

# Shepard Preparatory Highschool Curriculum Overview

## Physical Education & Health 9-12



**Shepard Preparatory Mission Statement:**

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

**Course Description:**

The purpose of the Shepard Prep High School Health & Physical Education program is to develop the correlation between a healthy mind and a healthy body. We will help our students develop a positive attitude towards healthy living by utilizing and demonstrating the basic principles of physical fitness, muscular strength, endurance, flexibility, and cardiovascular development. Our program consists of units in which students will have the opportunity to learn skills needed to participate in lifelong activities such as personal fitness, team sports, and individual & dual sports. This coeducational program will provide our students with an understanding of strategies, tactics, and techniques to allow them to become competent in their activity and become a more sophisticated athletic spectator at Verona, collegiate, and professional sporting events. In addition, our program will help to develop important social and cooperative skills that are essential to the 21st Century Learner and can be carried on to their adult life to become productive citizens of our global society. The curriculum has been contoured to meet the New Jersey Core Curriculum Content Standards for Physical Education. The Shepard Prep High School Health & Physical Education program continues to integrate technology into the classroom to monitor the progress of each student. At the conclusion of our program, our students will have a better understanding of flexibility, strength, and cardiovascular activities that can be used to develop their own fitness plans.

**Prerequisite(s):** Passing of Previous PE Class

**Standard 8: Technology Standards**

8.1: Computer Science	8.2: Design Thinking
Computing Systems (CS) Networks and the Internet (NI) x Impacts of Computing (IC) Data & Analysis (DA) Algorithms & Programming (AP)	Engineering Design (ED) Interaction of Technology and Humans (ITH) Nature of Technology (NT) Effects of Technology on the Natural World (ETW) Ethics and Culture (EC)
Computer Science and Design Thinking Practices	
1. Fostering an Inclusive Computing and Design Culture x 2. Collaborating Around Computing and Design 3. Recognizing and Defining Computational Problems 4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts 7. Communicating About Computing and Design	

**SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices**

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Readiness, Life Literacies, and Key Skills Practices:</b> <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
<b>Self-awareness:</b> The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.	x <b>CLKS6</b> Model integrity, ethical leadership, and effective management. x <b>CLKS7</b> Plan education and career paths aligned to personal goals.
<b>Self-management:</b> The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<b>CLKS2</b> Attend to financial well-being. x <b>CLKS4</b> Demonstrate creativity and innovation. x <b>CLKS5</b> Utilize critical thinking to make sense of problems and persevere in solving them. x <b>CLKS8</b> Use technology to enhance productivity, increase collaboration, and communicate effectively.
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x <b>CLKS1</b> Act as a responsible and contributing community member and employee. <b>CLKS6</b> Model integrity, ethical leadership, and effective management.
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<b>CLKS6</b> Model integrity, ethical leadership, and effective management. x <b>CLKS9</b> Work productively in teams while using cultural global competence.
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x <b>CLKS3</b> Consider the environmental, social, and economic impact of decisions. x <b>CLKS5</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CLKS6</b> Model integrity, ethical leadership, and effective management.

**Course Materials**

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> <li>• New Jersey Student Learning Standards (NJSLs)</li> <li>• The Board of Education approved and purchased materials including implements, equipment and fitness materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• YouTube Channels</li> <li>• Student/Peer Assessment</li> <li>• Teacher Assessment-verbal, visual, written</li> <li>• Google Forms</li> <li>• Google Docs</li> <li>• Google Sheets</li> <li>• Guest Speakers</li> <li>• Grouping Strategies</li> <li>• Modified Games for Students with Special Needs</li> <li>• Modified Games for Students of Varying Skill</li> <li>• Phone Apps</li> <li>• Weekly/Monthly Reflections</li> <li>• Student Surveys</li> </ul>

<b>Unit Title / Topic:</b> Large Group Games	<b>Unit Duration:</b> 4 Week Unit (Basketball, Softball, Soccer, Frisbee, Football, Ultimate Football, Volleyball, Hockey, Speedball, Spikeball)
<b>Stage 1: Desired Results</b>	

**Established Subject Area Goals (NJSLs):****2.2 Physical Wellness****Movement Skills & Concepts**

- Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
  - 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
  - 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.
  - 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- Individual and team execution requires interaction, respect, effort, and a positive attitude.
  - 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
  - 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

**Physical Fitness**

- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
  - 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
  - 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
  - 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
  - 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
  - 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

**Lifelong Fitness**

- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
  - 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
  - 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
  - 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
  - 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
  - 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**Interdisciplinary Companion Standards (NJSLs):**

- RST.9-10.8- Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.11-12.7. - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- WHST.9-10.6. - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.8. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

**21st Century Skills Integration (NJSLS 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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

**Transfer**

**Transfer Goal:**

- Students will be able to independently use what they have learned during the Large Group Games Units in order to identify and apply that knowledge to work cooperatively with others.
- Students will be able to play in an organized game and tournament(s) applying previously learned skills, concepts, rules, and behaviors.

**Meaning**

**Students will understand that:**

- Rules and regulations are vital to performance and game play.
- Proper sportsmanship promotes fair play.
- Working cooperatively as a team accomplishes shared goals.
- Spatial awareness provides a safe environment when playing all sports.
- Knowing and applying game strategies and being prepared will have an impact on team success.
- Effective communication can have a direct correlation to successful teamwork.
- In team sports, there are a number of players performing different roles and various skills at the same time which allows the team to work together as a cohesive unit to achieve a common goal.
- Hand eye/ eye foot coordination are essential motor skills for athletic participation and are largely retained over one's lifetime
- Being able to successfully utilize the equipment/implements/objects of a team sport is an extension of hand eye/foot eye coordination.
- Team sports can be modified to generate more success while learning a team sport/game.

**Essential Questions:**

- How can you assess your current skill levels and make improvements in performance?
- Why is cooperation important in games and in life?
- Why do we have to be responsible for our own behavior?
- How can players of large group/team games increase/improve their own safety while participating?
- How can playing a large group game/team sport positively affect someone on a social level?
- What specific athletic skills are needed to play a large group/team game?
- What are some of the challenges that are unique to team sports?
- What skills are needed to participate in team sports and how do those skills vary from sport to sport?
- Why is it necessary to periodically modify the rules of large group games?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Skills needed to play the games
- Rules need to be successful in game play.
- Terms associated with each game.
- Strategies needed to experience successful game play.

