

Orange Public Schools Office of Innovation

Health I (9th)



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Comprehensive Health and Physical Education Grades 9-12

Course Description: 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 insure that each child will grow to understand the importance of personal health for a lifetime of wellness.

Scope and Sequence

Timeline	Concepts
Weeks 1 - 2	Nutrition and Food Safety - 10 classes Need for nutrients, healthy diets, weight control, eating disorders, and wise food consumer
Weeks 3 - 5	Mental and Emotional Health - 11 classes Mental Health Mental Disorders Stress in Your Life
Weeks 6 - 7	Sexual Health - 15 classes Male and Female Reproductive Systems Types of Contraception and Abstinence Sexually Transmitted Diseases
Weeks 8 - 10	Medicine & Drugs - 15 classes Over the Counter and Prescribed Vaping, E-Cigarettes, Marijuana, Opioids Substance Abuse and Dependency

Unit I	Nutrition and Food Safety	Grade(s)	Health, Grade 9
Unit Plan Title:	Healthy Diets		
Overview/Rationale			
This unit focuses on nutritious food choices that promote wellness and are the basis for healthy eating habits.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 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. ● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. ● 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. ● 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. ● 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.		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.	
8.2.2.ETW.2: Identify the natural resources needed to create a product.		NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
8.2.2.ETW.3: Describe or model the system used for recycling technology.		NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.		RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical	

8.2.2. EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

texts, attending to precise details for explanations or descriptions.

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

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills: Check all that apply

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

Essential Question(s)

- How would you differentiate nutrition, vitamins, minerals, and calories?
- How do you identify the six main nutrient categories and their functions?
- How do you analyze a nutrition label and plan a balanced meal using MyPlate?
- How would you plan to maintain a healthy weight?
- How would you explain different eating disorders?

Enduring Understandings

- Nutrients are substances in food that the body needs to function properly such as in growing, in repairing itself, and in having a supply of energy.
- A varied, moderate, and balanced diet is the basis of a healthy eating pattern.
- The federal government maintains an ongoing program of enacting new regulations and providing important information to consumers.

- Both obesity and being underweight are health risks.

Student Learning Targets/Objectives

- I can describe factors that influence food choices.
- I can list the differences between nutrients and nutrition
- I can identify the six main nutrient categories and their functions
- I can understand the difference between vitamins and minerals
- I can describe principles necessary to maintain a healthy weight
- I can create a balanced meal using MyPlate
- I can analyze nutrition labels required information
- I can analyze calories and caloric intake
- I can identify different eating disorders
- I can recognize foodborne illnesses and food allergies

Assessments

Formative: Chapter Do Now and Defining Terms

Summative: Chapter Quizzes and Test

Authentic: Micronutrient Project and MyPlate Meal Plan

Teaching and Learning Actions

Instructional Strategies

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

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
- 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

