TOWNSHIP OF UNION PUBLIC SCHOOLS

Comprehensive Health Education
Grade 11

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Health 301 is a mandatory nine week course, offered during the student's junior year. The emphasis of this course is injury and disease prevention, focusing on both the body and the mind. The curriculum helps students learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Students build upon past knowledge to recognize the influence that fitness and nutrition have on one's health. In addition, mental health is identified of equal importance, recognizing how stress and unhealthy coping skills interfere with wellness.

Skills in emergency first aid and CPR, along with injury and suicide prevention are featured, providing students with the necessary means to minimize risk and focus on health maintenance and restoration.

Students use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information-gathering, information-organizing and problem solving.

Student achievement is determined by subjective and objective evaluation procedures including, but not limited to, class participation, practical demonstration, written quizzes and examinations.

11th Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	12
Unit 2: Alcohol, Tobacco and other Drugs	12
Unit 3:Family Life/Sexuality	11
Unit 4:Community Health Skills	10

11th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Wellness	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle	• Nutrition • Fitness • Stress & Coping Skills • Emotional Health • Mental Illness • Suicide Prevention	
Suggested Resources *Provide links to specific resources/activities*	Classroom Textbook, Google Classroom, Teacher Resources		
Unit 2: Alcohol, Tobacco & other Drugs	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use	• Over-the-Counter Medications	

	personal and interpersonal skills to support a healthy, active lifestyle.	
	• 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle	
	• 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle	• Bully Prevention • Gang Violence Prevention
Suggested Resources *Provide links to specific resources/activities*	Classroom Textbook, Google Classroom, Teacher Resources	
Unit 3: Family Life/Sexuality	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these	

- concepts to support a healthy, active lifestyle
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Suggested Resources
Provide links to specific resources/activities

Classroom Textbook, Google Classroom, Teacher Resources

Unit 4: Community Health Skills

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and

- CPR &AED
- First Aid
- Injury Prevention
- Lyme Disease

Curricular Units

Suggested Resources *Provide links to specific resources/activities*	
	Classroom Textbook, Google Classroom, Teacher Resources

Unit 1: Wellness

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/documents/ assignments/etc.*
Fitness 2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.	Locate health and fitness services available in the community, assess and evaluate benefits and drawbacks. Small group sharing to form one developed list to be distributed in PE classes.	www.pecentral.org/bp/index.ht ml
2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.	Develop personal fitness goal and develop a fitness plan using 5 components of fitness and overload principle	www.pecentral.org/mediacente r/videos.html
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance	exit cards
2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.	Create an informational food guide pamphlet using the computer for distribution in the school cafeteria, encouraging healthful eating.	www.pecentral.org/bp/index.ht ml
Nutrition 2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.		www.pecentral.org/mediacente

Standard	Objective	Activity	Resources
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.	Construct a healthy nutrition plan poster for a young adult and describe healthy and unhealthy ways to loose, gain, and maintain a healthy body weight.	r/videos.html exit cards
2.1.12.C.2	Develop strategies that will impact local, state, national, and international and international public health efforts to prevent and control diseases and health conditions.	Compare and contrast the dietary guidelines from the FDA and the American diabetic Assoc. and list goals.	
2.1.12.B.3	Analyze the unique contributions of each nutrient class to one's health	Find a recent article on nutrition and write a brief summary.	
Stress 2.1.12.E.4	Develop a personal stress management plan to improve and maintain wellness.	Class will work in small groups and research and prepare a power point presentation on an area of stress (definitions, body systems, common teen stressors, signs of stress, and stages of stress response including fight vs. flight) along with a stress relieving technique (aromatherapy, massage, creative arts, exercise etc.). Along with a power point presentation, each group will also prepare an in class demonstration of their stress relieving technique for the class to experience first-hand.	www.pecentral.org/bp/index.ht ml www.pecentral.org/mediacente r/videos.html exit cards
2.2.12.E.1	Analyze a variety of health services and products based on cost, availability, benefits, and accreditation.		
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.		
2.1.12.E.2	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function		

