

11th Grade Health Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District 11th Gr Health Curriculum	
Content Area: Health	
Course Title: 11th Grade Health	Grade level:11th
Unit 1:Personality Development and its Impact on Interpersonal Relations	Dates for Units 12 Lessons
Unit 2:Responsibility of Marriage and Family	Dates for Units 4 Lessons
Unit 3:Abstinence, Reproduction and Sexual Responsibility	Dates for Units 8 Lessons
Unit 4:Communicating Effectively	Dates for Units 11 Lessons
Date Created/Revised: July 2019	Board Approved On: 09/26/19

Lower Cape May Regional School District 11th Gr Health Curriculum Unit 1 Overview
Content Area: 11th Grade Health
Unit Title: Personality Development and its Impact on Interpersonal Relations
Target Course/Grade Level: Health 11th
<p>Unit Summary</p> <p>For students to understand the factors that are involved in shaping your personality and how outside influences may help or hinder your development.</p> <ol style="list-style-type: none"> 1. Writing Activities <ol style="list-style-type: none"> a. Personality Impact

- b. What's a Parent to do?
- c. Dealing with Depression
- d. Parenting Interview
- e. Review sheet for Quiz
- f. Review sheet for Unit Test

2. Discussion Topics

- a. What is mental health.
- b. What type of personality most describes yourself.
- c. What theory of personality do you think makes the most sense. (Freud, Maslow or Erickson).
- d. What is stress and what are successful ways of dealing with it.
- e. How do phobias affect your personality.
- f. Various types of mental illness and their symptoms.
- g. How to handle and treat depression, grief and suicide.

3. Tests

- a. Quiz (includes information on Mental Health and Theories of Personality).
- b. Unit 1 Test (includes all information)

Interdisciplinary Connections:

Connected to English

All written assignments

Connected to Psychology

English:

RH.11-12.1.

RH.11-12.2.

RH.11-12.7

Psychology

9.1.8.A.4

9.1.12.A.1

9.1.12.B.2

9.1.12.B.6.

History

12.A.2.a3

21st Century Themes, Skills, and Standards:

- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication..
- Healthy students are learners who are knowledgeable, productive and emotionally healthy. They take personal responsibility for one's own health through an active healthy lifestyle.
- Technology used during the lessons:
Video's: What's a Parent To Do?, Waiting for the World to change, OCD Special, Teen Suicide- Investigative Reports.

Learning Targets

CPI #2.1.12E.1	Predict the short-and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.

Unit Enduring Questions:

What influences how my personality is formed?

How does too much stress enhance my chance of future health issues?

What can I do to reduce my stress levels?

How does mental health issues affect my personality and is having a mental health

Unit Enduring Understandings:

- **Students will understand the theories of Freud, Maslow, Erickson and birth order in relationship to personality development.**
- **Students will understand the stages of stress according to the general adaptation syndrome.**
- **Students will be made aware of how phobias can influence their stress levels.**
- **Students will understand various coping mechanisms to use while under stress.**
- **Students will understand how mental illness**

<p>issue something I should be ashamed of?</p> <p>What should I do if I am thinking about committing suicide.</p>	<p>can affect personality.</p> <ul style="list-style-type: none"> • Students will understand the process involved in depression, grief and suicide.
<p>Unit Objectives: <i>Students will know....</i></p> <p>*What constitutes being mentally healthy. *The different types of personalities. *Freud, Maslow and Erickson’s Personality Theories. *What is stress and the strategies you can use to reduce it.</p> <p>*How phobias can affect your personality. *What mental illness is, the types of mental illness and how to treat mental illness. *The Five Stages of Grief. *Symptoms of depression and suicide. *What to do if someone you know is thinking about suicide.</p>	<p>Unit Objectives: <i>Students will be able to.....</i></p> <p>*Explain the difference between being mentally health versus mentally unhealthy. *Express the various theories on how we get our personality. *Recognize what stress is and how to reduce its effects.</p> <p>*Understand what phobias are and the methods used to treat them. *Explain the five stages of grief. *Recognise the symptoms of depression. *Know what to do incase someone they know is contemplating suicide.</p>

**Lower Cape May Regional School District (11th Gr Health) Curriculum
Unit 2 Overview**

Content Area: Health

Unit Title: Responsibility of Marriage and Family

Target Course/Grade Level: 11th

Unit Summary: Students will understand the difficulty of teenage marriage, teen parenting and why most teen marriages fail.

1. Writing Assignments

- a. The Wrong Season
- b. Parenting Questionnaire

2. Discussions

- a. Stressors involved in teen marriage
- b. Realities of teen parenting
- c. Examining the personal effects and impact of the decision to become a parent.
- d. Understanding the financial aspects of parenting.

3. Projects

- a. Teen Handbook (Qualities of a good Parent)
- b. Parent Investment (cost of raising a child during its first year).

Interdisciplinary Connections:

English

All writing assignments and discussions.

Psychology

Rationale behind why some teens desire to become parents..

The consequences of being raised by a teen mom.

English

RH.11-12.1.

RH.11-12.2.