	<p>Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</p> <ul style="list-style-type: none"> ● Constant parental contact along with mandatory tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● 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: Have each student choose a health professional he or she would like to be. Have children draw themselves as the health professional doing his or her job.) <p>Students With A 504:</p> <ul style="list-style-type: none"> ● 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
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<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Textbook - <u>Health: A Guide to Wellness</u></p> <p>Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if scenarios” to check for understanding, exit tickets, and short quizzes at the end of the unit. Reading topics in this unit include:</p> <p>Lesson 1 - Your Need for Food Read and Discuss chapter content, pgs. 371 - 375 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 1 Quiz</p> <p>Lesson 2 - Your Body’s Need for Nutrition Read and Discuss chapter content, pgs. 376 - 384 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 2 Quiz</p> <p>Lesson 3 - Choosing a Healthy Diet Read and Discuss chapter content, pgs. 385 - 392 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 3 Quiz</p> <p>Lesson 4 - Being a Wise Food Consumer Read and Discuss chapter content, pgs. 393 - 397 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 4 Quiz</p> <p>Lesson 5 - Weight Control Read and Discuss chapter content, pgs. 403 - 410 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 5 Quiz</p>
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	<p>Lesson 6 - Eating Disorders and Sports Nutrition Read and Discuss chapter content, pgs. 411 - 415 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 6 Quiz</p> <p>Lesson 7 - Food And Your Safety Read and Discuss chapter content, pgs. 416 - 419 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 7 Quiz</p> <p>Group Project: Micronutrients- In groups of 2 and 3 if needed, students will select Micronutrients listed on the CDC website to further analyze and present to the class (https://www.cdc.gov/nutrition/micronutrient-malnutrition/about-micronutrients/index.html)</p> <p>Individual Writing Assignment: Using MyPlate guidelines (https://www.myplate.gov/) students will create week-long varied, balanced, and nutritious meal plans</p>
Experiences (virtual and live field trips)	https://www.healthyeating.org/products-and-activities/programs-services/farm-to-you/mobile-dairy-classroom/virtual-field-trips
Resources	
<p>Glencoe Health <i>A Guide to Wellness 5th edition</i> by Merki & Merki Google classroom</p> <p>(https://www.myplate.gov/) https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf https://www.cdc.gov/nutrition/micronutrient-malnutrition/about-micronutrients/index.html</p> <p>https://www.ted.com/talks/anees_bahji_why_are_eating_disorders_so_hard_to_treat?language=en https://www.youtube.com/watch?v=wTNIHyjip94 https://www.ted.com/talks/mads_tang_christensen_the_brain_science_of_obesity?language=en https://www.ted.com/talks/emma_bryce_what_is_a_calorie?language=en https://www.ted.com/talks/nicole_avena_how_sugar_affects_the_brain?language=en https://www.ted.com/talks/george_zaidan_what_is_fat?language=en https://dietitians.shoprite.com/events/225</p>	
Pacing/ Time Frame:	10 Class Periods (45 minute class periods)

Unit II	Mental Health	Grade(s)	Health, Grade 9
Unit Plan Title:	Mental Health and Mental Disorders		
Overview/Rationale			
This unit focuses on mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 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. ● 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. ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. ● 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). ● 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). 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking		Interdisciplinary Standards	
<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.</p> <p>8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.</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 writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5. NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

8.2.5. NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5. NT.3: Redesign an existing product for a different purpose in a collaborative team.

8.2.5. NT.4: Identify how improvement in the understanding of materials science impacts technologies.

8.2.5. EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills: Check all that apply

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

Essential Question(s)

- How would describe the characteristics of positive and negative mental health?
- How would you list the hierarchy of needs?
- How would you define personality and describe the factors that influence a person's personality?
- How can you analyze the different mental disorders and their treatment?

Enduring Understandings

- Serious mental health problems require the assistance of a mental health professional

- Self-esteem is directly related to one’s general level of overall wellness
- All human beings have basic needs
- Stress can affect your mental, physical, and social health

Student Learning Targets/Objectives

- I can define and characterize mental health
- I can describe how self-esteem is directly related to your general level of wellness
- I can recognize all human beings have basic needs and create priorities in meeting those needs
- I can analyze how personality is influenced by a variety of factors
- I can describe how emotions influence everything you do
- I can analyze how chemicals called hormones cause growth and changes in the body
- I can list positive and negative ways to handle emotions
- I can recognize stigmas against the mental ill take a variety of forms
- I can analyze mental illness at any level poses special problems for the individual, the therapist, and society
- I can recognize serious mental problems require the assistance of a mental health professional
- I can describe stress and identify its effects on mental, physical, and social health

Assessments

Formative: Chapter Do Now and Defining Terms

Summative: Chapter Quizzes and Test

Authentic: Mental Health Advocacy Project <https://www.ucop.edu/student-mental-health-resources/suicide-prevention/awareness-campaigns.html>

Teaching and Learning Actions

Instructional Strategies

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

English Language Learners (ELL) Students:

- 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
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At Risk Of Failure Students:

	<ul style="list-style-type: none"> ● 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 <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● 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 <p>Students With A 504:</p> <ul style="list-style-type: none"> ● 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
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<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Textbook - <u>Health: A Guide to Wellness</u></p> <p>Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if scenarios” to check for understanding, exit tickets, and short quizzes at the end of the unit. Reading topics in this unit include:</p> <p>Lesson 1 - Self Esteem and Your Health Read and Discuss chapter content, pgs. 10-15 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 1 Review</p> <p>Lesson 2 -What is Mental Health Read and Discuss chapter content, pgs. 27-31 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 2 Quiz</p> <p>Lesson 3 -Understanding Your Needs, Understanding Your Personality Read and Discuss chapter content, pgs. 32-36 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 3 Review</p> <p>Lesson 4 -Understanding Emotions Read and Discuss chapter content, pgs. 37-43 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 4 Quiz</p>
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	<p>Lesson 5 -What are Mental Disorders? Read and Discuss chapter content, pgs. 49-54 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 5 Review</p> <p>Lesson 6 - Knowing When Someone Needs Help Read and Discuss chapter content, pgs. 55-59 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 6 Quiz</p> <p>Lesson 7 -Understanding Your Needs, Understanding Your Personality Read and Discuss chapter content, pgs. 32-36 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 7 Review</p> <p>Lesson 8 -What is Stress? Read and Discuss chapter content, pgs. 65-71 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 8 Review</p> <p>Lesson 9 -Coping with Stress Read and Discuss chapter content, pgs. 72-77 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 9 Quiz</p> <p>Group Project: Mental Health Advocacy - in groups of 2 or 3 if needed, students will develop their own campaign advocating for mental health awareness (ie: commercials, newsletters, billboards, fliers, speeches.</p>
Experiences (virtual and live field trips)	Social Worker guest speaker Field trip to SPACE
Resources	
<p>Glencoe Health <i>A Guide to Wellness 5th edition</i> by Merki & Merki Google classroom https://www.ted.com/talks/sangu_delle_there_s_no_shame_in_taking_care_of_your_mental_health?language=en https://www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_know_you_ll_be_stressed?language=en https://www.ted.com/talks/guy_winch_why_we_all_need_to_practice_emotional_first_aid?language=en https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all?language=en https://www.ted.com/talks/thomas_insel_toward_a_new_understanding_of_mental_illness?language=en https://www.nimh.nih.gov/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/ https://platform.everfi.net/teacher/catalog https://www.ucop.edu/student-mental-health-resources/suicide-prevention/awareness-campaigns.html</p>	
Pacing/ Time Frame:	11 Class Periods (45-minute class periods)

Unit III	Sexual Health	Grade(s)	Health, Grade 9
Unit Plan Title:	Reproduction, Contraception and Abstinence, and STD's		
Overview/Rationale			
<p>This unit focuses on the structures and functions of the male and female reproductive systems. This unit examines the potential issues that can occur in the male and female reproductive organs, in addition to ways to care for those problems. This unit concludes with effective methods of contraception and examining Sexually Transmitted Diseases causes and ways of receiving care.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 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. ● 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. ● 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. ● 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). ● 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. ● 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. ● 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. ● 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure. ● 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. ● 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. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking		Interdisciplinary Standards	

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

8.2.5. EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

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.

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.

21st 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 differentiate testosterone from estrogen and progesterone?
- How would you describe the common problems of the male and female reproductive systems?
- How are sexually transmitted disease transmitted and treated?
- How can you explain the methods of contraception and abstinence?

Enduring Understandings

- Tissues, glands, and organs make up the reproductive systems that produce offspring.
- Discharge, odor, itching and pain on the genitals are symptoms of sexually transmitted diseases
- All sexually transmitted diseases require medical attention
- Preventative measures can reduce the risk of spreading sexually transmitted diseases

Student Learning Targets/Objectives

- I can analyze the structure and function of the male and female reproductive systems
- I can list the common issues of the male and female reproductive systems and ways to care for those problems
- I can describe the methods of contraception and abstinence
- I can analyze sexually transmitted diseases and recognize treatments

