



# ELMWOOD PARK PUBLIC SCHOOLS

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## OFFICE OF CURRICULUM AND INSTRUCTION

### **Health and Wellness**

#### **Grade 12**

#### **Prerequisite: Health and Wellness Grade 11**

**1.25 credits**

#### **ABSTRACT**

The purpose of this marking period course involves physical, mental, social, and sexual aspects of development. Students gain an understanding that each aspect of health constantly affects and is affected by the others. Good health is what allows people to live up to their full potential. Health is always changing. One is not at the same level of health today as one was yesterday or will be tomorrow.

| <b>UNIT #:</b><br><i>Unit Title</i>                                                                                      | <b>Unit 1:</b><br><i>Relationships, Parenting, and<br/>Childbirth</i>                                                                                                                                                                                                                                                                        | <b>Unit 2:</b><br><i>Dating Violence, Date Rape,<br/>Sexual Assault and Sexting</i>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Unit 3:</b><br><i>Drugs, Alcohol, Tobacco,<br/>Controlled Dangerous Substances,<br/>and Anabolic Steroid<br/>Budgeting and Living on Your Own</i>                                                                                                                                                                                           |
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| Number of Days                                                                                                           | 15 days                                                                                                                                                                                                                                                                                                                                      | 15 days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 days                                                                                                                                                                                                                                                                                                                                        |
| <b>STAGE 1: DESIRED RESULTS</b><br><i>What will students understand as a result of the unit? What are the BIG ideas?</i> |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |
| <b>ESTABLISHED GOALS:</b><br><i>(NJSLS--Comprehensive Health and<br/>Physical Education)</i>                             | <b>Integrated Skills</b><br>2.2.12.C.1-3<br>2.2.12.D.1<br><br><b>Human Relationships and Sexuality</b><br>2.4.12.A.1-6<br>2.4.12.B.1-5<br>2.4.12.C.1-7<br><br><b>Technology</b><br>8.1.12.C.1<br>8.1.12.D.1-2<br>8.1.12.F.1<br><br><b>Career Readiness, Life Literacies,<br/>and Key Skills</b><br>9.1.12.PB.4<br>9.1.12.PB.5<br>9.1.12.RM.4 | <b>Wellness</b><br>2.1.12.D.1-2<br>2.1.12.E.1-2<br><br><b>Integrated Skills</b><br>2.2.12.A.2-3<br>2.2.12.B.1<br><br><b>Drugs and Medicines</b><br>2.3.12.A.1<br>2.3.12.A.3<br>2.3.12.B.4<br>2.3.12.C.1<br>2.3.12.C.3<br><br><b>Human Relationships and Sexuality</b><br>2.4.12.A.5-6<br><br><b>Technology</b><br>8.1.12.C.1<br>8.1.12.D.1-2<br>8.1.12.F.1<br><br><b>Career Readiness, Life Literacies,<br/>and Key Skills</b><br>9.4.12.CT.2<br>9.4.12.DC.1<br>9.4.12.DC.6<br>9.4.12.DC.7 | <b>Human Relationships and Sexuality</b><br>2.4.12.A.3<br>2.4.12.C.7<br><br><b>Drugs and Medicines</b><br>2.3.12.B1-5<br><br><b>Technology</b><br>8.1.12.C.1<br>8.1.12.D.1-2<br>8.1.12.F.1<br><br><b>Career Readiness, Life Literacies, and<br/>Key Skills</b><br>9.2.12.CAP.4<br>9.2.12.CAP.14<br>9.4.12.CI.2<br>9.4.12.GCA.1<br>9.4.12.IML.5 |