**Students will be able to:**

- Perform various muscular and cardiovascular movements that will improve overall levels of physical fitness.
- Demonstrate a knowledge of safety rules.
- Analyze application of force/motion and modify movement to impact performance.
- Demonstrate and assess tactical understanding by using appropriate offensive and defensive strategies including forehand, backhand, and serves.
- Apply a variety of strategies to improve performance.
- Work cooperatively with other students.

**Stage 2: Acceptable Evidence**

<p><b>Transfer Task</b></p> <ul style="list-style-type: none"> <li>● <u>Team Tournament</u> <ul style="list-style-type: none"> <li>○ Students will participate in various types of tournaments (round-robin, single elimination, double elimination). The tournament will test their skill, knowledge, strategy, sportsmanship, and understanding of the sport of badminton/pickleball. Teams will begin by playing the entire field. As the days advance, teams will be broken down into two brackets based on current cumulative point standings and/or skill level. A team champion for each bracket will be determined, Students will understand how to safely and successfully hold and use striking implements and various sporting equipment such as racquets, footballs, basketballs, hockey sticks, frisbees, etc. .</li> </ul> </li> <li>● Written tests</li> <li>● Skill tests</li> <li>● Peer review</li> <li>● Fitness log</li> <li>● Students will strategize, cooperate, and use movement skills to gain hands-on experience in all parts of the curriculum.</li> <li>● Students will safely and effectively perform dynamic warm-up/flexibility/static stretching exercises prior to performing aerobic, strength, and fitness exercises.</li> <li>● Students will use various exercises that help develop the five components of health related fitness which will help create a lifelong fitness plan.</li> <li>● Students will measure heart rate via carotid and/or radial artery in order to understand the relationship between heart rate and exercise intensity.</li> <li>● Students will understand how to engage in exercises of various intensities and durations.</li> </ul>
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<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Class participation</li> <li>● Ongoing classroom practice</li> <li>● Individualized instruction</li> </ul>
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**Reference Material**

<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● YouTube Channels</li> <li>● Student/Peer Assessment</li> <li>● Teacher Assessment-verbal, visual, written</li> <li>● Google Forms</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Modified Games for Students with Special Needs</li> <li>● Modified Games for Students of Varying Skill</li> <li>● Phone Apps</li> </ul>
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**Accommodations and Modifications**

<b>Differentiation for Support</b> General Curriculum	<b>Differentiation for Support</b> (Spec. Ed., Struggling Learners)	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts, Models &amp; figures)</li> <li>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)</li> <li>● Simplify the language, format, and directions of the assessment</li> <li>● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>● Allow editing and revision before grading</li> <li>● Design projects and assessment for student that require reduced sentence or paragraph composition</li> <li>● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> <li>● Provide individualized support and attention as needed.</li> <li>● Teachers will provide preferential seating to limit distractions.</li> <li>● Teachers will provide verbal and written instructions.</li> <li>● Teachers will redirect student's focus when a student becomes off task.</li> <li>● Student and teachers may develop covert hand signals for the teacher to use as a reminder for student to get back on task.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> <li>● Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile.</li> <li>● Needs assessments should be used to modify and differentiate instruction and assessment for these students.</li> </ul>

- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

**Additional Resources:**

[20 strategies to Support EAL Children](#)  
[What English- Language Learners Wish Teachers Knew - Education Week](#)  
[A Starting Point: Tips and resources for working with ESL newcomers](#)

### Stage 3: Activities to Foster Learning

- **Volleyball**
  - Introduce skills that teach high school students the fundamentals of the game.
    - Rules
    - Serving
    - Bumping
    - Passing
    - Digging
    - Setting
    - Spiking
    - Blocking
    - Rotations
    - Scoring
- **Soccer**
  - Introduce skills that teach high school students the fundamentals of the game.
    - Rules
    - Trapping
    - Dribbling
    - Passing
    - Shooting the ball at/on goal
    - Goalkeeping/Saving
    - Scoring
- **Basketball**
  - Introduce skills that teach high school students the fundamentals of the game
    - Rules
    - Dribbling
    - Passing
    - Shooting
    - Rebounding
    - Defending
    - Scoring
- **Softball**
  - Introduce skills that teach high school students the fundamentals of the game
    - Throw
    - Catch
    - Field (grounders and fly balls)
    - Hitting
- **Frisbee and Ultimate Frisbee**
  - Introduce skills that teach high school students the fundamentals of the game
    - Rules
    - Pass ( long, short)
    - Catch
    - Movement in space
    - Defending
- **Football**
  - Introduce skills that teach high school students the fundamentals of the game

- Rules
- Passing
- Catching
- Handing Off
- Running with a football
- Movement in space
- Defending
- Punting
- Kicking

- **Hockey**

- Introduce skills that teach high school students the fundamentals of the game
  - Holding the hockey stick
  - Passing a puck
  - Movement in space
  - Shooting a puck at a goal
  - Defending
  - Goalkeeping

- **Speedball**

- Introduce skills that teach high school students the fundamentals of the game
  - Passing
  - Catching
  - Dribbling (hand and foot)
  - Shooting a ball at a goal
  - Defending
  - Movement in space

- **Spikeball**

- Introduce skills that teach high school students the fundamentals of the game
  - Passing
  - Striking
  - Sending and Receiving
  - Spatial awareness
  - Game strategies

<b>Unit Title / Topic: Individual and Dual Games</b>	<b>Unit Duration: 4 Weeks (Tennis, Pickleball, Badminton)</b>
<b>Stage 1: Desired Results</b>	

**Established Goals (NJSLs):****2.2 Physical Wellness****Movement Skills & Concepts**

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**Technology Integration (NJSLs 8):**

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  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

**21st Century Skills Integration (NJSLS 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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

**Transfer**

**Transfer Goal:**

- Students will be able to independently use their learning to critique a movement skill/performance and discuss how each part can be made more interesting, creative, and effective.
- Students will be able to independently use their learning to take skills and attributes learned from individual sports and apply them to various settings in everyday life.