Standard	Objective	Activity	Resource
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis		
Emotional Health 2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	In groups create a worksheet that evaluates how mental illness affects an individual and their family both socially and personally.	www.pecentral.org/bp/index.html
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness	Engage in class reading based on teens with mental illness.	www.pecentral.org/mediacenter/videos.html
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.	Write a script for a public service announcement aimed at teens for: • Coping with anxiety • Managing anger • Easing symptoms of depression • Recognizing warning signs of mental illness	exit cards
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.	Create an informational pamphlet on suicide prevention and present it to the class	www.pecentral.org/bp/index.html
2.1.12.E.1		Read a story generated by the teacher about a student dealing with suicide. Write a summary recording reaction in journal.	www.pecentral.org/mediacenter/videos.html
		Discuss examples in media where cyber bullying has resulted in teen suicide attempts.	exit cards

Unit 1 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*
• In-class assignments • Think, pair, share • Homework	• Open ended questions • Exit Tickets • Peer Assessments

- Class discussions
- Do Now
- Peer Review
- Informal Observations/Dialogues
- Written Responses
- Journals
- Checklists
- Examinations of Student Work

- Self-Assessment/Reflection
- Portfolios
- Tests and quizzes
- Projects
- Research Projects
- Presentations
- Essays

Unit 1 Suggested Modifications/Accommodations/Extension Activities

Gifted and Talented
When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support Gifted and Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Special Education / 504
When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support Students with Disabilities:
*Refer to students' IEP for specific modifications and accommodations
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

English Language Learners (ELL)
When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support English Language Learners:
*All WIDA Can Do Descriptors can be found at:
https://wida.wisc.edu/teach/cando/descriptors

- Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers
- Use of cognates to increase comprehension Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Unit 1 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices

NJSLS - Technology column:

K-4

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors

Career Readiness Practices column:

- 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.

related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills
When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the 21st Century Life and Skills

Specific Standards That May Apply:

K-4th
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th
9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

Interdisciplinary Connections
When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.
Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art
- Music

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 2: Alcohol, Tobacco & Other Drugs

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/documents/assignments/etc.*
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.	Teacher generated questions about safety of each, reading labels, review drug use, misuse and abuse of over-the counter drugs.	www.pecentral.org/bp/index.html
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.	Research an article that discusses a problem with an over-the-counter drug. Present findings to the class.	www.pecentral.org/mediacenter/videos.html exit cards
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness		

Unit 2 Assessment Plan

Formative Assessment *When possible, provide links to specific samples/documents/assignments/etc.*	Summative Assessment *When possible, provide links to specific samples/documents/assignments/etc.*
- In-class assignments - Think, pair, share - Homework - Class discussions - Do Now - Peer Review - Informal Observations/Dialogues - Written Responses - Journals - Checklists - Examinations of Student Work	- Open ended questions - Exit Tickets - Peer Assessments - Self-Assessment/Reflection - Portfolios - Tests and quizzes - Projects - Research Projects - Presentations - Essays

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/documents/assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/documents/assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/documents/assignments/etc.*
Examples of Strategies and Practices that		Examples of Strategies and Practices that

Support English Language Learners:
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https://wida.wisc.edu/teach/cando/descriptors

- Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers
- Use of cognates to increase comprehension Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Examples of Strategies and Practices that Support Students with Disabilities:
Refer to students' IEP for specific modifications and accommodations

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Unit 2 Connections		
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices	

K-4

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or

- 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.

countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills *When possible, provide links to specific samples/documents/ assignments/etc.* Refer to the 21st Century Life and Skills
Specific Standards That May Apply:
K-4th 9.2.4.A.1 Identify reasons why people work, different types of

- 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.