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| <p><b>ENDURING UNDERSTANDINGS:</b><br/> <i>(Students will understand . . .</i></p> | <ul style="list-style-type: none"> <li>• How to build and maintain strong and healthy relationships.</li> <li>• The many different types of relationships that one may pursue in life.</li> <li>• Identify the differences between bullying, teasing, and being violent towards another person(s).</li> <li>• Preventative and intervention strategies for bullying, teasing, and violence.</li> <li>• How family structures, values, rituals and traditions meet basic human needs.</li> <li>• That each family may have its own structure, values, rituals, and traditions, which may be different from those of their own family.</li> <li>• That personal independence, past experience, and social responsibility can influence the choice of friends in high school throughout adulthood.</li> <li>• How different relationships may evolve overtime.</li> <li>• Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</li> </ul> | <ul style="list-style-type: none"> <li>• How to determine effective prevention and intervention strategies to address domestic and dating violence.</li> <li>• How to identify risk factors for abusive domestic or dating relationships.</li> <li>• Where and how to seek help if they find or believe themselves in an abusive relationship.</li> <li>• The social, emotional, and legal consequences of electronically distributing and soliciting sexually explicit images.</li> <li>• Identify the prevalence of sexual assault</li> <li>• Discuss rape culture and its effects on survivors and society</li> <li>• Create and discuss a sexual assault continuum</li> <li>• Identify strategies to prevent sexual assault</li> <li>• Discuss the physical effects of sexual assault</li> <li>• Identify possible behavioral changes that survivors may experience following a sexual assault</li> <li>• Discuss the psychological effects of sexual assault</li> <li>• Determine an advocate's role and responsibilities in working with sexual assault survivors</li> </ul> | <ul style="list-style-type: none"> <li>• The advantages and disadvantages of specific adult decisions.</li> <li>• How to budget to afford a dwelling place, a wedding, and having a child.</li> <li>• Budgeting based on career choices.</li> <li>• That living on your own, marriage, and parenting are significant events that inevitably impact one's life.</li> <li>• How to recognize the responsibilities and budgets needed to successfully afford living on your own.</li> <li>• Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• Explain why it is illegal to use or possess anabolic steroids.</li> <li>• Compare the short- and long-term physical effects of all types of tobacco use.</li> <li>• Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</li> <li>• Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</li> <li>• Identify the short- and long- term physical effects of inhaling certain substances.</li> <li>• There are different types of cancer.</li> <li>• There are ways that a person can reduce his/her risk of cancer.</li> <li>• The importance of organ donation as a strategy for mitigating loss of</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>● Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</li> <li>● Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).</li> <li>● Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.</li> <li>● That rights and experiences of members of the LGBTQ+ community is different than their cisgender, heterosexual counterparts under the eyes of the law in various U.S. states simply due to their identity and sexual orientation.</li> <li>● Identify and compare social injustices that surround the LGBTQ+ community, past and present.</li> <li>● The role of the government in social reform and upholding individual liberties (i.e. Supreme Court decisions, Congressional laws).</li> <li>● Explore the many ways that suicide can be prevented.</li> </ul> | <ul style="list-style-type: none"> <li>● Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).</li> </ul> | <p>life due to disease and certain health conditions.</p> <ul style="list-style-type: none"> <li>● Identify accident and fire prevention strategies as means of everyday safety.</li> </ul> |