RH.11-12.7

Psychology

9.1.8.A.4

9.1.12.A.1

9.1.12.B.2

9.1.12.B.3

21st Century Themes, Skills, and Standards:

- State 21st century themes: Healthy students are learners who are knowledgeable, productive and emotionally healthy. They take personal responsibility for one's own health through an active healthy lifestyle.

- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Technology: Chromebooks (to investigate the cost of parenting) and powerpoints (to illustrate the characteristics of a good parent).

Learning Targets

CPI #2.4.12.A.1	Compare and Contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
2.4.12.A.2	Compare and Contrast the current and historical role of life commitments, such as marriages.
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

Unit Enduring Questions:

- **What is the difficulty of a teenage marriage?**
- **What are the stressors of teen parenting?**
- **Why do most teen marriages/relationship with children fail?**
- **What are the financial and emotional commitments and responsibilities involved in parenting?**

Unit Enduring Understandings:

- **Students will understand the early warning signs of a troubled relationship.**
- **Students will be able to identify early warning signs of stress.**
- **Students will understand the financial burden involved in teen pregnancy.**
- **Students will understand the restrictions of being a teen parent.**

Unit Objectives:

Students will know....

What is involved in a teenage pregnancy and the financial and social impact.

Unit Objectives:

Students will be able to.....

- * **Calculate how much it costs to raise a child during its first year.**
- * **Verbalize the characteristics that are needed for them to be a good parent.**

**Lower Cape May Regional School District (11th Health) Curriculum
Unit 3 Overview**

Content Area: Health

Unit Title: Abstinence, Reproduction and Sexual Responsibility

Target Course/Grade Level: 11th Health

Unit Summary: Students will learn about the reproduction cycle, the importance of abstinence and the concepts of sexual responsibility and birth control.

1. Writing Assignments

- a. Sexual Responsibility Pre-Test
- b. Brainstorm: Harmful Consequences of Premarital Sexual Activity
- c. Cultural Influences on Sexual Attitudes and Behaviors.
- d. Group Worksheets

2. Discussions

- a. A comprehensive guide to men's and women's reproductive health issues.
- b. A comprehensive guide to Sexually Transmitted Diseases.
- c. A review of the reproduction cycle.
- d. Birth Control Methods

3. Projects

- a. STD slides
- b. Breast Exam Demonstration
- c. Testicular Cancer Demonstration

Interdisciplinary Connections: Students will incorporate english and science skills while learning the reproduction cycle. They will use psychology to resist pressures to become sexually active.

English

RH.11-12.1.

RH.11-12.2.

RH.11-12.7

Psychology

9.1.8.A.4

9.1.12.A.1

9.1.12.B.2

9.1.12.B.3

Science
HS-ESS3-3

21st Century Themes, Skills, and Standards: State 21st century themes: Healthy students are learners who are knowledgeable, productive and emotionally healthy. They take personal responsibility for one's own health through an active healthy lifestyle.

Technology, Use of chromebooks, media center for books on STD's.

www.cdc.gov, <https://www.plannedparenthood.org/learn/birth-control>

- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in life and a teens future.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.2.	Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B.3	Analyze factors that influence the choice, use and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equality across cultures.
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (ie, breast/testicular exams, Pap smear, regular STI testing and HPV vaccine).
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does the decision to become sexually active affect one's physical, social and emotional health? ● Why is abstinence the safest choice. ● What is the best birth control method for me? ● How will cultural norms influence sexual behaviors and attitudes? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● students will understand the short/long term effects of child pregnancy ● Students will understand the short/long term effects of unprotected sex ● Students will understand the short/long term effects of STDs ● Students will be introduced to various sexual orientations.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to prevent pregnancy ● How to detect an STD infection ● How the reproduction cycle works. ● How to choose a reliable method of birth control ● Students will understand gender identity, sexual orientation and gender equality. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Understand how to prevent pregnancy. ● Identify an STD and understand how to prevent them. ● Discuss the stages of the reproductive cycle. ● Choose birth control. ● Be able to describe gender identity, sexual orientation and gender equality.
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<p>Lower Cape May Regional School District (11th Health) Curriculum Unit 4 Overview</p>
<p>Content Area: 9th grade Health</p>
<p>Unit Title: Communicating Effectively</p>
<p>Target Course/Grade Level: 11th Health</p>
<p>Unit Summary:Communicating Effectively Students will learn about the importance of good, clear communication. They will understand the different forms of communication. Finally, they will do an oral presentation on a relevant health topic.</p> <ol style="list-style-type: none"> 1. Writing Assignments <ol style="list-style-type: none"> a. Types of Communication b. Oral Presentation (Includes topics such as Bullying, Dating Violence, Vaping,Gender Issues, Lyme Disease, Marijuana, Birth Defects, Heart Disease, Eating Disorders, Heat Crimes, Alcoholism, Adoption, Tatooning and Date Rape). 2. Discussions <ol style="list-style-type: none"> a. After each presentation the class discusses what the presenter spoke about.

Interdisciplinary Connections:

Students will incorporate English, Math and Psychology.