**Meaning**

**Students will understand that:**

- Participation in an individual sport can be done throughout life.
- Successful participation in dual sport games requires a repertoire of acquired skills.
- Acquired racquet skills in one sport provide a positive skill level to other racquet sports.
- Body awareness and cooperation are necessary components of a healthy individual
- Cooperation within a group/team are necessary for success in all aspects of life

**Essential Questions:**

- How can I be successful at an individual & dual sport?
- What skills are necessary to be able to compete in an individual or dual sport?
- How do individual & dual sports increase cardiovascular and muscular endurance?
- How does working with a partner help improve cooperation skills?
- How can individual differences enhance and contribute to group productivity?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Various individual skills (holding, using, striking, and manipulating of striking implements)
- Rules
- Strategies
- Warm-ups
- How to properly keep score

**Students will be able to:**

- Perform various muscular and cardiovascular movements that will improve overall levels of physical fitness
- Demonstrate a knowledge of safety rules
- Analyze application of force/motion and modify movement to impact performance.
- Demonstrate and assess tactical understanding by using appropriate offensive and defensive strategies including forehand, backhand, and serves
- Apply a variety of strategies to improve performance.
- Work cooperatively with other students

**Stage 2: Acceptable Evidence**

<p><b>Transfer Task</b></p> <ul style="list-style-type: none"> <li>● <u>Team Tournament</u> <ul style="list-style-type: none"> <li>○ Students will participate in various types of tournaments (round-robin, single elimination, double elimination). The tournament will test their skill, knowledge, strategy, sportsmanship, and understanding of the sport of badminton/pickleball. Teams will begin by playing the entire field. As the days advance, teams will be broken down into two brackets based on current cumulative point standings and/or skill level. A team champion for each bracket will be determined, Students will understand how to safely and successfully hold and use striking implements.</li> </ul> </li> <li>● Written tests</li> <li>● Skill tests</li> <li>● Peer review</li> <li>● Fitness log</li> <li>● Students will strategize, cooperate, and use movement skills to gain hands-on experience in all parts of the curriculum.</li> <li>● Students will safely and effectively perform dynamic warm-up/flexibility/static stretching exercises prior to performing aerobic, strength, and fitness exercises.</li> <li>● Students will use various exercises that help develop the five components of health related fitness which will help create a lifelong fitness plan.</li> <li>● Students will measure heart rate via carotid and/or radial artery in order to understand the relationship between heart rate and exercise intensity.</li> <li>● Students will understand how to engage in exercises of various intensities and durations.</li> </ul>
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<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Class participation</li> <li>● Ongoing classroom practice</li> <li>● Individualized instruction</li> </ul>
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**Reference Materials**

<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● YouTube Channels</li> <li>● Student/Peer Assessment</li> <li>● Teacher Assessment-verbal, visual, written</li> <li>● Google Forms</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Modified Games for Students with Special Needs</li> <li>● Modified Games for Students of Varying Skill</li> <li>● Phone Apps</li> </ul>
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**Accommodations and Modifications**

<b>Differentiation for Support (ELL Learners)</b>	<b>Differentiation for Support (Spec. Ed., Struggling Learners)</b>	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts, Models &amp; figures)</li> <li>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)</li> <li>● Simplify the language, format, and directions of the assessment</li> <li>● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>● Allow editing and revision before grading</li> <li>● Design projects and assessment for student that require reduced sentence or paragraph composition</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> <li>● Provide individualized support and attention as needed.</li> <li>● Teachers will provide preferential seating to limit distractions.</li> <li>● Teachers will provide verbal and written instructions.</li> <li>● Teachers will redirect student's focus when student becomes off task.</li> <li>● Student and teacher may develop covert hand signals for the teacher to use as a reminder for student to get back on task.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> <li>● Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile.</li> <li>● Needs assessments should be used to modify and differentiate instruction and assessment for these students.</li> </ul>

<ul style="list-style-type: none"> <li>• Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> <li>• Utilize alternate reading assignments/materials at the student's reading level.</li> <li>• Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>• When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li> <li>• Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</li> <li>• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.</li> </ul> <p><b>Additional Resources:</b>  <a href="#">20 strategies to Support EAL Children</a>  <a href="#">What English- Language Learners Wish Teachers Knew - Education Week</a>  <a href="#">A Starting Point: Tips and resources for working with ESL newcomers</a></p>		
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**Stage 3: Activities to Foster Learning**

<ul style="list-style-type: none"> <li>• Partner volleying</li> <li>• Self volleying</li> <li>• Forehand volleying</li> <li>• Backhand volleying</li> <li>• King of the court</li> <li>• Tournaments</li> </ul>
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<b>Unit Title / Topic: Fitness</b>	<b>Unit Duration: Rotating schedule throughout the year</b>
<b>Stage 1: Desired Results</b>	

**Established Goals (NJSLs):****2.2 Physical Wellness****Movement Skills & Concepts**

- Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
  - 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
  - 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.
  - 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- Individual and team execution requires interaction, respect, effort, and a positive attitude.
  - 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
  - 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

**Physical Fitness**

- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
  - 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
  - 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
  - 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
  - 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
  - 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

**Lifelong Fitness**

- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
  - 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
  - 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
  - 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
  - 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
  - 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**Interdisciplinary Companion Standards (NJSLs):**

- RST.9-10.8- Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.11-12.7. - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- WHST.9-10.6. - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.8. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

**21st Century Skills Integration (NJSLS 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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

**Transfer**

**Transfer Goal:**

- Students will be able to independently use their learning to use knowledge of fitness in order to develop personal programs for themselves. Students will be able to recognize factors and make decisions that may influence better overall health.

**Students will understand that:**

- Strength and cardiovascular activities can lead to a healthier life.
- They will be able to create a lifelong fitness plan that they can use throughout their lifespan.

**Essential Questions:**

- Why is it important to improve your cardiovascular fitness and muscular endurance?
- How can I create a fitness plan that I can apply to my own personal fitness level?
- What can I do daily to help improve my overall physical fitness?
- What does my personal fitness program need to look like to keep myself healthy and physically fit for a lifetime?

**Students will know:**

- How to correctly perform different strength and cardio activities.
- How to monitor and adjust their level of physical activity to improve their overall fitness.
- How to track and reflect on their daily fitness levels.

**Students will be able to:**

- Differentiate to improve their level of fitness.
- Analyze and adjust their own personal fitness plan based on data collection.
- Utilize technology in order to track their movements and apply it to a personalized fitness plan.