Interdisciplinary Connections *When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the NJ Student Learning Standards
- Math - Language Arts - Science

work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

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9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6.Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and

- Art
- Music

mathematics (STEM) workplaces.
9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 3: Family Life & Sexuality

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (When possible, provide links to specific samples/ documents/etc.
Bully and Gang Vilence 2.1.12.D.6 2.1.12.E.1 2.1.12.E.2	Analyze the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community. Describe factors that contribute to conflict.	List possible methods for reducing conflicts (i.e. harassment, bullying, and vandalism) and how they should be implemented. / Small group, presentation.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Unit 3 Assessment Plan

Formative Assessment When possible, provide links to specific samples/documents/ assignments/etc.	Summative Assessment When possible, provide links to specific samples/ documents/assignments/etc.
• In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work	• Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 3 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) When possible, provide links to specific samples/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/assignments/etc.	Gifted and Talented When possible, provide links to specific samples/ documents/assignments/etc.
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at:	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting

https://wida.wisc.edu/teach/cando/descriptors

- Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers
- Use of cognates to increase comprehension Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

modifications and accommodations
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Unit 3 Connections

NJSLS - Technology
When possible, provide links to specific samples/documents/ assignments/etc.
Refer to the NJ Technology Standards

K-4
8.1.2.A.2 Create a document using a word processing application.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.5.C.1 Engage in online discussions with learners of other

Career Readiness Practices
When possible, provide links to specific samples/documents/assignments/etc.
Refer to the NJ Career Readiness Practices

- 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.

cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Specific Standards That May Apply:
K-4th
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

- Math
- Language Arts
- Science

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th
9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
9.3.HU-FAM.2 Identify community resources to provide family and community services.
9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
9.3.ST.5 Demonstrate an understanding of the breadth of career

- Art
- Music

opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways. 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.	

Unit 4: Community Health Skills

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/documents/assignments/etc.*
Injury Prevention 2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries adolescents and young adults and propose prevention strategies.	Interview the school nurse and find out the most common accidents and injuries at school. List them and identify how they could be avoided Write a list of interview questions for the Fire Marshall in town, and have him come in as a guest speaker. Identify three safety hazards in your home, and then make or list the changes that need to improve those situations.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
CPR &AED 2.1.12.D.6 2.1.12.E.2	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. Analyze how new technologies may positively or negatively impact the incidence of crisis	List the correct course of action for various emergency scenarios created by the teacher can be done as class or set up as stations. View the video *CPR and AED for Schools: The Chain of Survival* and First Aid for Schools Make posters on basic first aid and post them throughout school.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Unit 4 Assessment Plan

Formative Assessment *When possible, provide links to specific samples/documents/assignments/etc.*	Summative Assessment *When possible, provide links to specific samples/documents/assignments/etc.*
• In-class assignments	• Open ended questions

- Think, pair, share
- Homework
- Class discussions
- Do Now
- Peer Review
- Informal Observations/Dialogues
- Written Responses
- Journals
- Checklists
- Examinations of Student Work

- Exit Tickets
- Peer Assessments
- Self-Assessment/Reflection
- Portfolios
- Tests and quizzes
- Projects
- Research Projects
- Presentations
- Essays

Unit 4 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL)
When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support English Language Learners:
*All WIDA Can Do Descriptors can be found at:
https://wida.wisc.edu/teach/cando/descriptors

- Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers
- Use of cognates to increase comprehension Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Special Education / 504
When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support Students with Disabilities:
*Refer to students' IEP for specific modifications and accommodations

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted and Talented
When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support Gifted and Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

NJSLS - Technology *When possible, provide links to specific samples/documents/ assignments/etc.* Refer to the NJ Technology Standards	Career Readiness Practices *When possible, provide links to specific samples/documents/etc.* Refer to the NJ Career Readiness Practices
K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. 8.2.2.B.4 Identify how the ways people live and work has changed because of technology. **5-8** 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries	• 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.

	21st Century Skills	Interdisciplinary Connections

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. *Refer to the 21st Century Life and Skills*	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* *Refer to the NJ Student Learning Standards*

Specific Standards That May Apply:

K-4th

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health

- Math
- Language Arts
- Science
- Art
- Music

science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.