Assessments

Formative: Chapter Do Now and defining terms

Summative: Chapter Quizzes and Test

Authentic: Contraception Chart and Sexually Transmitted Disease Project

Teaching and Learning Actions

Instructional Strategies

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

English Language Learners (ELL) Students:

- 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
- 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

	<p>Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction</p> <ul style="list-style-type: none"> ● Constant parental contact along with mandatory tutoring appointments ● Academic Contracts <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● 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 <p>Students With A 504:</p> <p>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.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Textbook - <u>Health: A Guide to Wellness</u></p> <p>Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if scenarios” to check for understanding, exit tickets, and short quizzes at the end of the unit. Reading topics in this unit include:</p> <p>Lesson 1 - The Male Reproductive System Read and Discuss chapter content, pgs. 297-301 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 1 Quiz</p> <p>Lesson 2 - The Female Reproductive System Read and Discuss chapter content, pgs. 302-309 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 2 Quiz</p> <p>Lesson 3 - Gonorrhea Read and Discuss chapter content, pgs. 537-539 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 3 Review</p> <p>Lesson 4 - Syphilis Read and Discuss chapter content, pgs. 540-543 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 4 Review</p> <p>Lesson 5 - Other Common STDS Read and Discuss chapter content, pgs. 545-549 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 5 Quiz</p> <p>Lesson 6 - AIDS - A Deadly Disease Read and Discuss chapter content, pgs. 555-559 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 6 Review</p>

	<p>Lesson 7 - Testing for HIV Infection Read and Discuss chapter content, pgs. 561-563 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 7 Quiz</p> <p>Group Project: In groups of 2 or 3 if needed, students will choose an STD from the CDC website to analyze and present to the class</p> <p>Textbook: <i>Health Making Life Choices</i> Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if scenarios” to check for understanding, exit tickets, and short quizzes at the end of the unit. Reading topics in this unit include:</p> <p>Lesson 8 - Preventing Sexually Transmitted Diseases Read and Discuss chapter content, pgs. 440-443 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 8 Review</p> <p>Lesson 9 - Choosing Contraception and STD Protection Read and Discuss chapter content, pgs.594- 597 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 9 Review</p> <p>Lesson 10 - Contraceptive Methods Read and Discuss chapter content, pgs.599- 609 Complete Contraception Chart Administer Lesson 10 Quiz</p> <p>Lesson 11 - Methods Not Recommended for Contraception Read and Discuss chapter content, pgs.610- 611 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 11 Review</p> <p>Lesson 12 - Sterilization Read and Discuss chapter content, pgs.612-613 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 12 Review</p> <p>Lesson 13 - Contraceptive Failure Read and Discuss chapter content, pgs.614- 617 Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts Administer Lesson 13 Quiz</p>
Experiences (virtual and live field trips)	<p>https://www.anatomyarcade.com/ https://www.youtube.com/watch?v=wA2JYVxF48Q Guest Speaking Opportunity with nearby OBGYN https://www.dryaelantebi.com/ https://www.southorangeobgyn.com/</p>

Resources

Glencoe Health *A Guide to Wellness 5th edition* by Merki & Merki

Health *Making Life Choices* by Frances Sizer Webb and Linda Kelly DeBruyne

Google classroom

<https://www.youtube.com/watch?v=RFDatCchpus>

https://www.cdc.gov/std/healthcomm/fact_sheets.htm

<https://www.cdc.gov/sexualhealth/Default.html>

https://www.ted.com/talks/philip_a_chan_how_close_are_we_to_eradicating_hiv?language=en

https://www.ted.com/talks/edsel_salvana_the_dangerous_evolution_of_hiv?language=en

<https://www.youtube.com/watch?v=v3RaxCEIRdk>

<https://www.youtube.com/watch?v=9yFJjCHzIL4>

<https://www.std.uw.edu/>

Pacing/ Time Frame:

15 Class Periods (45-minute class periods)

Unit V	Medicine and Drugs	Grade(s)	Health, Grade 9
Unit Plan Title:	Prescriptions, Alcohol, and Tobacco		
Overview/Rationale			
This unit focuses on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, and their physiological, psychological, sociological, and legal effects on the individual, the family, and society. In addition, this unit focuses on medicines and their classifications.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness. ● 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). ● 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. ● 2.3.12. DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. ● 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. ● 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). ● 2.3.12. DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. ● 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). 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 			
Computer Science and Design Thinking		Interdisciplinary Standards	
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.		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 writing or speaking to support conclusions drawn from the text.	

