

# Lower Cape May Regional 9th 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 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> 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**

<b>Lower Cape May Regional School District 9th Health Curriculum</b>	
<b>Content Area: Health</b>	
<b>Course Title: 9th Grade Health</b>	<b>Grade level: 9th</b>
<b>Unit 1: Health and Wellness</b>	<b>10 Lessons</b>
<b>Unit 2: Social and Emotional Health</b>	<b>10 Lessons</b>
<b>Unit 3: Reproduction/Parenting</b>	<b>10 Lessons</b>
<b>Unit 4: Substance Abuse</b>	<b>10 Lessons</b>
<b>Unit 5: CPR and First Aid</b>	<b>5 Lessons</b>
<b>Date Created: July 2019</b> <b>Date Revised: 11/18/21</b>	<b>Board Approved On: 09/26/19</b>

<b>Lower Cape May Regional School District Curriculum Unit 1 Overview</b>
<b>Content Area: 9th Grade Health</b>
<b>Unit Title: Health and Wellness</b>
<b>Target Course/Grade Level: Health 9th</b>
<p><b>Unit Summary</b></p> <p><b>Students will be introduced to the concepts of health, health education, wellness, physical, mental and social health.</b></p> <p><b>1. Writing Activities</b></p>

- a. **Future Health Goals**
  - b. **Journal exploring Teen Health Problems**
  - c. **Family Health History Log**
  - d. **Current Events**
- 2. Discussion Topics**
- a. **Identifying Health Risks**
  - b. **Individual Level of Wellness**
  - c. **Managing stress**
  - d. **Types of Exercise**
  - e. **Healthy Eating**
- 3. Projects**
- a. **Two day food analysis with an excel sheet and report.**

**Interdisciplinary Connections:**

Connected to English

All written assignments

Connected to Math

Food analysis excel sheet (counting calories)

English:

RL.9-10.1

RL.9-10.2

W.9-10.1

W.9-10.2

Math

S.I.D.B.6a

S.I.D.B 6b

A.SSE.B 4

**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 and science.
- Technology used during the lesson. [www.cdc.org](http://www.cdc.org), , [www.nhibi.gov](http://www.nhibi.gov), [www.calorieking.com](http://www.calorieking.com)

<b>Learning Targets</b>	
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.
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.2.12.N.5	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>● <b>How will my current fitness routines influence my future health.</b></li> <li>● <b>How will my current eating habits influence my future health.</b></li> <li>● <b>How do I handle risk factors when they occur.</b></li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● <b>Students will understand that their current health habits will determine their future health and fitness.</b></li> <li>● <b>Students will understand that their brain is not yet developed enough to effectively deal with risk factors.</b></li> <li>● <b>Students will be informed on how to deal with specific risk factors.</b></li> </ul>

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● That what they eat will influence how they feel.</li> <li>● That exercise can reduce health risks (such as diabetes) and reduce stress levels.</li> <li>● That taking risks such as smoking, vaping, drugs and dangerous physical actions will influence their current and future health.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Analyze the contents of the foods they eat and understand how it affects how they feel.</li> <li>● Know the benefits of regular exercise on the body and mind.</li> <li>● Understand that how you deal with risk factors can affect your safety and future health.</li> </ul>
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<p><b>Lower Cape May Regional School District 9<sup>th</sup> Grade Health Curriculum Unit 2 Overview</b></p>
<p><b>Content Area: 9th Grade Health</b></p>
<p><b>Unit Title: Social and Emotional Health</b></p>
<p><b>Target Course/Grade Level: 9th</b></p>
<p><b>Unit Summary: Students will learn about Healthy and Unhealthy Relationships, Dating Violence and Bullying/Harassment</b></p> <ol style="list-style-type: none"> <li>1. <b>Writing Assignments</b> <ol style="list-style-type: none"> <li>a. <b>Is This Love?</b></li> <li>b. <b>Unhealthy Relationship Journal</b></li> <li>c. <b>Sexual Assault Prevention</b></li> <li>d. <b>John and the Bully</b></li> </ol> </li> <li>2. <b>Discussions</b> <ol style="list-style-type: none"> <li>a. <b>Myths and Facts about Dating Violence</b></li> <li>b. <b>Sexual Assault Prevention</b></li> <li>c. <b>Types of Sexual Assault</b></li> <li>d. <b>Bullying</b></li> </ol> </li> </ol>

**Interdisciplinary Connections:**English

All writing assignments and discussions.