English

All written assignments

Psychology

Influences behind addiction

Peer Pressure

Math

Statistics about various drugs, sexual/child abuse, domestic violence and diseases

English

RH.11-12.1.

RH.11-12.2.

RH.11-12.7

Psychology

9.1.8.A.4

9.1.12.A.1

9.1.12.B.2

9.1.12.B.3

Math

S-ID.A.1

21st Century Themes, Skills, and Standards: State 21st century themes: Healthy students are learners who are knowledgeable, productive and emotionally healthy. They take personal responsibility for one's own health through an active healthy lifestyle.

Technology: Media Center-books and websites

Chromebooks:

[Teen Health and Wellness](#) database

[U.S. Government Centers for Disease Control Diseases and Conditions Page](#)

[March of Dimes Birth Defects Page](#)

[National Institute on Drug Abuse](#)

[U.S. Drug Enforcement Administration](#) Young Adult information

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.
2.3.12.B.3	Correlate increased alcohol use with the challenges that may occur at various life stages.
2.3.12.B.5	Relate injected drug use to the incidence of a disease such as HIV/AIDS and hepatitis.
2.3.12..C.1	Correlate duration of drug use to the incidence of drug related injury, illness, and death.
2.3.12.C.3	Analyze the social impact of substance abuse on the individual, family, and community.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexualo orientation, and gender equality across cultures.
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Unit Enduring Questions: Each semester is different depending on what topics are chosen for discussion however, some of the most common choices are:</p> <p>Do I feel comfortable speaking in front of an audience?</p> <ul style="list-style-type: none"> ● How the use of drugs and alcohol affect someone’s body, immediately and in the future? ● What types of birth defects may my child display? ● What is Lyme Disease and how can I get it? ● What is Vaping and what are the dangers? ● What is marijuana and will it be legalized? ● What is Dating Violence and what should I do about it? </div> <div style="width: 45%;"> <p>Unit Enduring Understandings: Once again each semester is different depending on what topics are chosen.</p> <p>Students will understand various techniques used to reduce stress while speaking in front of an audience.</p> <p style="text-align: center;">* Students will be able to understand the short/long term effects of substance abuse.</p> <ul style="list-style-type: none"> ● Students will understand what a birth defect is. ● Students will be able to understand the effects of Vaping. ● Students will understand what Lyme disease is and how to reduce the chance of getting it. ● Students will understand what dating violence involves and how to get out of a bad situation. ● Students will understand what constitutes </div> </div>	

<ul style="list-style-type: none"> ● What is Bullying and how can I stop it? ● What type of lifestyle can lead to heart attacks. ● What is Diabetes? 	<p>bullying and what to do about it.</p> <ul style="list-style-type: none"> ● Students will be able to recognize a heart attack and what factors contribute to it. ● Students will understand how you get diabetes.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to identify various types of drugs and alcohol. ● How different drugs and alcohol affect the body. ● How to avoid potential dangerous situations involving substance abuse. ● The signs and symptoms of bullying. ● The signs and symptoms of heart and lung disease. ● The signs and symptoms of diabetes. ● The signs and symptoms of Lyme Disease. ● The possible causes and effects of birth defects. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Students will be able to know how different drugs affect the body in different ways. ● Students will be able to avoid potentially dangerous situations involving drugs and alcohol. ● Student will know the risk associated with drugs and alcohol. ● Determine if someone is having a heart attack. ● Give assistance if someone is going into a diabetic episode. ● Be able to spot the signs of Lyme Disease. ● Know what to do if they or someone they know is being bullied. ● The signs of a birth defect.

**Lower Cape May Regional School District (11th Health) Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- A rubric is used to determine how well the students presented their information.
- Students were also judged by how well they could answer follow-up questions.
- Group worksheets and questionnaires
- Projects
- Discussions

Summative Assessment Utilized throughout Units:

- Tests, projects, discussions, quizzes, worksheets and student demonstration.

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications
- Presentations to teacher rather than the whole class

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: During this Unit the information was linked to English, Math, Science, History and Psychology. See each section for core standards.

Project-based Learning Tasks:

- **Teen Handbook (Qualities of a good Parent)**
- **Parent Investment (cost of raising a child during its first year).**
- **STD slides**
- **Breast Exam Demonstration**
- **Testicular Cancer Demonstration**
- **Oral Presentation**

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate,

students will develop proficiency with MLA or APA format as applicable.

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Chromebook used to do research project and gather pictorial information during discussions.

Resources:

- [Teen Health and Wellness](#) database
- [U.S. Government Centers for Disease Control Diseases and Conditions Page](#)
- [March of Dimes Birth Defects Page](#)
- [National Institute on Drug Abuse](#)
- [U.S. Drug Enforcement Administration](#) Young Adult information

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities

Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.

Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one

	critical task to place in the center of the board for all students to complete.
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Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- [Teen Health and Wellness](#) database
- [U.S. Government Centers for Disease Control Diseases and Conditions Page](#)
- [March of Dimes Birth Defects Page](#)
- [National Institute on Drug Abuse](#)
- [U.S. Drug Enforcement Administration](#) Young Adult information

Board of Education Approved Text(s)

- We do not use a textbook