

Biomedical Innovations Curriculum

(pg 18-19 HS-ESS3-2)

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 are 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**

Lower Cape May Regional School District Biomedical Innovation Curriculum	
Content Area: Science (Career Technical Education: Biomedical)	
Course Title: Biomedical Innovation	Grade level: 12
Unit 1: 16 Hour Independent Study (Observation) 1.1: Collection of potential site contact Information 1.2: Print/Digital Record of 16 Hours/Signed 1.3: Career Journal/Diary of each visit	Dates for Units: September
Unit 2: Design of a Health Care Space 2.1: Calculate Healthcare Space Guidelines 2.2: Local Healthcare Space to Update 2.3: GoogleSlide Presentation to Admin	Dates for Units: October
Unit 3: Anatomization/Necropsy/Autopsy 3.1: Integumentary System/Fascia 3.2: Muscular System 3.3: Thoracic Cavity/Diaphragm 3.4: Abdominal Cavity/Accessory Organs 3.5: Cephalic Region	Dates for Units: November-December
Unit 4: Exploring Human Physiology 4.1: Graphical Analysis/Vernier Sensors 4.2: Biofeedback 4.3: Experimental Design 4.4: GoogleSlide Presentation to Staff	Date for Units: January
Unit 5: Design of a Medical Innovation 5.1: Cape May County Needs Assessment 5.2: County Statistics Drive Innovation 5.3: GoogleSlide Presentation to County	Date for Unit: February

Unit 6: Investigating Environmental Health <i>(pg 18-19 HS-ESS3-2)</i> 6.1: Cape May County Municipal Utilities Authority Guest Speaker(s) 6.2: Cape May County Health Department Guest Speaker(s) 6.3: Historical Records of Environmental Health (Cholera Mass Grave in CSV) 6.4: Tox Town Activity	Date for Unit: March
Unit 7: Combating a Public Health Issue 7.1: Request to poll public (Board of Ed) 7.2: Design and Implementation of Survey 7.3: Data Analysis/Statistical Significance 7.4: GoogleSlide Presentation to Professional	Date of Unit: April
Unit 8: Legacy Project (Book Published) 8.1: Research and Collection of Records 8.2: Presentation by Media Specialist/ Librarian 8.3: Publishing Platform/Canva etc 8.4: Editing shared Documents 8.5: The Final Product in Hand by Graduation.	Date of Unit: May-June
Date Created: (7-6-26)As adopted from PLTW 2009-2024	Board Approved On:

Lower Cape May Regional School District Biomedical Innovation Curriculum Unit 1 Overview
Content Area: Science (Career Technical Education: Biomedical)
Unit 1 Title: 16 Hour Independent Study (Observation)
Target Course/Grade Level: Grades 12
Unit Summary: 1.1: Collection of potential site contact Information 1.2: Print/Digital Record of 16 Hours/Signed 1.3: Career Journal/Diary of each visit 16 Hour Independent Study Lesson Summary • 10 Potential Sites within 10 miles of Lower Twp contact list • Call each site to see if observation is allowed • Use of a Gantt Chart to schedule visits • To be completed over the course of the school year, and due before Semester 2 Closes.
Interdisciplinary Connections: R.1 - Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.2 - Reading Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. W.1 - Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. AS.W.5 - Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. AS.W.6 - Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
21st Century Themes, Skills, and Standards: • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. • 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
Unit Enduring Questions: • What health care facilities are open to observations? • When throughout the year can 16 hours fit into schedules? Unit Enduring Understandings: • Tasks might be menial and the purpose is to get a feeling of the physical space and jobs accomplished during a day in the life. • $\frac{1}{8}$ of the school year grade is dependent on completion of 16 Hours (maybe replaced by	

	blood donation or creation of a project with local nursing home (Prom Dress Fashion Show)
Unit Objectives: <i>Students will know....</i> • Planning and Time Management • Soft Skills required to interact in professional spaces • Communicating as a Professional: phone calls and emails	Unit Objectives: <i>Students will be able to.....</i> • Advocate for themselves • Fit 16 hours of work into senior year and not procrastinate • Interact with professionals/patients and keep confidentiality according to HIPAA if required.

Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 2 Overview	
Content Area: Science (Career Technical Education: Biomedical)	
Unit 2 Title: Design of a Health Care Space	
Target Course/Grade Level: Grades 12	
Unit Summary: 2.1: Calculate Healthcare Space Guidelines 2.2: Local Healthcare Space to Update 2.3: GoogleSlide Presentation to Admin	
Design of a Health Care Space Lesson Summary • Past Examples Include: LCMR High School Nurses Office/Storage Space/Courtyard RMT Nurses Office/Administration Offices LCMR Athletic Trainers Office/Bagel Shop Cape May County Health Department Quarantine Space -Gymnasium (indoor/outdoor spaces) Resorts Hotel and Casino into Bumrungrad Hospital LCMR G Wing Open Spaces into Alternate Care Site (ACS) • Quantification of how many patients/victims would be treatable according to NJ State Healthcare Space Guidelines • Drafting of formal request to redesign space and presentation to Superintendent, Business Administrator, (Vice)Principal, School Nurse	
Interdisciplinary Connections: R.1 - Reading	

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 - Reading

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.1 - Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AS.W.5 - Writing

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

AS.W.6 - Writing

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

F.IF.4 - Interpreting Functions

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

S.ID.6 - Interpreting Categorical and Quantitative Data

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

21st Century Themes, Skills, and Standards:

- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
Unit Enduring Questions: • What spaces in our immediate vicinity could be designed for faster and more effective care of patients and victims? • Are there ways to expand the existing space according to the guidelines that denote square footage per patient/victim, so that current or future populations can be treated? • Although hypothetical, can we create excitement about potential upgrades to spaces, maybe one day our ideas will be used to change the physical and procedural environment of our health care system?	Unit Enduring Understandings: • Healthcare professionals and School Resource Officers are great references for standards of care and procedural requirements. • Spaces are measured in accordance with what the patient/victim may be doing: standing and waiting, laying down and receiving care or possibly a direct path for larger healthcare platforms like an ambulance/stretchers/helicopter. • There are costs associated with upgrades, and procedural changes that can lead to council/board debate about anticipated need (Return on Investment etc)
Unit Objectives:	Unit Objectives:

<i>Students will know....</i> • Resources available to help make informed decisions. • New Jersey Regulations as they relate to other states, and details such as: not all schools have nurses or 1 nurse is used to treat a population of X in District A and District B could be much more demanding.	<i>Students will be able to.....</i> • Create APA/MLA Citations of useful resources. • Create a Slideshow and perform a formal presentation in front of viewers not normally sitting in our classroom. • Field questions as a team and share the responsibility of acting professionally.
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Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 3 Overview	
Content Area: Science (Career Technical Education: Biomedical)	
Unit 3 Title: Anatomization and Necropsy	
Target Course/Grade Level: 12	
Unit Summary: 3.1: Integumentary System/Fascia 3.2: Muscular System 3.3: Thoracic Cavity/Diaphragm 3.4: Abdominal Cavity/Accessory Organs 3.5: Cephalic Region Anatomization and Necropsy Lesson Summary • Dissection of a feline specimen over the course of November and December. • Students will use Orientation Terms from Human Body Systems to record findings externally and internally in Dissection Journal (Google Slideshow).	
Interdisciplinary Connections: R.1 - Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.2 - Reading Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

W.1 - Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AS.W.5 - Writing

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

AS.W.6 - Writing

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

21st Century Themes, Skills, and Standards:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS.LS1.7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.

HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
Unit Enduring Questions: - What are the 4 primary body tissues, and how are their borders defined by cellular differentiation? - Where are the organs located according to 9 part abdominal regions? - How are the tools of dissection used safely and effectively? - What are proper PPE for dealing with CaroSafe and Biological Waste?	Unit Enduring Understandings: - Connective, Nervous, Muscular, Epithelial - Fascial Lining and how it interacts as an organ - Organs of the Hypergastric, L/R Hypochondriac, Umbilical, L/R Lumbar, Epigastric, L/R Iliac. - Scalpel, dull/sharp probe, scissor, tweezer dissection self sealing pad. - Blade Replacement and Disposal (Sharps Container) - Goggles, Gloves and Aprons
Unit Objectives: <i>Students will know....</i> - Variability among location of organs, weight, and color also are not always precise amongst all specimens dissected from team to team. - Organs and Accessory organs location and relationship within the system it is found.	Unit Objectives: <i>Students will be able to.....</i> - Practice pressure and angle of incisions on real biological tissues rather than on digital platforms. - Identify Dental Formula, Gallbladder, Appendix, Spleen, Tapetum Lucidum, Meninges, etc.

Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 4 Overview
Content Area: Science (Career Technical Education: Biomedical)
Unit 4 Title: Exploring Human Physiology
Target Course/Grade Level: Grades 12
Unit Summary: 4.1: Graphical Analysis/Vernier Sensors 4.2: Biofeedback 4.3: Experimental Design 4.4: GoogleSlide Presentation to Staff Exploring Human Physiology Lesson Summary Past Examples Include: • Cold Exposure, Heart Rate, Blood Pressure and Completion of tasks (Physical and Mental) • Surface Temp, Internal Temp, Habanero Pepper Challenge • Light and Dark Exposure Frequency related to Pupil Dilation and Responsiveness • Perception of time while in dark/light and hearth rate.
Interdisciplinary Connections: R.1 - Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.2 - Reading Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. W.1 - Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. AS.W.5 - Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

AS.W.6 - Writing

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

21st Century Themes, Skills, and Standards:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that

	describe the natural world operate today as they did in the past and will continue to do so in the future.
HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
Unit Enduring Questions: • Can we collaborate and design an experiment that asks a question about human physiology which can be quantified with Vernier Sensors and Graphical Analysis? • Can meaning be found within a data set , and was data statistically significant with attention paid to sample sizes?	Unit Enduring Understandings: • Timely and relevant questions about human physiology during this place and time in history can be measured and provide a basis for innovations that can lead us into a healthier future. • Difference between correlation and causation
Unit Objectives: <i>Students will know....</i> • Principles of Ethics and procedural steps for permission to conduct experimentation, collection of data and sharing of findings. • Careers in Medicine that conduct this type of research. • How to use local and national publications to find meaningful topics.	Unit Objectives: <i>Students will be able to.....</i> • Read Pulse Ox, EKG, Blood Pressure, metric measurements (prefixes), Spirometry Graphs, and temperatures in various units. • Create tables and graphs using Google Sheets and present the data with meaningful analysis that is backed by already published citable evidence to a select audience with experience in the topic.

Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 5 Overview
Content Area: Science (Career Technical Education: Biomedical)
Unit 5 Title: Design of a Medical Innovation
Target Course/Grade Level: Grades 12

Unit Summary:

5.1: Cape May County Needs Assessment

5.2: County Statistics Drive Innovation

5.3: GoogleSlide Presentation to County

Design of a Medical Innovation Lesson Summary

Past Examples Include:

- [Cape May County Needs Assessment Digitized](#). Community Partners, listed below, used paper surveys to collect data from participants, Innovations students rewrote the questions into Google and counted the results. The results were turned into a Google Slide Show which was presented to Joanne Carrocino President and CEO of Cooper Medical Center.

Community Partners:

Angelica Hospice and Palliative Care Cape May County Chamber of Commerce Cape May County Department of Aging and Disability Services Cape May County Department of Health Cape May County Department of Human Services Cape Assist Cape Counseling Cape Regional Health System Cape Regional Physician Associates Caring for Kids Christ Gospel Church Complete Care Concerned Citizens of Whitesboro CURE Lower Township School District Middle Township Police Department Prevention Partnership Puerto Rican Action Committee Rutgers Cooperative Extension Volunteers in Medicine

- Walk Lower Township Covid Era Fresh Start. Innovations students used GPS imagery to map township spaces that were friendly to walkers, runners, hikers and bikers. A pamphlet with locations was available in local doctors offices. A QR code was available to watch a short video of the trails which categorized the distance, lighting, bathrooms, pet friendly, areas for rest, and necessary footwear.
- Wander World was a reimagination of Cold Spring Village turning it into an outdoor Nursing Facility. The Staff took on identities of maintenance, food service, and patrons who would provide a space free of the confines of a typical nursing home.