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|                                                                                                                                  | <ul style="list-style-type: none"> <li>• The struggles and sacrifices of Americans with physical and cognitive disabilities in the pursuit of societal and political equality.</li> <li>• The contributions of key individuals with disabilities in the economy, society, and political life of America.</li> <li>• The efforts to instantiate key American rights in American society, politics, and economic life.</li> <li>• The attempts by disabled Americans and their advocates to improve conditions for persons with disabilities.</li> <li>• The key legislative outcomes that have improved access for Americans with disabilities.</li> <li>• The effects of legislation and Supreme Court decisions on various segments of the American population, including Americans with disabilities.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>ESSENTIAL QUESTIONS:</b><br><i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i> | <ul style="list-style-type: none"> <li>• How can relationships grow in healthy ways?</li> <li>• How does communication build trust?</li> <li>• How can families and their dynamics change over time?</li> <li>• What factors could potentially impact typical childhood development?</li> <li>• How can one overcome abuse?</li> <li>• How does becoming a parent change a person's life?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• What are the warning signs of domestic abuse?</li> <li>• What help is available to victims of date rape and domestic abuse?</li> <li>• What steps can a victim of date rape or domestic abuse take to get help?</li> <li>• What makes someone become abusive in a relationship?</li> <li>• Why are people silent about their victimization?</li> </ul> | <ul style="list-style-type: none"> <li>• How is budgeting helpful in developing and maintaining the lifestyle I want/need?</li> <li>• Do I live within my means?</li> <li>• What can happen if I go into debt?</li> <li>• How can I develop my own budget?</li> <li>• How can budgeting help future decisions?</li> <li>• How can I spend my money wisely?</li> <li>• How much would it cost to have and raise a child?</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• What are ways to prevent suicide?</li> <li>• What are resources that can be utilized when speaking of suicide prevention?</li> <li>• What kinds of habits can positively and negatively affect pregnancy?</li> <li>• Are you prepared to be a parent?</li> <li>• Why are there so many forms of contraception and what are they?</li> <li>• Do members of the LGBTQ+ receive the same Constitutional protections as members of other minority groups?</li> <li>• • How have ideas of community and inclusion changed to include people with disabilities?</li> <li>• • How has the government changed to be more inclusive of people with disabilities?</li> </ul> | <ul style="list-style-type: none"> <li>• How can I recognize an abuser?</li> <li>• Why is sexting still a big deal in a committed relationship?</li> <li>• What legal actions can be taken for and from sexting?</li> <li>• Why is sexting technically considered pornography?</li> <li>• What emotional and psychological impact does being forced to share or take inappropriate pictures as blackmail have on a person?</li> <li>• Should I report sexting if I am not comfortable with it?</li> <li>• How and to whom can I report sexting?</li> <li>• What are the warning signs of sexual assault?</li> <li>• What help is available to victims of sexual assault?</li> <li>• What steps can a victim of sexual assault take to get help?</li> <li>• What is Sexual Assault?</li> <li>• What is “Rape culture”</li> </ul> | <ul style="list-style-type: none"> <li>• What is the cost of living in an apartment versus buying a condo/home?</li> <li>• What is my current debt to income ratio?</li> <li>• What are the consequences of drug and alcohol abuse?</li> <li>• What are the long term effects of alcohol and drugs?</li> <li>• What are some causes and possible treatments for cancer?</li> <li>• Why do you think cancer is more prevalent now than in any other time in history?</li> <li>• How can you prevent fires?</li> </ul> |
| <p style="text-align: center;"><b>STAGE 2: ASSESSMENT EVIDENCE</b></p> <p style="text-align: center;"><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>PERFORMANCE TASKS:</b><br/>(Through what authentic performance tasks will students demonstrate the desired understandings?)</p>                                                                                                                                                                                                                                                                                      | <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Instructional Groups and Activities</li> <li>• Small group/ large group discussion</li> <li>• Investigation of key concepts &amp; principles</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Instructional Groups and Activities</li> <li>• Small group/ large group discussion</li> <li>• Investigation of key concepts &amp; principles</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Instructional Groups and Activities</li> <li>• Small group/ large group discussion</li> <li>• Investigation of key concepts &amp; principles</li> </ul>                                                                                                                                                                                                                                                                   |