Psychology

Rational behind staying in an unhealthy relationship.

The psychology behind why students bully, how students who are bullied feel and how witnessing bullying affects a child.

RL.9-10.1

RL.9-10.2

W. 9-10.1

W.9-10.2

SL.9-10.1

SL. 9-10.2

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 here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of .....
- 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.

**Learning Targets**

2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
2.1.12.SSH.10	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What are examples of a healthy and unhealthy relationship?</b></li> <li>● <b>What are examples of dating violence?</b></li> <li>● <b>Explain the differences between bullying and harassment and how they can lead into each other.</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>Students will understand the signs and signals of unhealthy relationships and how to get out of them. They will understand what it means to be in a healthy relationship.</b></li> <li>● <b>Students will know what to look for if someone is being harassed or bullied and who to go to, to help in these situations.</b></li> </ul>

<p><b>Unit Objectives:</b>  <i>Students will know....</i>  the signs and signals of unhealthy relationships and how to get out of them. They will understand what it means to be in a healthy relationship.</p> <ul style="list-style-type: none"> <li>• .Students will know what to look for if someone is being harassed or bullied.</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i>  to know who to go to, to help in these situations.</p>
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**Lower Cape May Regional School District 9<sup>th</sup> Grade Health Curriculum  
Unit 3 Overview**

**Content Area: 9th Health**

**Unit Title: Reproduction & Parenting**

**Target Course/Grade Level:**

**Unit Summary:**

**Students will learn about the reproduction cycle. Students will also be required to participate in the Baby Take Home Project performing parental skills discussed in class. Students will also have an understanding of STDs and their effects on the body.**

- 1. Writing Assignments**
  - a. Baby Take Home Responsibility Journal
  - b. Journal dealing with STDs
  - c. Making Healthy Choices Assignment
- 2. Discussions**
  - a. Sexual Exposure Chart
  - b. Abstinence
  - c. Reproductive Health
- 3. Projects**
  - a. “Baby Think It Over”
  - b. STD group project

**Interdisciplinary Connections: Students will incorporate English and science skills while learning the reproduction cycle.**



English  
**RL.9-10.1**  
**RL.9-10.2**  
**W.9-10.1**  
**W.9-10.2**  
**SL.9-10.1**  
**SL.9-10.2**  
**SL.9-10.4**  
**SL.9-10.5**

Science  
**HS-ESS3-3**

**21st Century Themes, Skills, and Standards:**

- [www.cdc.gov](http://www.cdc.gov)
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in life.
- 2.4.12.C5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
2.1.12.PP.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods
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.
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).

2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
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).
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).
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>● Risks of unprotected sex</li> <li>● Consequences of teenage pregnancy</li> <li>● STD awareness</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● short/long term effects of child pregnancy</li> <li>● short/long term effects of unprotected sex</li> <li>● short/long term effects of STDs</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i> <ul style="list-style-type: none"> <li>● How to prevent pregnancy</li> <li>● How to detect an STD infection</li> <li>● The stages of pregnancy</li> </ul>	<b>Unit Objectives:</b> <i>Students will be able to.....</i> <ul style="list-style-type: none"> <li>● Understand how to prevent pregnancy.</li> <li>● Identify an STD and understand how to prevent them.</li> <li>● Discuss the stages of pregnancy.</li> </ul>

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 4 Overview**

**Content Area: 9th grade Health**

**Unit Title: Substance Abuse**

**Target Course/Grade Level: 9th grade**

**Unit Summary:**

Students will learn about substance abuse. They will also learn how an individual's drug abuse can affect friends and family and become a public health problem for society at large.