Interdisciplinary Connections:

R.1 - Reading

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 - Reading

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.1 - Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AS.W.5 - Writing

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

AS.W.6 - Writing

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

21st Century Themes, Skills, and Standards:

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

- 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering

HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
Unit Enduring Questions: • What are Lower Townships needs related to health and wellness? • Can we innovate on already existing infrastructure to serve the multigenerational public? • Can we make our innovation available to the public and present it to the leaders in our community who can make it into a reality?	Unit Enduring Understandings: • Positive change can come from high school level think tanks. • Use of valid data collection, analytics and professional presentation skills creates credibility for our programs at Lower Cape May Regional. • Generational Gaps exist within Technology literacy. LCMR Innovations students have skills on computers and phones that can make paper forms of outreach more accessible and faster to the public and the health providers.
Unit Objectives: <i>Students will know....</i> • County Leadership Hierarchies • Methods of Connection • Professional Interaction Strategies	Unit Objectives: <i>Students will be able to.....</i> • Make a difference within the walls of the classroom that can be implemented outside of the walls of the school. • Begin a network of connections at a County Level that may lead to future employment or career references.

Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 6 Overview <i>(pg 18-19 HS-ESS3-2)</i>	
Content Area: Science (Career Technical Education: Biomedical)	
Unit 6 Title: Investigating Environmental Health	
Target Course/Grade Level: Grades 12	
Unit Summary: 6.1: Cape May County Municipal Utilities	

Authority Guest Speaker(s)
6.2: Cape May County Health Department
Guest Speaker(s)
6.3: Historical Records of Environmental
Health (Cholera Mass Grave in CSV)
6.4: Tox Town Activity

Investigating Environmental Health Lesson Summary

Past Examples Include:

- Zillow Real Estate: Finding a home that fits needs of the student with anticipated family, cost, and location. Using Google Earth View to examine Powers of 10 Quadrats to predict Environmental concerns or lack there of. For example: nearby parking lots, industrial sites, **Climatic Anomalies that could pose a danger in the future. (HS-ESS3-2)**
- Field Trip to Cape May County Municipal Utilities Authority and presentation by MUA Engineer and Microbiologist about modernizing water treatment and diseases from the past related to poor water handling

Interdisciplinary Connections:

R.1 - Reading

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 - Reading

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.1 - Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AS.W.5 - Writing

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

AS.W.6 - Writing

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

21st Century Themes, Skills, and Standards:

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS-ESS3-2	Requires students to evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. The core focus is on resource conservation, recycling, minimizing environmental impacts, and balancing economic, social, and geopolitical risks.
HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering

HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
Unit Enduring Questions: • Can we read water quality test results and compare them to acceptable standards? • Can we research the impact of water contaminants on the human tissues and find examples where an impact was published? (Flint Michigan and Lead)	Unit Enduring Understandings: • Timely and relevant questions about human impacts on the environment and the reciprocating effects it has on health and wellness of the society. • Place and time in history can be measured to provide a basis for innovations that can lead us into a healthier future. • Difference between correlation and causation
Unit Objectives: <i>Students will know....</i> • Principles of Ethics and procedural steps for permission to conduct experimentation, collection of data and sharing of findings. • Careers in Medicine that conduct this type of research. • How to use local and national publications to find meaningful topics.	Unit Objectives: <i>Students will be able to.....</i> • Read Water Quality Test results as published on School and County Websites in metric units that fall within safety guidelines. • Create tables and graphs using Google Sheets and present the data with meaningful analysis that is backed by already published citable evidence to a select audience with experience in the topic.

Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 7 Overview
Content Area: Science (Career Technical Education: Biomedical)
Unit 7 Title: Combating a Public Health Issue
Target Course/Grade Level: Grades 12
Unit Summary: 7.1: Request to poll public (Board of Ed) 7.2: Design and Implementation of Survey 7.3: Data Analysis/Statistical Significance 7.4: GoogleSlide Presentation to Professional Combating a Public Health Issue Lesson Summary • This unit has been integrated within other units because it focuses on obesity, mental health, access to care, under staffed first responding units, distance to medical providers, and many of the topics covered in other units • Quantification Protocols such as data collection, analysis, and presentation are the focus to show that statistical significance can make a correlation into a causation.
Interdisciplinary Connections: R.1 - Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.2 - Reading Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. W.1 - Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. AS.W.5 - Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. AS.W.6 - Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
21st Century Themes, Skills, and Standards: • 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). • 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). • 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Unit Enduring Questions: • Can we collaborate and design an experiment that asks a question about human physiology which can be quantified with Vernier Sensors and Graphical Analysis? • Can meaning be found within a data set , and was data statistically significant with attention paid to sample sizes?	Unit Enduring Understandings: • Timely and relevant questions about human physiology during this place and time in history can be measured and provide a basis for innovations that can lead us into a healthier future. • Difference between correlation and causation
Unit Objectives: <i>Students will know....</i> • Principles of Ethics and procedural steps for permission to conduct experimentation, collection of data and sharing of findings. • Careers in Medicine that conduct this type of research. • How to use local and national publications to find meaningful topics.	Unit Objectives: <i>Students will be able to.....</i> • Create tables and graphs using Google Sheets and present the data with meaningful analysis that is backed by already published citable evidence to a select audience with experience in the topic.