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

8.2.5. EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills: Check all that apply

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

Essential Question(s)

- How are medicines generally grouped?
- How does a vaccine protect you from disease?
- How would you define tolerance and withdrawal?
- How would differentiate medicine from drugs?
- How does smoking affect the respiratory and circulatory systems?

Enduring Understandings

- A medicine helps prevent or cure some disease, injury, or medical problem
- Tobacco use is a major cause of illness and death

- Regular use of alcohol can result in tolerance and dependence
- An addiction is a physiological or psychological dependence on alcohol or other drugs

Student Learning Targets/Objectives

- I can identify medicine that helps prevent or cure some diseases, injury, or medical problem
- I can analyze how medicines are grouped according to their effects on the body
- I can understand how different reactions can occur when two or more different medicines are present in the body at the same time
- I can define medicine, vaccine, tolerance, withdrawal, antibiotics
- I can recognize how the Food and Drug Administration helps regulate the use of medicine and drugs
- I can describe how tobacco use is a major cause of illness and death
- I can explain how the use of alcohol can lead to birth defects, driving accidents, and alcoholism
- I can list the short- and long-term effects of alcohol
- I can differentiate a stimulant from a depressant.
- I can describe addiction and list the steps to recovery.

Assessments

Formative: Chapter Do Now's, defining terms, lesson reviews

Summative: Chapter Quizzes and Test

Authentic: Drug Presentations

Teaching and Learning Actions

Instructional Strategies

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

English Language Learners (ELL) Students:

- 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
- 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

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

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

Textbook - Health: A Guide to Wellness

Read and review chapter content, note taking of important concepts, open-ended questions, true/false questions, “what if scenarios” to check for understanding, exit tickets, and short quizzes at the end of the unit. Reading topics in this unit include:

Lesson 1 - How Medicines Help

Read and Discuss chapter content, pgs. 425-429

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 1 Review

Lesson 2 - Medicines and the Consumer

Read and Discuss chapter content, pgs. 430-435

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 2 Quiz

Lesson 3 - Tobacco

Read and Discuss chapter content, pgs. 441-447

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 3 Review

Lesson 4 - Choosing Not to Smoke

Read and Discuss chapter content, pgs. 448-453

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Section 4 Quiz

Lesson 5 - Alcohol

Read and Discuss chapter content, pgs. 459-462

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 5 Review

Lesson 6 - Alcohol: A Mental and Social Problem

Read and Discuss chapter content, pgs. 463-467

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 6 Review

Lesson 7 - Alcohol: A Serious Problem

Read and Discuss chapter content, pgs. 468-473

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Section 7 Quiz

Lesson 8 - Cost and Problems of Drug Use

Read and Discuss chapter content, pgs. 479-482

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 8 Review

Lesson 9 - Psychoactive Drugs

Read and Discuss chapter content, pgs. 483-487

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 9 Review

Lesson 10 - Other Dangerous Drugs

Read and Discuss chapter content, pgs. 488-491

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 10 Quiz

Lesson 11 - Addiction: What is it?

Read and Discuss chapter content, pgs. 497-500

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 11 Review

Lesson 12 - Recovering from Addiction

Read and Discuss chapter content, pgs. 501-505

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 12 Review

Lesson 13 - Codependency: What is it?