**Stage 2: Acceptable Evidence**

<p><b>Transfer Task</b></p> <ul style="list-style-type: none"> <li>● Fitness testing</li> <li>● Fitness logs</li> <li>● Pacer test, sit-up test, push-up test</li> <li>● Yoga</li> <li>● Mobility</li> <li>● Body weight training and weight training</li> <li>● Create a fitness plan (cardio, muscular endurance, muscular strength)</li> <li>● Students will understand how to use movement skills to gain hands-on experience in all parts of the fitness curriculum.</li> <li>● Students will understand how to safely and effectively perform dynamic warm-up /flexibility/static stretching exercises prior to performing aerobic, strength, and fitness exercises</li> <li>● Students will know how to use various exercises that help develop the five components of health related fitness.             <ul style="list-style-type: none"> <li>○ cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition</li> </ul> </li> <li>● Students will measure heart rate via carotid and/or radial artery in order to understand the relationship between heart rate and exercise intensity</li> <li>● Students will engage in Mindfulness/Meditation exercises and apply to all areas of health and wellbeing             <ul style="list-style-type: none"> <li>○ Students will engage all of their senses and physical sensations and keep their focus on how they are responding to the environment and the exercise as well as understand how mindfulness and meditation can be used to help relieve stress, treat heart disease, lower blood pressure, reduce chronic pain, and improve sleep.</li> </ul> </li> <li>● Students will engage in exercises of various intensities and durations.</li> </ul>
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<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Class participation</li> <li>● Ongoing classroom practice</li> <li>● Individualized instruction</li> </ul>
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**Reference Materials**

<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● YouTube Channels</li> <li>● Student/Peer Assessment</li> <li>● Teacher Assessment-verbal, visual, written</li> <li>● Google Forms</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Modified Games for Students with Special Needs</li> <li>● Modified Games for Students of Varying Skill</li> <li>● Phone Apps</li> </ul>
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**Accommodations and Modifications**

<b>Differentiation for Support (ELL Learners)</b>	<b>Differentiation for Support (Spec. Ed., Struggling Learners)</b>	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts, Models &amp; figures)</li> <li>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)</li> <li>● Simplify the language, format, and directions of the assessment</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> <li>● Provide individualized support and attention as needed.</li> <li>● Teachers will provide preferential seating to limit distractions.</li> <li>● Teachers will provide verbal and written instructions.</li> <li>● Teachers will redirect student's focus when student becomes off task.</li> <li>● Student and teacher may develop covert hand signals for the teacher to use as a reminder for student to get back on task.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> <li>● Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile.</li> <li>● Needs assessments should be used to modify and differentiate instruction and assessment for these students.</li> </ul>

<ul style="list-style-type: none"> <li>● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>● Allow editing and revision before grading</li> <li>● Design projects and assessment for student that require reduced sentence or paragraph composition</li> <li>● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> <li>● Utilize alternate reading assignments/materials at the student's reading level.</li> <li>● Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li> <li>● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</li> <li>● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">20 strategies to Support EAL Children</a></li> <li>● <a href="#">What English- Language Learners Wish Teachers Knew - Education Week</a></li> <li>● <a href="#">A Starting Point: Tips and resources for working with ESL newcomers</a></li> </ul>		
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**Stage 3: Activities to Foster Learning**

<ul style="list-style-type: none"> <li>● Timed runs</li> <li>● Shuttle run</li> <li>● Distance runs</li> <li>● Distance walks</li> <li>● Weight training</li> <li>● Bodyweight training/exercise</li> <li>● Yoga</li> <li>● Mobility</li> <li>● Mindfulness and Meditation</li> <li>● HIIT workouts</li> <li>● Plyometric workouts</li> <li>● Walking at various paces/intensity</li> <li>● Cross fit</li> <li>● Large group games</li> <li>● Racquet sports</li> <li>● Pacer test</li> <li>● Flexibility test</li> <li>● Push up test</li> <li>● Sit up test</li> </ul>
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<b>Unit Title / Topic:</b> Seasonal/Multicultural/Dance Activities	<b>Unit Duration:</b> 1 week
<b>Stage 1: Desired Results</b>	

**Established Goals (NJSLs):****2.2 Physical Wellness****Movement Skills & Concepts**

- Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
  - 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
  - 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.
  - 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- Individual and team execution requires interaction, respect, effort, and a positive attitude.
  - 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
  - 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

**Physical Fitness**

- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
  - 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
  - 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
  - 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
  - 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
  - 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

**Lifelong Fitness**

- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
  - 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
  - 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
  - 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
  - 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
  - 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**Interdisciplinary Companion Standards (NJSLs):**

- RST.9-10.8- Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.11-12.7. - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- WHST.9-10.6. - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.8. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

**21st Century Skills Integration (NJSL 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
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- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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

**Transfer**

**Transfer Goal:**

- Students will be able to work cooperatively in pairs or small groups to learn about body manipulation, exploration, repetition, and exploration to a musical beat.
- Students will be able to identify the elements of dance while embracing and respecting other cultures and traditions.

**Meaning**

**Students will understand that:**

- Each team member’s efforts are required for group success.
- Behaving well is as important as playing well.
- You are accountable for how you treat people and your surroundings.
- Respecting the thoughts and ideas of others leads to positive relationships.
- Positive communication leads to a stronger bond between people and expedites the process of problem solving.
- Working and succeeding in small or large groups will help prepare us for working with others in future business and work environments.
- We are all different and embracing others' differences makes us better people.

**Essential Questions:**

- How can I be a successful contributor?
- Would I want me to be a part of my team?
- Did I do the right thing? What will I do next time?
- How do I make someone who may be different feel included?
- How does working cooperatively with others relate to what I do every day?
- Why is communication important in problem solving?
- How can our differences make us unique?
- Why is embracing our differences important?

**Acquisition of Knowledge & Skills**

**Students will know:**

- How to communicate in a positive and respectful manner in order to solve problems effectively.
- We are all different and come from different backgrounds and cultures.
- Being different makes us special and unique.
- Each country around the world is unique and the people who live there play different games than what we might play in the United States.

**Students will be able to:**

- Embrace the differences of others to make us better people.
- Communicate in a positive and respectful manner in order to be productive.
- Implement safety procedures.
- Follow basic rules and procedures.
- Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.
- Develop an understanding and respect for the differences among peers in various settings.
- Demonstrate sequential movements.
- Use the repetition of proper techniques to carry out physical aspects of the unit.

**Stage 2: Acceptable Evidence**

**Transfer Task**

- Students will celebrate personal achievement and the achievements of others.
- Students will identify activities that contribute to personal feelings of joy.
- Students will treat others the way they want to be treated.
- Students will be able to explain the importance of embracing the differences of others as it relates to being a caring, productive citizen.

**Other Evidence**

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction

**Reference Materials**

- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Grouping Strategies
- Modified Games for Students with Special Needs
- Modified Equipment for Students with Varying Skill Levels
- Modified Games for Students of Varying Skill
- Goal Setting Worksheets
- Student Surveys
- BrainPop and Brain Pop Jr.