1. Writing Assignments
  - a. Personal Inventory-Smoking and Tobacco
  - b. Effects of Smoking and Tobacco Journal
  - c. Teenagers and Alcohol Journal
  - d. Alcohol and its ripple effect.
2. Discussion
  - a. Commonly abused drugs
  - b. Views on Vaping
  - c. Attitudes Toward Alcohol
  - d. Smoking and Tobacco

**Interdisciplinary Connections:**

**Students will incorporate science by learning how the use of drugs harms the body as a whole. Also, how it is becoming a public health crisis in society.**

**English**

**All written assignments**

**Psychology**

**Influences behind addiction**

**Peer Pressure**

**English**

**RL.9-10.1**

**RL.9-10.2**

**W.9-10.1**

**W.9-10.2**

**SL.9-10.1**

**SL.9-10.2**

**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:**

- [www.cdc.org](http://www.cdc.org)
- There are immediate and long term consequences of risky behavior associated with substance abuse.
- 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

<b>Learning Targets</b>			
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>		
2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.		
2.3.12.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).		
2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.		
2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.		
2.3.12.DSDT.2	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.		
2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).		
2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.		
2.3.12.DSDT.5	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>Insert enduring questions for unit here</b></li> <li>● <b>How the use of drugs and alcohol affect someone's future?</b></li> <li>● <b>How the use of drugs and alcohol affect someone's body, immediately and in the future?</b></li> <li>● <b>How the abuse of drugs and alcohol</b></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>Insert enduring understandings for unit here.</b></li> <li>● <b>Understand the short/long term effects of substance abuse</b></li> <li>● <b>Understand how substance abuse affects decision making</b></li> <li>● <b>Understand the effects of substance abuse</b></li> </ul> </td> </tr> </table>		<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>Insert enduring questions for unit here</b></li> <li>● <b>How the use of drugs and alcohol affect someone's future?</b></li> <li>● <b>How the use of drugs and alcohol affect someone's body, immediately and in the future?</b></li> <li>● <b>How the abuse of drugs and alcohol</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>Insert enduring understandings for unit here.</b></li> <li>● <b>Understand the short/long term effects of substance abuse</b></li> <li>● <b>Understand how substance abuse affects decision making</b></li> <li>● <b>Understand the effects of substance abuse</b></li> </ul>
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<p>impact the family along with society?</p> <ul style="list-style-type: none"> <li>● How the abuse of drugs and alcohol can correlate with an STD?</li> </ul>	<p>on family and friends</p>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How to identify drugs and alcohol</li> <li>● How different drugs and alcohol affect the body</li> <li>● How to avoid potential dangerous situations involving substance abuse</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Students will be able to know how different drugs affect the body in different ways.</li> <li>● Students will be able to avoid potentially dangerous situations involving drugs and alcohol.</li> <li>● Student will know the risk associated with drugs and alcohol.</li> </ul>

**Lower Cape May Regional School District 9<sup>th</sup> Grade Health Curriculum  
Unit 5 Overview**

**Content Area: 9th Grade Health**

**Unit Title: CPR and First Aid**

**Target Course/Grade Level: 9th**

**Unit Summary: In this unit students will learn infant, child and adult CPR as well as First Aid.**  
Students will be taught how to care for an Adult in an emergency situation.