Lower Cape May Regional School District Biomedical Innovations Curriculum Unit 8 Overview
Content Area: Science (Career Technical Education: Biomedical)
Unit 8 Title: Legacy Project (Publish a Book)
Target Course/Grade Level: Grades 12
Unit Summary: 8.1: Research and Collection of Records 8.2: Presentation by Media Specialist/ Librarian 8.3: Publishing Platform/Canva etc 8.4: Editing shared Documents 8.5: The Final Product in Hand by Graduation.

Legacy Project (Publish a book) Lesson Summary

Past Examples Include:

- LCMR Alumni who are now Pursued Careers in Medicine
- Cape May County Survival Guide (Office of Emergency Management)
- 250 Years of Health Care in Lower Township (1776-2026)
-(highlighting LCMRs historical record of School Nurses)

Interdisciplinary Connections:

R.1 - Reading

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 - Reading

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.1 - Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AS.W.5 - Writing

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

AS.W.6 - Writing

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

21st Century Themes, Skills, and Standards:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-2	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.

HS-LS1-1	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells
HS-LS1-3	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
HS-LS1-4, HS-LS1-5, HS-LS1-7	Use a model based on evidence to illustrate the relationships between systems or between components of a system
HS-LS1-3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
HS-LS1-1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
Unit Enduring Questions: • Can we collaborate and design a book that will be logged in our school Library? • Can we tell a story about Health Care in our Community?	Unit Enduring Understandings: • Processes required to publish a book within a time frame complete with cover, table of contents, index. • We can make a difference from within the confines of our classroom.
Unit Objectives: <i>Students will know....</i> • Where and how to collect relevant resources and proper citations. • How to access online documents as well	Unit Objectives: <i>Students will be able to.....</i> • Investigate and find meaning within an amalgam of resources, ultimately consolidating the information into a new and innovative way

as use county, local, and school based library resources. (Library card)	that meets the needs of our time and place. • Work as a collaborative group to edit and create a legacy project that cements their experience within LCMRs Biomedical CTE Program, and graduate with distinction wearing the red stole.
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Lower Cape May Regional School District Human Body Systems Curriculum Evidence of Learning	
Specific Formative Assessments Utilized in Daily Lessons: • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Summative Assessment Utilized throughout Units: • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
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 • ADD TO LIST AS YOU SEE NECESSARY	
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 the content area curriculum.
- Inclusion of **HS-ESS3-2 (New in 2026)**

Project-based Learning Tasks:

- As per PLTW web-based site: <https://classroom.pltw.org/learn/dashboard>

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.
- PLTW website with interactive videos and assignments

Resources:

Ancillary resources and materials used to deliver instruction are included below:

Carolina Biological Dissection Materials and Feline Specimen
Graphical Analysis (online Data Collection site)
Vernier Sensors
3 D Molecular Design Models
Inspiration and Lucid Chart Concept Mapping Platforms
Ultrasound Machines
Canva Book Publishing
Google Suite
Archived Biomedical Innovations Projects
Archived Directory of County Participants

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 individuals. 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 individuals 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.
Curriculum development Resources/Instructional Materials:	
List or Link Ancillary Resources and Curriculum Materials Here: ● PLTW website https://classroom.pltw.org/learn/dashboard	
Board of Education Approved Text(s)	
● PLTW website https://classroom.pltw.org/learn/dashboard	

LOWER CAPE MAY REGIONAL