### **Accommodations and Modifications**

<b>Differentiation for Support</b> (ELL Learners)	<b>Differentiation for Support</b> (Spec. Ed., Struggling Learners)	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts,</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> <li>● Provide individualized support and attention as needed.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> </ul>

<p>Models &amp; figures)</p> <ul style="list-style-type: none"> <li>• Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>• Provide Interactive Supports(Pair or Partner work, Group work, Peer work, Peer Mentor)</li> <li>• Simplify the language, format, and directions of the assessment</li> <li>• Accept correct answers on tests or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>• Allow editing and revision before grading</li> <li>• Design projects and assessment for students that require reduced sentence or paragraph composition</li> <li>• Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> <li>• Utilize alternate reading assignments/ materials at the student's reading level.</li> <li>• Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>• When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li> <li>• Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait</li> </ul>			
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<p>time is often said to be about 7-10 seconds</p> <ul style="list-style-type: none"> <li>• Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.</li> </ul> <p><b>Additional Resources:</b>  <a href="#">20 strategies to Support EAL Children</a>  <a href="#">What English-Language Learners Wish Teachers Knew - Education Week</a>  <a href="#">A Starting Point: Tips and resources for working with ESL newcomers</a></p>			
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**Stage 3: Activities to Foster Learning**

- **While participating in dance, students will move, alone or with others, in a rhythmical or irregular manner in a space in order to improve core strength, flexibility, balance, strength, muscular endurance and improve cardiovascular fitness.**
  - Introduce skills that teach students the skill of dance and rhythmic movement
    - posture
    - alignment
    - balance
    - coordination
    - control
    - flexibility
    - mobility
    - strength
    - stamina

<b>Unit Title / Topic: Health 9 (Grade 9)</b>	<b>Unit Duration: Ten Weeks</b>
<b>Stage 1: Desired Results</b>	

**Established Goals (NJSLs):****2.1 Personal and Mental Health****Personal Growth and Development**

- The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
  - 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.

**Pregnancy and Parenting**

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
  - 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
  - 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
  - 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

**Emotional Health**

- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
  - 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.
- Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
  - 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).

**Social and Sexual Health**

- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
  - 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.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
  - 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.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.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.
- There are many factors that influence how we feel about ourselves and the decisions that we make
  - 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.
- There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.
  - 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.

**Community Health Services and Support**

- Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.
  - 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
  - 2.1.12.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
  - 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
  - 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
  - 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.
  - 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

**2.2 Physical Wellness****Nutrition**

- The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.
  - 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.diseases.
  - 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.

**2.3 Safety****Health Conditions, Diseases, and Medicines**

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks
  - 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- Mental health conditions affect individuals, family members, and communities
  - 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- Public health policies are created to influence health promotion and disease prevention and can have global impact
  - 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

**Personal Safety**

- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
  - 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
  - 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.
  - 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
  - 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
  - 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

**Alcohol, Tobacco, and Other Drugs**

- Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.
  - 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.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Interdisciplinary Companion Standards (NJSLs):**

- RST.9-10.8- Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
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- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
  - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
  - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
  - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
  - Evaluate and select technological tools that can be used to collaborate on a project.

**21st Century Skills Integration (NJSL 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
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- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
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- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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

**Transfer**

**Transfer Goal:**

- Students will be able to independently use their learning to... use their acquired knowledge of health promotion concepts, stress reduction, proper nutrition, relationship and communication, and physical activity to support a healthy and active lifestyle and promote lifelong wellness. Students will also be able to independently use their learning to recognize that stress management skills impact an individual's ability to cope with different types of emotional situations and through the use of school and community resources to develop a personal stress management plan to improve/maintain wellness and demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

**Meaning**

**Students will understand that:**

- Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.
- Personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.
- An individual's health at different life stages is dependent upon heredity, environmental factors, and lifestyle choices.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.
- Differentiate between healthy and unhealthy relationships (abuse and assault), what to do if assaulted, and how to protect oneself using available resources.
- Explore divergent attitudes and beliefs regarding gender identity, sexual orientation, and gender equity across cultures.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

**Essential Questions:**

- What are the common misconceptions about the similarities/differences between male and female?
- What evidence promotes abstinence for teenagers?
- How does knowledge of the reproductive system apply to your everyday life both today and in the future?
- When does pregnancy, childbirth, and parenthood cause unfavorable, life altering changes?
- What causes optimal growth and development?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that cause harm to ourselves or others?
- How can you learn to like yourself and others?
- What are the consequences of our choices when considering wellness
- What are the resources available for those in unhealthy or abusive relationships?
- What are the school and community resources available to those with stress management issues, and what are the resources available to develop personal strategies to prevent, manage, or resolve interpersonal conflicts and improve/maintain wellness in order to resolve interpersonal conflicts?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Male and female Anatomy
- Male and female Reproduction
- Contraception
- Dietary components
- Relationships and human Interaction
- The dangers of drug and alcohol abuse
- Types of bullying

**Students will be able to:**

- Identify male and female reproductive organs and their functions
- Understand the reproductive system in the male and female
- Understand how different contraceptive devices work
- Identify the risks of using recreational and prescribed drugs
- Understand foods and supplements that are healthy

**Stage 2: Acceptable Evidence**

**Transfer Task**

- Students will interpret information on aspects of nutrition, reproduction, birth control, bullying, diet, drugs, alcohol and tobacco and apply them to daily life decisions that will positively impact their life.
- Students will be able to use concepts learned throughout the course to everyday health and wellness.

**Other Evidence**

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction

**Reference Materials**

- Google Classroom
- YouTube Channels
- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Google Forms
- Google Docs
- Google Sheets
- Guest Speakers
- Grouping Strategies
- Phone Apps

**Accommodations and Modifications**

<b>Differentiation for Support</b> General Curriculum	<b>Differentiation for Support</b> (Spec. Ed., Struggling Learners)	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts, Models &amp; figures)</li> <li>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)</li> <li>● Simplify the language, format, and directions of the assessment</li> <li>● Accept correct answers on tests or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>● Allow editing and revision before grading</li> <li>● Design projects and assessment for students that require reduced sentence or paragraph composition</li> <li>● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> <li>● Utilize alternate reading assignments/materials at the student's reading level.</li> <li>● Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li> <li>● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</li> <li>● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> <li>● Provide individualized support and attention as needed.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> </ul>

<p>they do not understand at first, so monitor and give examples.</p> <p><b>Additional Resources:</b> <a href="#">20 strategies to Support EAL Children</a> <a href="#">What English- Language Learners Wish Teachers Knew - Education Week</a> <a href="#">A Starting Point: Tips and resources for working with ESL newcomers</a></p>			
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**Stage 3: Activities to Foster Learning**

- Lecture
- Class Discussion
- Note Packets
- Diagram reviews
- Videos
- Current event projects
- Group projects
- Partner projects
- Individual projects
- Tests
- Quizzes
- Poster projects
- Creation of information packets using various modes of information dissemination (create a book, information packet, magazine, video, powerpoint, etc.)
- Write a paper or report on topical information.