Read and Discuss chapter content, pgs. 506-508

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 13 Review

Lesson 14 - Recovering from Codependency

Read and Discuss chapter content, pgs. 509-511

Complete Activity 1: Terms to Use and Activity 2: Reviewing Facts

Administer Lesson 14 Quiz

Drug Presentations: In groups of 2 or 3 if needed, students will present in depth analysis of different illegal drugs

Experiences (virtual and live field trips)	https://dev.njecpo.org/community-programs/ Speaker's Bureau
Resources	
<p>Glencoe Health <i>A Guide to Wellness 5th edition</i> by Merki & Merki</p> <p>Google classroom</p> <p>https://www.ted.com/talks/judy_grisel_how_does_alcohol_make_you_drunk?language=en</p> <p>https://www.ted.com/talks/mitch_zeller_the_past_present_and_future_of_nicotine_addiction?language=en</p> <p>https://www.ted.com/talks/suchitra_krishnan_sarin_what_you_should_know_about_vaping_and_e_cigarettes?language=en</p> <p>https://www.ted.com/talks/mike_davis_what_causes_opioid_addiction_and_why_is_it_so_tough_to_combat?language=en</p> <p>https://www.cdc.gov/drugoverdose/basics/index.html</p> <p>https://nida.nih.gov/research-topics/commonly-used-drugs-charts</p>	
Pacing/ Time Frame:	15 Class Periods (45-minute class periods)

Unit V	Medicine and Drugs	Grade(s)	Health, Grade 9
Unit Plan Title:	Prescriptions, Alcohol, and Tobacco		
Overview/Rationale			
This unit focuses on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, and their physiological, psychological, sociological, and legal effects on the individual, the family, and society. In addition, this unit focuses on medicines and their classifications.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 2.3.12.A.1: Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. ● 2.3.12.A.2: Summarize the criteria for evaluating the effectiveness of a medicine. ● 2.3.12.A.3: Relate personal abuse of prescription and over-the-counter medicines to wellness. ● 2.3.12.B.1: Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. ● 2.3.12.B.2: Debate the various legal and financial consequences of the use, sale, and possession of illegal substances. ● 2.3.12.B.3: Correlate increased alcohol use with challenges that may occur at various life stages. ● 2.3.12.B.4: Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. ● 2.3.12.B.5: Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. ● 2.3.12.C.1: Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. 			

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. ● 8.2.2.ETW.2: Identify the natural resources needed to create a product. ● 8.2.2.ETW.3: Describe or model the system used for recycling technology. ● 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment. ● 8.2.2. EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 	<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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</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.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

21st Century Skills: Check all that apply

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

Essential Question(s)

How are medicines generally grouped?

How does a vaccine protect you from disease?
How do antibiotics work in the body?
How would you define tolerance and withdrawal?
How would differentiate medicine and drugs?
How would you describe medicine misuse?
How would you describe the precautions that should be taken about medicine?
How would you differentiate OTC's and prescriptions?
How is nicotine harmful?
How are cigarettes carcinogenic?
How does smoking affect the respiratory and circulatory systems?
How does alcohol work in the body?
How would you describe the short and long term effects of alcohol?
How would you differentiate a stimulant from a depressant?
How would you describe addiction and steps to recovery?

Enduring Understandings

Students will be able to identify medicine that helps prevent or cure some diseases, injury, or medical problem
Students will be able to describe how medicines are grouped according to their effects on the body
Students will be able to understand how different reactions can occur when two or more different medicines are present in the body at the same time
Students will be able to define medicine, vaccine, tolerance, withdrawal, antibiotics
Students will be able to describe how the Food and Drug Administration helps regulate the use of medicine and drugs
Students will be able to describe how tobacco use is a major cause of illness and death
Students will be able to explain how the use of alcohol can lead to birth defects, driving accidents, and alcoholism
Students will be able to describe the short- and long-term effects of alcohol
Students will be able to differentiate a stimulant from a depressant.
Students will be able to describe addiction and the steps to recovery.

Student Learning Targets/Objectives

I can identify medicine that helps prevent or cure some diseases, injury, or medical problem
I can describe how medicines are grouped according to their effects on the body
I can understand how different reactions can occur when two or more different medicines are present in the body at the same time
I can define medicine, vaccine, tolerance, withdrawal, antibiotics
I can describe how the Food and Drug Administration helps regulate the use of medicine and drugs
I can describe how tobacco use is a major cause of illness and death
I can explain how the use of alcohol can lead to birth defects, driving accidents, and alcoholism
I can describe the short- and long-term effects of alcohol
I can differentiate a stimulant from a depressant.
I can describe addiction and the steps to recovery.

