Understandings**

- The use of alcohol, tobacco and other drugs impact the lives of you and family members socially, emotionally, and physically.
- There are services available for family members and others affected by substance disorders.
- There are common indicators, stages and influencing factors of chemical dependency.

**Student Learning Targets/Objectives**

By the end of the unit students will be able to

- Summarize signs and symptoms of alcohol, tobacco and drug disorders.
- Compare and contrast the various services that are available for individuals affected by substance disorders
- Determine the impact that substance abuse has on an individual’s social, emotional and physical well-being
- Examine how alcohol and drug disorders can impact friends and family members
- Compare and contrast the various services that are available for family members affected by substance disorders

**Assessments**

- Pre and Formative- Do Now, Teacher Questioning, Kahoot, lesson quizzes, Homework, Think-pair-share, Exit Tickets.
- Summative- Unit Test, Role Play Scenarios, Writing Prompts
- Authentic- Create anti-drug or rehabilitation trifold. Research and Present the teen opioid crisis in NJ.

**Teaching and Learning Actions**

*Instructional Strategies*

Academic vocabulary and language- Vocabulary and language are important in all content areas especially when used during articulation of directional cues and for instructional purposes. Students will learn vocabulary words from each lesson which will include proper spelling, definition, and applying it in a sentence.

Cooperative Learning-Students will be placed in small mixed-ability groups that will allow for the exchanging of information and task responsibilities. Students will complete a lesson specific learning resource pages that helps further investigation.

Current events - material taken from current news and information can be used as an occasional or regular teaching strategy to add relevance to a lesson topic or content. Benefits include helping to develop reading/viewing habits, build skills in analysis/critique, and learn presentation skills. This will provide the students with a look at how big the substance abuse problem is.

Direct Instruction- The presentation of content through the teacher that provides structure and sequence to the objectives for the day. The teacher will introduce the topic of the day and then proceed into a group discussion about each of the areas.

Document-based questions (DBQ) - an essay question or series of short-answer questions on an examination where students are asked to construct a response using one's own knowledge together with an analysis of provided documents. The documents provided can be from text but can also include primary or secondary sources

Guest speakers – an expert in the field extends learning beyond the classroom. The sources for guest speakers range and can include such resources as, industry professionals, parents, or even former students. As with any activity, students benefit most when the purpose is clear, and they know how the speaker’s topic relates to what they are studying. Preparing critical questions ahead of time will ease a Q and A session for everyone.

Reading and writing across the curriculum- literacy is often well integrated into all subject matter and activity. In secondary schools, it may rely on interdepartmental agreements and a professional development program. Nonetheless, research firmly links reading and writing to learning in all content areas.

Targeted feedback-Improves student performance and decreases the negative setback of no feedback. All assignments will have targeted feedback either written or a conversation with students will take place.



*Activities: Including G/T, SE, and ELL Differentiation*

**Instructional Strategies:**

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Special Education Students Modifications:**

- Adhere to all modifications and health concerns stated in each IEP.
- Use the NEWSOLA software, which can revise the reading lexile level to meet students at current reading level
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

**English Language Learners (ELL) Students:**

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- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

**At Risk Of Failure Students:**

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit
- Modified Instructional Strategies D Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments
- Academic Contracts

**Gifted and Talented Students:**

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric and Multimedia Projects.
- Student led classroom instruction also Project Based Learning (Example: Write about a wellness choice/activity and draw pictures reflecting what you have written.)

	<p><b>Students With A 504:</b></p> <ul style="list-style-type: none"> <li>● Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document</li> </ul>
<p>Experiences (virtual and live field trips)</p>	<ul style="list-style-type: none"> <li>● A virtual Field Trip that talks about drug addiction - <a href="https://www.projectknow.com/blog/virtual-field-trip-introduces-kids-to-addiction/">https://www.projectknow.com/blog/virtual-field-trip-introduces-kids-to-addiction/</a></li> <li>● Have a motivational speaker or former substance abuser speak to the students directly</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● Glencoe “Teen Health”</li> <li>● <a href="https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html">https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html</a></li> <li>● <a href="https://drugabuse.com/treatment-centers/new-jersey/">https://drugabuse.com/treatment-centers/new-jersey/</a></li> <li>● <a href="https://www.rehabcenter.net/teen-rehab-centers/new-jersey-teen-rehab-centers/">https://www.rehabcenter.net/teen-rehab-centers/new-jersey-teen-rehab-centers/</a></li> </ul>	
<p><b>Pacing/ Time Frame:</b></p>	<p>7-8 Class Periods (80 Minutes)</p>