<b>Unit Title / Topic: Driver's Education (Grade 10)</b>	<b>Unit Duration: 10 Weeks</b>
<b>Stage 1: Desired Results</b>	

**Established Goals (NJSLs):**

**2.1 Personal and Mental Health**

**Emotional Health**

- **Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**
  - • 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).

**2.3 Safety**

**Personal Safety**

- **Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.**
  - 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
  - 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
  - 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).
  - 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

**Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
  - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
  - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
  - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
  - Evaluate and select technological tools that can be used to collaborate on a project.

**21st Century Skills Integration (NJSLs 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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

**Transfer**

**Transfer Goal:**

- Students will independently use their learning to drive courteously and defensively without accidents or needless risk while adapting their knowledge of safe and defensive driving to various traffic, road and weather conditions.

**Meaning**

<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>● Getting a driver's license is a very exciting opportunity that comes with much responsibility.</li> <li>● Driving is a privilege not a right.</li> <li>● There are standard requirements for the GDL process.</li> <li>● There are dangers related to drinking, drugs, and driving, and penalties that will result.</li> <li>● Chances of getting into an accident can be reduced by knowing the rules and laws of the road and by using defensive driving techniques.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can I become a safe driver?</li> <li>● What process will I have to follow when getting a license?</li> <li>● How do drugs and alcohol affect driving skills and how can I convince others not to drive drunk?</li> <li>● How does distracted driving adversely affect my driving?</li> <li>● How can I prepare myself to pass the N.J. written driver's exam?</li> <li>● What skills must I master to pass the road test?</li> <li>● How does my vehicle work and how do I properly maintain it?</li> </ul>
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**Acquisition of Knowledge & Skills**

<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Chances of getting into an accident can be reduced by knowing the rules and laws of the road and by using defensive driving techniques.</li> <li>● Distracted and Drunk Driving is a danger to yourself and others on the road.</li> <li>● The basic parts of a motor vehicle and how to properly maintain it.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand road signs, laws, and regulations needed to be a safe driver.</li> <li>● Understand situational components, maneuvers, and skills needed behind the wheel</li> <li>● Proceed in taking the steps in obtaining a driver's permit</li> </ul>
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**Stage 2: Acceptable Evidence**

<p><b>Transfer Task</b></p> <ol style="list-style-type: none"> <li>1. To develop an understanding of the social and legal responsibilities involved with the operation of a motor vehicle.</li> <li>2. To develop an understanding of the Highway Transportation System and the interaction that occurs in that system.</li> <li>3. To develop decision making skills including abstaining from texting that are necessary to safely manage the complex task of driving.</li> <li>4. To develop decision making skills necessary to execute specific driving tasks.</li> <li>5. To develop an awareness of personal driving limitations and an understanding of the proper methods to compensate for those limitations.</li> <li>6. To develop an understanding of the economic factors involved with ownership and care of an automobile.</li> <li>7. To develop an understanding of maintenance procedures and practices necessary to keep a vehicle safe for the road and operating at maximum energy efficiency.</li> <li>8. To develop an awareness of the dangers of alcohol and drugs as they relate to the driving task.</li> <li>9. To assist parents and guardians in assisting and monitoring their children through the difficult passage from childhood to adulthood, through the driving process.</li> </ol>
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<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Class participation</li> <li>● Ongoing classroom practice</li> <li>● Individualized instruction</li> </ul>
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**Reference Materials**

<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● YouTube Channels</li> <li>● Student/Peer Assessment</li> <li>● Teacher Assessment-verbal, visual, written</li> <li>● Google Forms</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Guest Speakers</li> <li>● Grouping Strategies</li> <li>● Phone Apps</li> </ul>
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**Accommodations and Modifications**

<b>Differentiation for Support</b> (ELL Learners)	<b>Differentiation for Support</b> (Spec. Ed., Struggling Learners)	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>● Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>● Provide word banks / word walls</li> <li>● Prepare and distribute advance notes</li> <li>● Provide additional time to complete assessments and assignments</li> <li>● Model and use gestures to aid in understanding</li> <li>● Model tasks by giving one or two examples before releasing students to work independently</li> <li>● Present instructions both verbally and visually</li> <li>● Simplify written and verbal instructions</li> <li>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li> <li>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures &amp; photographs, Illustrations, Diagrams, &amp; drawings, Magazines &amp; newspapers, Physical activities, Videos &amp; films, Broadcasts, Models &amp; figures)</li> <li>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li> <li>● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)</li> <li>● Simplify the language, format, and directions of the assessment</li> <li>● Accept correct answers on tests or worksheets in any written form such as lists, phrases, or using inventive spelling</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Break down assignments with oral directions, written directions, and visuals.</li> <li>● Provide frequent reminders to stay on task.</li> <li>● Follow individual IEP plans for specific modifications.</li> <li>● List steps or guidelines to clarify expected outcome</li> <li>● Provide visual supports</li> <li>● Reinforce on-task behavior</li> <li>● Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>● Guided questions</li> <li>● Partnering/Grouping of students</li> <li>● Re-teaching and review</li> <li>● Multi-media approach to accommodate various learning styles</li> <li>● Teacher/Aide assistance</li> <li>● Translation tool for different languages</li> <li>● Provide individualized support and attention as needed.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>● Demonstrate for class</li> <li>● Create additional project in a different medium</li> <li>● Individual presentation</li> </ul>

<ul style="list-style-type: none"> <li>● Allow editing and revision before grading</li> <li>● Design projects and assessment for students that require reduced sentence or paragraph composition</li> <li>● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li> <li>● Utilize alternate reading assignments/materials at the student's reading level.</li> <li>● Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li> <li>● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</li> <li>● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.</li> </ul> <p><b>Additional Resources:</b>  <a href="#">20 strategies to Support EAL Children</a>  <a href="#">What English- Language Learners Wish Teachers Knew - Education Week</a>  <a href="#">A Starting Point: Tips and resources for working with ESL newcomers</a></p>			
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**Stage 3: Activities to Foster Learning**

<ul style="list-style-type: none"> <li>● Flash cards</li> <li>● Videos</li> <li>● Lecture</li> <li>● Peer leadership</li> <li>● Online games</li> <li>● Current events</li> <li>● Driver manual</li> <li>● Tests</li> <li>● Quizzes</li> <li>● Projects</li> </ul>
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**Unit Title / Topic: Health 11 (Grade 11)**

**Unit Duration: Marking Period 3**

**Stage 1: Desired Results**

**Established Goals:****2.1 Personal and Mental Health****Personal Growth and Development**

- The decision one makes can influence an individual's growth and development in all dimensions of wellness.
  - 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.