Assessments

Formative: Chapter Do now's and defining terms
Summative: Chapter lesson reviews
Authentic: Chapter test and Drug Presentations

Teaching and Learning Actions

Instructional Strategies

Academic vocabulary and language- healthcare terminology is important in all aspects of this career field 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.

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

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

English Language Learners (ELL) Students:

- 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
- 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:

	<ul style="list-style-type: none"> ● 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 <p>Students With A 504:</p> <ul style="list-style-type: none"> ● 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)	n/a
Resources	
<p>Glencoe Health <i>A Guide to Wellness 5th edition</i> by Merki & Merki Google classroom Youtube - https://www.youtube.com/ https://www.cdc.gov/drugoverdose/basics/index.html https://platform.everfi.net/teacher/homepage</p>	
Pacing/ Time Frame:	8 Class Periods (45-minute class periods)

Unit V	Medicine and Drugs	Grade(s)	Health, Grade 9
Unit Plan Title:	Prescriptions, Alcohol, and Tobacco		
Overview/Rationale			
This unit focuses on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, and their physiological, psychological, sociological, and legal effects on the individual, the family, and society. In addition, this unit focuses on medicines and their classifications.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 2.3.12.A.1: Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. ● 2.3.12.A.2: Summarize the criteria for evaluating the effectiveness of a medicine. ● 2.3.12.A.3: Relate personal abuse of prescription and over-the-counter medicines to wellness. ● 2.3.12.B.1: Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. ● 2.3.12.B.2: Debate the various legal and financial consequences of the use, sale, and possession of illegal substances. ● 2.3.12.B.3: Correlate increased alcohol use with challenges that may occur at various life stages. ● 2.3.12.B.4: Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. ● 2.3.12.B.5: Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. ● 2.3.12.C.1: Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. 			

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. ● 8.2.2.ETW.2: Identify the natural resources needed to create a product. ● 8.2.2.ETW.3: Describe or model the system used for recycling technology. ● 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment. ● 8.2.2. EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 	<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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</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.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

21st Century Skills: Check all that apply

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

Essential Question(s)

How are medicines generally grouped?

How does a vaccine protect you from disease?
 How do antibiotics work in the body?
 How would you define tolerance and withdrawal?
 How would differentiate medicine and drugs?
 How would you describe medicine misuse?
 How would you describe the precautions that should be taken about medicine?
 How would you differentiate OTC's and prescriptions?
 How is nicotine harmful?
 How are cigarettes carcinogenic?
 How does smoking affect the respiratory and circulatory systems?
 How does alcohol work in the body?
 How would you describe the short- and long-term effects of alcohol?
 How would you differentiate a stimulant from a depressant?
 How would you describe addiction and steps to recovery?

Enduring Understandings

Students will be able to identify medicine that helps prevent or cure some diseases, injury, or medical problem
 Students will be able to describe how medicines are grouped according to their effects on the body
 Students will be able to understand how different reactions can occur when two or more different medicines are present in the body at the same time
 Students will be able to define medicine, vaccine, tolerance, withdrawal, antibiotics
 Students will be able to describe how the Food and Drug Administration helps regulate the use of medicine and drugs
 Students will be able to describe how tobacco use is a major cause of illness and death
 Students will be able to explain how the use of alcohol can lead to birth defects, driving accidents, and alcoholism
 Students will be able to describe the short- and long-term effects of alcohol
 Students will be able to differentiate a stimulant from a depressant.
 Students will be able to describe addiction and the steps to recovery.