1. Writing Activities
  - a. Wellness assessment
  - b. Deciding to Act/Taking Action
  - c. Checking a conscious/unconscious victim
  - d. Chapter 1 Study questions
2.
  - a. Identifying health risk
  - b. Individual Level of Wellness
  - c. Managing stress
  - d. Types of Exercise
  - e. Healthy Eating
3. Checkouts
  - a. Turning a victim
  - b. Conscious choking
  - c. Initial check
  - d. Adult CPR

- e. Unconscious Choking Adult
- 4. Test
  - a. Before Giving Care
  - b. Adult CPR

**Interdisciplinary Connections:**

English

All writing assignments and discussions.

**21st Century Themes, Skills, and Standards:**

- Example: Technology utilization in the form of .....
- 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.

**Learning Targets**

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.

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).

**Unit Enduring Questions:**

- Will I know how to respond correctly in the event of an emergency.
- How will my current eating habits influence my heart health
- How do I prevent coronary heart disease by avoiding certain risk factors.

**Unit Enduring Understandings:**

- Students will understand that there are steps to follow when responding to an emergency.
- Students will understand that certain foods one eats can attribute to coronary heart disease
- Students will be informed on how to deal with specific risk factors.

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How to respond correctly to an emergency.</li> <li>● That exercise can reduce health risks (such as diabetes, heart disease) and reduce stress levels.</li> <li>● That taking risks such as smoking, vaping, drugs and dangerous physical actions will influence their current and future health.</li> <li>● That there are steps to follow in conducting Adult CPR</li> <li>● That there are steps to follow for Adult conscious choking</li> <li>● That there are steps to follow for Adult unconscious choking</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Decide to Act and Take Action</li> <li>● Know the benefits of regular exercise on the body and mind.</li> <li>● Understand that how you deal with risk factors can affect your safety and future health.</li> <li>● Perform Adult CPR</li> <li>● Perform Adult conscious choking</li> <li>● Perform Adult Unconscious choking</li> </ul>

**Lower Cape May Regional School District 9<sup>th</sup> Grade Health Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Link [here](#) for ideas. [More ideas](#) and [here](#).
- If you utilization Kahoot, Socrative, quizlet or other online assessment platforms list those here as well.

**Summative Assessment Utilized throughout Units:**

- QBA's
- Benchmarks
- Modified Assessments

**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](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**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: Please look in the INTERDISCIPLINARY CONNECTIONS in each unit for the standards.

**Project-based Learning Tasks:**

- “Baby Think It Over”
- STD Group Project

**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.
- **Freshman STD Project**
  - [Teen Health and Wellness](#) database
  - [TeensHealth](#)
  - [U.S. Government Centers for Disease Control STD Page](#)
  - [Medline Plus STD Page](#)
  - [TeenSource STD 101](#)



**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Chromebook
- Media Center Resources (books)

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:
- [www.youtube.com](http://www.youtube.com)
- [https://www.nlm.nih.gov/health/educational/lose\\_wt/index.htm](https://www.nlm.nih.gov/health/educational/lose_wt/index.htm)
- [www.myfitnesspal.com](http://www.myfitnesspal.com)

**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)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	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.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	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).

<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	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.
<b>Varied computer programs</b>	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.
<b>Multiple Intelligence or Learning Style options</b>	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.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	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.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	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.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	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.
<b>Tiered assignment/ product</b>	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.
<b>Independent studies</b>	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.
<b>4MAT</b>	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
<b>Jigsaw</b>	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.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	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).
<b>Modified Assessments</b>	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.
<b>Learning contracts or Personal Agendas</b>	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.
<b>Compacting</b>	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).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	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.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)</b>	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.
<b>Curriculum development Resources/Instructional Materials:</b>	

List or Link Ancillary Resources and Curriculum Materials Here:

\*[www.youtube.com](http://www.youtube.com)

\*[https://www.nhlbi.nih.gov/health/educational/lose\\_wt/index.htm](https://www.nhlbi.nih.gov/health/educational/lose_wt/index.htm)

\*[www.myfitnesspal.com](http://www.myfitnesspal.com)

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**Board of Education Approved Text(s)**

- We do not use a textbook.