**2.3 Safety****Health Conditions, Diseases and Medicines**

- There are actions that individuals can take to help prevent diseases and stay healthy.
  - 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza).
- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
  - 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
  - 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
  - 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
  - 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
  - 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
  - 2.3.8.HCDM.6: Explain how the immune system fights disease.
  - 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
  - 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
  - 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
  - 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
- Public health policies are created to influence health promotion and disease prevention and can have global impact.
  - 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
  - 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

**Interdisciplinary Companion Standards (NJSLs):**

- RST.9-10.8- Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.11-12.7. - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- WHST.9-10.6. - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.8. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
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**21st Century Skills Integration (NJSL 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
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- 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

**Transfer**

**Transfer Goal:**

- Students will be able to independently use their acquired knowledge of infectious and noninfectious diseases, sexually transmitted diseases and first aid to support a healthy and active lifestyle and promote lifelong wellness
- Students will identify signs & risks of chemical abuse/ dependence and develop knowledge of prevention and intervention treatment services and resources.

**Meaning**

**Students will understand that:**

- Preventing accidents and injuries requires constant vigilance.
- Most accidents are preventable.
- Injury and death can be minimized when proper first aid techniques are used immediately.
- Use of the CPR and the AED enhances chances of survival in cardiac emergencies.
- People with life threatening allergies will require special interventions
- People abuse drugs for a variety of reasons, none of them healthy.
- Substance abuse can harm a person's physical, mental, emotional and social health and even lead to death.
- Substance abuse has far reaching consequences for the abuser, others in the abuser's life and for society at large.
- Medications can be used, misused and abused.
- The damaging effects of performance enhancing drugs far outweigh their perceived athletic benefits.
- The decision to abstain from drug use is one of the most important a person can make.
- Programs and facilities are available nationwide for people who want to become drug free

**Essential Questions:**

- How are accidents and injuries caused by taking unnecessary risks?
- Who should know first aid and what should they know?
- How do you respond to an unconscious person?
- What is the value of knowing CPR and use of the AED?
- Why is it important to be aware of life threatening allergies?
- Why do some people choose to abuse drugs?
- In what ways do these substances cause harm?
- Who does substance abuse affect?
- Can "medicines" be abused?
- Why do some athletes use performance enhancing drugs?

**Students will know:**

- CPR/AED and First Aid skills are a meaningful skill to have and can save lives.
- Substance abuse is dangerous and can negatively impact your life.
- There are many coping mechanisms and resources available to substance abusers.

**Students will be able to:**

- Identify when a life saving measure is needed.
- Identify which drugs are most likely to be abused.
- Identify different resources and methods needed to help someone overcome drug abuse.

**Stage 2: Acceptable Evidence**

**Transfer Task**

- Students will identify the proper ways to save a life through the use of hands on demonstration of CPR and AEDs.
- Students will identify how to help drug abusers and the proper avenues that must be followed in order to help drug abusers.
- Students will identify signs of drug abuse and speak about the methods that can be used to help those in need.

**Other Evidence**

- Teacher observation
- Class participation
- Ongoing classroom practice

- Individualized instruction

### Reference Materials

- Google Classroom
- YouTube Channels
- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Google Forms
- Google Docs
- Google Sheets
- Guest Speakers
- Grouping Strategies
- Phone Apps

### Accommodations and Modifications

<b>Differentiation for Support</b> (ELL Learners)	<b>Differentiation for Support</b> (Spec. Ed., Struggling Learners)	<b>Differentiation for Enrichment</b>
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>• Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li> <li>• Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>• Provide word banks / word walls</li> <li>• Prepare and distribute advance notes</li> <li>• Provide additional time to complete assessments and assignments</li> <li>• Model and use gestures to aid in understanding</li> <li>• Model tasks by giving one or two examples before releasing students to work independently</li> <li>• Present instructions both verbally and visually</li> <li>• Simplify written and verbal instructions</li> <li>• Speak clearly and naturally, and try to enunciate words, especially their</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>• Break down assignments with oral directions, written directions, and visuals.</li> <li>• Provide frequent reminders to stay on task.</li> <li>• Follow individual IEP plans for specific modifications.</li> <li>• List steps or guidelines to clarify expected outcome</li> <li>• Provide visual supports</li> <li>• Reinforce on-task behavior</li> <li>• Peer mentoring (pairing with another student who is working at an advanced level)</li> <li>• Guided questions</li> <li>• Partnering/ Grouping of students</li> <li>• Re-teaching and review</li> <li>• Multi-media approach to accommodate various learning styles</li> <li>• Teacher/Aide assistance</li> <li>• Translation tool for different languages</li> <li>• Provide individualized support and attention as needed.</li> </ul>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> <li>• Demonstrate for class</li> <li>• Create additional project in a different medium</li> <li>• Individual presentation</li> </ul>

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**Stage 3: Activities to Foster Learning**

- Small group projects
- Tests
- Quizzes
- Group discussions
- Teacher led discussions
- Lecture
- Guest lecture
- Internet
- Video
- Research

<b>Unit Title / Topic: Family Living (Grade 12)</b>	<b>Unit Duration: 10 Weeks</b>
<b>Stage 1: Desired Results</b>	

**Established Goals (NJSLs):****2.1 Personal and Mental Health****Personal Growth and Development**

- The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
  - 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.

**Pregnancy and Parenting**

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
  - 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
  - 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
  - 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

**Emotional Health**

- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
  - 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.
- Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
  - 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).

**Social and Sexual Health**

- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
  - 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.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
  - 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.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.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.
- There are many factors that influence how we feel about ourselves and the decisions that we make
  - 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.
  - 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.

**Community Health Services and Support**

- Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.
  - 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
  - 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
  - 2.1.12.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
  - 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
  - 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
  - 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues
  - 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.
  - 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

**2.3 Safety****Health Conditions, Diseases, and Medicines**

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks
  - 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- Mental health conditions affect individuals, family members, and communities
  - 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- Public health policies are created to influence health promotion and disease prevention and can have global impact
  - 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

**Personal Safety**

- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
  - 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
  - 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
  - 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
  - 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
  - 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.
  - 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
  - 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
  - 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

**Alcohol, Tobacco, and Other Drugs**

- Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.
  - 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.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

**Dependency, Substances Disorder and Treatment**

- Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.
  - 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.
- Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.
  - 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).