Student Learning Targets/Objectives

I can identify medicine that helps prevent or cure some diseases, injury, or medical problem
 I can describe how medicines are grouped according to their effects on the body
 I can understand how different reactions can occur when two or more different medicines are present in the body at the same time
 I can define medicine, vaccine, tolerance, withdrawal, antibiotics
 I can describe how the Food and Drug Administration helps regulate the use of medicine and drugs
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 I can explain how the use of alcohol can lead to birth defects, driving accidents, and alcoholism
 I can describe the short- and long-term effects of alcohol
 I can differentiate a stimulant from a depressant.
 I can describe addiction and the steps to recovery.

Assessments

Formative: Chapter Do now's and defining terms
 Summative: Chapter lesson reviews
 Authentic: Chapter test and Drug Presentations

Teaching and Learning Actions

Instructional Strategies

Academic vocabulary and language- healthcare terminology are important in all aspects of this career field 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.

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

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

English Language Learners (ELL) Students:

- 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
- 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:

	<ul style="list-style-type: none"> ● 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 <p>Students With A 504:</p> <ul style="list-style-type: none"> ● 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)	n/a
Resources	
<p>Glencoe Health <i>A Guide to Wellness 5th edition</i> by Merki & Merki Google classroom Youtube - https://www.youtube.com/ https://www.cdc.gov/drugoverdose/basics/index.html</p>	
Pacing/ Time Frame:	8 Class Periods (45-minute class periods)

Unit VI		Grade(s)	
Unit Plan Title:			
Overview/Rationale			
New Jersey Student Learning Standards			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP11. Use technology to enhance productivity. 			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> ● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. ● 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. ● 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 		<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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	

- 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 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.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills: Check all that apply

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

Essential Question(s)

Enduring Understandings

Student Learning Targets/Objectives

Assessments

Teaching and Learning Actions

Instructional Strategies

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

Instructional Strategies (Student Led Modeling Support):

- Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus
- Give students a MENU options 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 (Teacher Led Modeling Support):

- Adhere to all modifications and health concerns stated in each IEP.
- 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

English Language Learners (ELL) Students:

- 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
- 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

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)	
Resources	
Pacing/ Time Frame:	

Unit VII		Grade(s)	
Unit Plan Title:			
Overview/Rationale			
New Jersey Student Learning Standards			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP11. Use technology to enhance productivity. 			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> ● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. ● 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. ● 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 			

- 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 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.

21st Century Skills: Check all that apply

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

Essential Question(s)

Enduring Understandings

Student Learning Targets/Objectives

Assessments

Teaching and Learning Actions

Instructional Strategies

<i>Activities: Including G/T, SE, and ELL Differentiation</i>	
Experiences (virtual and live field trips)	
Resources	
Pacing/ Time Frame:	

Unit VIII		Grade(s)	
Unit Plan Title:			
Overview/Rationale			
New Jersey Student Learning Standards			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP11. Use technology to enhance productivity. 			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
<ul style="list-style-type: none"> ● 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. ● 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. ● 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 			

- 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 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.

21st Century Skills: Check all that apply

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

Essential Question(s)

Enduring Understandings

Student Learning Targets/Objectives

Assessments

Teaching and Learning Actions

Instructional Strategies

<i>Activities: Including G/T, SE, and ELL Differentiation</i>	
Experiences (virtual and live field trips)	
Resources	
Pacing/ Time Frame:	

Unit IX		Grade(s)	
Unit Plan Title:			
Overview/Rationale			
New Jersey Student Learning Standards			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP11. Use technology to enhance productivity. 			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	

- 8.1.12. D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12. D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12. F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.12. B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 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.

21st Century Skills: Check all that apply

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

Essential Question(s)

Enduring Understandings

Student Learning Targets/Objectives

Assessments

Teaching and Learning Actions

Instructional Strategies

<i>Activities: Including G/T, SE, and ELL Differentiation</i>	
Experiences (virtual and live field trips)	
Resources	
Pacing/ Time Frame:	

Unit XI		Grade(s)	
Unit Plan Title:			
Overview/Rationale			
New Jersey Student Learning Standards			
Career Readiness, Life Literacies, and Key Skills			
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Technology/Computer Science and Design Thinking		Interdisciplinary Standards	
21 st 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)			
Enduring Understandings			
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Assessments			
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