**Interdisciplinary Companion Standards (NJSLs):**

- RST.9-10.8- Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.11-12.7. - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- WHST.9-10.6. - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.8. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Technology Integration (NJSLs 8):**

- 8.1 Impacts of Computing - The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.
  - 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
  - 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- Practice 2 Collaborating Around Computing and Design - Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:
  - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
  - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
  - Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
  - Evaluate and select technological tools that can be used to collaborate on a project.

**21st Century Skills Integration (NJSL 9):**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrates creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 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.

**Transfer**

**Transfer Goal:**

- Individuality and Relationships - Students will independently use their learning to apply knowledge of the physical, social, and emotional aspects of human relationships and be able to take a deep and candid examination of all of the various relationships in their lives. Students will also be able to recognize that individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. Students will also be able to recognize that effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Students will independently use their learning to apply knowledge to recognize and apply effective communication skills and recognize that effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Marriage and Family Life - Students will independently use their acquired knowledge of physical, social, and emotional aspects of human relationships and apply it to the physical ,economic, social, and intellectual commitment that relationships demand.
- Students will independently use their acquired knowledge of LGBTQ relationships and be able to understand and appreciate diversity not only in culture but in family dynamics, communities, as well as complex social and cultural relationships in communities and between genders.
- Problems Affecting Family Life - Students will independently use their learning to apply coping mechanisms to maintain family balance and harmony given a real life situation (i.e. - substance abuse, abuse, rape, divorce, unplanned pregnancy).

**Meaning**

<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• There are multiple factors that influence personality</li> <li>• Human needs motivate and shape behavior and influence personality</li> <li>• There are dynamics of different types of relationships and these dynamics change as we mature</li> <li>• Appropriate methods of communication are vital to establishing and maintaining healthy relationships throughout one’s lifetime</li> <li>• Components of successful relationships are fluid over the course of a relationship</li> <li>• The laws of attraction vary from individual to individual</li> <li>• There are positive and negative elements in all relationships</li> <li>• Personality characteristics will be a factor in attraction to a dating partner</li> <li>• People are attracted to different personality characteristics</li> <li>• Dating behaviors are directly related to expectations for self and partner</li> <li>• Meaningful dating relationships involve emotional investment from both partners</li> <li>• Partners in a relationship must share common goals and benefit mutually from the relationship</li> <li>• Positive elements enhance and strengthen a relationship whereas negative elements are destructive and weaken a relationship.</li> <li>• There are various degrees of abuse and assault and there are effective ways to deal with those situations</li> <li>• Relationships are the essence of humanity and all relationships are not the same</li> <li>• Relationships and family dynamics are varied and diverse</li> <li>• Death and dying are a part of life and it affects everyone differently</li> <li>• Grief is a multiple stage process that requires multiple coping strategies</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the keys to open honest communication?</li> <li>• How does nature versus nurture affect our ability to establish and maintain relationships throughout our lives?</li> <li>• What are the factors that contribute to personality development?</li> <li>• How does personality affect relationships?</li> <li>• What changes do relationships undergo as we mature?</li> <li>• How does having a clear concept of self help guide our relationship choices?</li> <li>• How does biology affect our relationship choices?</li> <li>• What are the signs of a healthy relationship?</li> <li>• What are the signs of an unhealthy relationship?</li> <li>• What draws people into a relationship and what deters them from entering into a relationship?</li> <li>• How do you end a relationship in a mature and healthy way?</li> <li>• What are the resources available to those in unhealthy or abusive relationships?</li> <li>• Why do relationships end?</li> <li>• How has the LGBTQ community changed how society views relationship and family dynamics?</li> <li>• What are the different influences that can alter the family dynamic?</li> <li>• What are the resources available to individuals who are dealing with grief, dying, and death.</li> </ul>
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**Acquisition of Knowledge & Skills**

<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Individuality and a strong sense of self is vital to being able to maintain healthy relationships throughout one’s lifetime.</li> <li>• Appropriate methods of communication are vital to establishing and maintaining healthy relationships throughout one’s lifetime</li> <li>• Relationships are the essence of humanity</li> <li>• Healthy relationships and meaningful connections are essential to health and wellness</li> <li>• Marriage, lifetime partnerships, and family life has many and varied physical, social, emotional, intellectual, and economic aspects.</li> <li>• There are many coping mechanisms and resources available to individuals, couples and families for dealing with unhealthy relationships and problems affecting family life.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify how to achieve and maintain a strong sense of self and individuality.</li> <li>• Identify and describe the difference between connections and key relationships in our lives and the value each has in our lives.</li> <li>• Identify the difference between healthy and unhealthy relationships and how to maintain healthy relationships and how to end or fix an unhealthy relationship.</li> <li>• Identify the factors that affect marriage, lifetime partnerships, and family life and the resources available for coping with these factors.</li> </ul>
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**Stage 2: Acceptable Evidence**

<p><b>Transfer Task</b></p> <ul style="list-style-type: none"> <li>• Students will identify their own values and morals and how they affect their personality, sense of self, and how they affect relationship choices.</li> <li>• Students will identify the various personality traits they have that have become stable over time and how they affect their relationship choices.</li> <li>• Students will identify what the keys to open honest communication are and apply those to communication in their relationships on a daily basis.</li> <li>• Students will identify the factors that influence the mate selection process and apply this knowledge during a simulated marriage project.</li> <li>• Students will identify the stages a relationship goes through and how this applies to the relationships in their lives.</li> <li>• Students will identify how to keys to maintaining healthy physical, social, emotional, sexual, and economic health throughout their lifetime.</li> <li>• Students will identify how to attain and maintain healthy relationships throughout their life.</li> </ul>
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<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Ongoing classroom practice</li> <li>• Individualized instruction</li> </ul>
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**Reference Materials**

- Google Classroom
- YouTube Channels
- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Google Forms
- Google Docs
- Google Sheets
- Guest Speakers
- Grouping Strategies
- Phone Apps

**Accommodations and Modifications**

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**Stage 3: Activities to Foster Learning**

- In-class assignments
- Journal assignments
- Group Projects
- Partner Projects
- Individual projects
- Class discussions
- Videos
- Lectures
- Think/pair/share activities
- Current media utilization project
- Life Partner/Roommate Project
- Reproduction and Birth Control Project
- Health Relationships and Dating Violence and Abuse Project
- Mental wellbeing discussions and information sessions