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| <p><i>(By what criteria will performances of understanding be judged?)</i></p> | <ul style="list-style-type: none"> <li>● Group Work</li> <li>● Presentations</li> <li>● Research Health information on computer or Health Journals</li> <li>● Lesson Reviews</li> <li>● Develop an action plan for a personal health goal</li> <li>● Role Playing</li> <li>● Class Debates</li> <li>● Presenting and Writing Current Events</li> <li>● Recognize the stages of pregnancy</li> <li>● Evaluate life decisions as it pertains to pregnancy</li> <li>● Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</li> </ul> | <ul style="list-style-type: none"> <li>● Group Work</li> <li>● Presentations</li> <li>● Research Health information on computer or Health Journals</li> <li>● Lesson Reviews</li> <li>● Develop an action plan for a personal health goal</li> <li>● Role Playing</li> <li>● Class Debates</li> <li>● Presenting and Writing Current Events</li> <li>● Analyze Myths and Facts about Sexual Assault</li> <li>● Analyze Sexual Assault Statistics</li> </ul> | <ul style="list-style-type: none"> <li>● Group Work</li> <li>● Presentations</li> <li>● Research Health information on computer or Health Journals</li> <li>● Lesson Reviews</li> <li>● Develop an action plan for a personal health goal</li> <li>● Role Playing</li> <li>● Class Debates</li> <li>● Presenting and Writing Current Events</li> </ul> |
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| <p><b>OTHER EVIDENCE:</b><br/> <i>(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)</i><br/> <i>(How will students self-assess their learning?)</i></p> | <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Essays/compositions</li> <li>● Reports</li> <li>● Notebook assignments</li> <li>● Peer evaluations</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Create a journal</li> <li>● Projects Independent/Group</li> <li>● Written assessment</li> <li>● Summative and Formative Assessment</li> </ul> <p><u>Self Assessing</u></p> <ul style="list-style-type: none"> <li>● Entrance/Exit Slips</li> <li>● Self Evaluation Progression Checklist</li> <li>● Reflection</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Essays/compositions</li> <li>● Reports</li> <li>● Notebook assignments</li> <li>● Peer evaluations</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Create Health Websites</li> <li>● Portfolio</li> <li>● Summative and Formative Assessment</li> </ul> <p><u>Self Assessing</u></p> <ul style="list-style-type: none"> <li>● Entrance/Exit Slips</li> <li>● Self Evaluation Progression Checklist</li> <li>● Reflection</li> </ul> | <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Essays/compositions</li> <li>● Reports</li> <li>● Notebook assignments</li> <li>● Peer evaluations</li> <li>● Daily oral language</li> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Summative and Formative Assessment</li> </ul> <p><u>Self Assessing</u></p> <ul style="list-style-type: none"> <li>● Entrance/Exit Slips</li> <li>● Self Evaluation Progression Checklist</li> <li>● Reflection</li> </ul>                                                                                                                                                                          |
| <p><b>RESOURCES:</b></p>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a></li> <li>● <a href="http://www.teachingsexualhealth.ca">www.teachingsexualhealth.ca</a></li> <li>● <a href="http://www.sexetc.org">www.sexetc.org</a></li> <li>● <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● <a href="http://www.kidshealth.com/classroom">www.kidshealth.com/classroom</a></li> <li>● <a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="http://www.thebump.com">www.thebump.com</a></li> <li>● <a href="https://www.nj.gov/njsafehaven/">https://www.nj.gov/njsafehaven/</a></li> <li>● Chromebooks</li> <li>● Canvas</li> <li>● Google Forms</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a></li> <li>● <a href="http://www.ncadv.org">www.ncadv.org</a></li> <li>● <a href="http://www.helpguide.org">www.helpguide.org</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="https://www.nj.gov/njsafehaven/">https://www.nj.gov/njsafehaven/</a></li> <li>● Chromebooks</li> <li>● Canvas</li> <li>● Google Forms</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a></li> <li>● <a href="http://www.moneymanagement.org">www.moneymanagement.org</a></li> <li>● <a href="http://www.makeuseof.com">www.makeuseof.com</a></li> <li>● <a href="http://www.forbes.com">www.forbes.com</a></li> <li>● <a href="http://www.twocents.lifehacker.com">www.twocents.lifehacker.com</a></li> <li>● <a href="http://www.mint.com/budgeting">www.mint.com/budgeting</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="http://i.infopls.com/SOP/Teenbudget-saveable.pdf">http://i.infopls.com/SOP/Teenbudget-saveable.pdf</a></li> <li>● Chromebooks</li> <li>● Canvas</li> <li>● Google Forms</li> </ul> |



### STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO\*** acronym to consider key design elements.*

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| <p><b>SKILLS AND TOPICS:</b><br/> <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p> | <p><b>SWK:</b></p> <ul style="list-style-type: none"> <li>• Healthy intimate relationships grow in stages.</li> <li>• Use social-awareness and interpersonal skills to establish and maintain positive relationships.</li> <li>• Love requires commitment, communication, and working together.</li> <li>• Recognize the feelings and perspectives of others to foster empathy.</li> <li>• Recognize individual and group similarities and differences in the development of social awareness.</li> <li>• Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.</li> <li>• Marriage is known as the highest form of commitment in our society.</li> <li>• Being completely honest is the best way to gain the trust of others.</li> <li>• Effective communication is essential to trust.</li> <li>• Prospective parents should think about how children will alter and impact their current and the rest of their lives.</li> <li>• The menstrual cycle prepares the female body for pregnancy.</li> <li>• Health habits of both parents prior to pregnancy can affect the health of a baby.</li> </ul> | <p><b>SWK:</b></p> <ul style="list-style-type: none"> <li>• How to identify the various warning signs of mental and/or physical abuse.</li> <li>• What actions to take if mentally or physically abused</li> <li>• How to contact a hotline or center for abuse</li> <li>• Different coping strategies of date rape or domestic violence</li> <li>• That digital pictures and/or messages do not ever permanently get deleted</li> <li>• What type of legal actions or consequences can arise from sexting</li> <li>• How the age of both parties as well as the level of sexting play key roles in potential consequences and legal actions of sexting</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Signs of an abusive relationship</li> <li>• Signs of mental abuse</li> <li>• Hotlines for abuse</li> <li>• Communicating about abuse</li> <li>• How to cope and manage with abuse</li> <li>• Sexting (forced and willing)</li> <li>• Legal consequences of sexting</li> <li>• Identify relevant careers in the field of counseling, psychiatry, etc.</li> </ul> | <p><b>SWK:</b></p> <ul style="list-style-type: none"> <li>• How to spend their money within their own means</li> <li>• The reality of needs versus wants</li> <li>• How to balance a checking account and budget for the things one needs/wants</li> <li>• Costs of living</li> <li>• Debt, credit card debt, interest, loans and how they can be avoided and/or rebuilt/settled</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Debt to income ratio</li> <li>• Budgeting for different events</li> <li>• Affordability</li> <li>• Cost of living</li> <li>• Cost of having and raising a child</li> <li>• Identify relevant careers in the field of substance abuse, counseling, etc.</li> </ul> |
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|                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>● Fetal development starts at the time of conception.</li> <li>● Both physical and emotional changes occur for a woman during pregnancy.</li> <li>● Congenital abnormalities can cause health issues for a lifetime.</li> <li>● There are various contraceptive methods that can prevent pregnancy.</li> <li>● There are several alternate options to build a family for those who cannot get pregnant naturally.</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Different types of romantic relationships and sexual orientations</li> <li>● Pregnancy</li> <li>● Family building alternate options (adoption, fostering, fertility treatments, surrogacy)</li> <li>● Parenting</li> <li>● Cost of living with and providing for a child</li> <li>● Childbirth</li> <li>● Potential complications of childbirth</li> <li>● Buck v. Bell</li> <li>● Packard v. Packard</li> <li>● Stonewall Riots</li> <li>● Identify relevant careers in which these services can be rendered (OBGYN, Ultrasound, Perinatologist, etc.)</li> </ul> |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                |
| <p><b>CROSS-CURRICULAR/<br/>DIFFERENTIATION:</b><br/><i>(What cross-curricular (e.g., writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities</i></p> | <p><b><u>Cross-Curricular Connections:</u></b><br/><b>English Language Arts</b><br/><b>(RI.11-12.7)</b></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>Cross-Curricular Connections:</u></b><br/><b>Social Studies</b><br/><b>(6.1.12.A.16.a)</b></p> <p>Examine the impact of media and technology on political and social issues in a global society.</p> | <p><b><u>Cross-Curricular Connections:</u></b><br/><b>Social Studies</b><br/><b>(6.1.12.A.16.a)</b></p> <p>Examine the impact of media and technology on political and social issues in a global society.<br/><b>English Language Arts</b></p> |

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| <p><i>are included in this unit that will help achieve the desired results?)</i><br/> <i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p> | <p>order to address a question or solve a problem.</p> <p><b>Differentiation:</b><br/> <u>General:</u></p> <ul style="list-style-type: none"> <li>● Alternative assignments</li> <li>● Choice options</li> <li>● Independent assignment/research</li> </ul> <p><u>Special Education--</u><br/> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>● Use visual aids for teaching the stages of pregnancy</li> <li>● Provide students with assistance to determine the cost of living</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> </ul> | <p><b>English Language Arts</b><br/> <b>(RI.11-12.7)</b></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Differentiation:</b><br/> <u>General:</u></p> <ul style="list-style-type: none"> <li>● Alternative assignments</li> <li>● Choice options</li> <li>● Independent assignment/research</li> </ul> <p><u>Special Education--</u><br/> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations for domestic abuse</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> </ul> | <p><b>(RI.11-12.7)</b></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Differentiation:</b><br/> <u>General:</u></p> <ul style="list-style-type: none"> <li>● Alternative assignments</li> <li>● Choice options</li> <li>● Independent assignment/research</li> <li>● Historical research on monetary changes</li> </ul> <p><u>Special Education--</u><br/> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>● Chunk material when teaching the responsibilities and budgets needed to successfully afford living on your own.</li> <li>● Provide color coded graphs to break down the budget</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Ask students to restate information, directions, and assignments,</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofed assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Define adoption, fostering, fertility treatments, and surrogacy</li> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> <li>● Tiered/Scaffolded Lessons</li> <li>● Sheltered Instruction (SIOP)</li> </ul> <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> <li>● Encourage student to plan a budget and the cost of living</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive</li> </ul> | <ul style="list-style-type: none"> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofed assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Define <i>domestic abuse</i> and provide visuals for students</li> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> <li>● Consultation with ESL teachers</li> <li>● Manipulatives</li> <li>● Modeling</li> </ul> <p><u>At-Risk Students:</u></p> | <ul style="list-style-type: none"> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofed assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Highlight key vocabulary when discussing budget</li> <li>● Provide visuals for long term effects of drugs and alcohol</li> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Use graphic organizers</li> <li>● Creating different modified games for different levels of mastery.</li> <li>● Various levels of movement challenges.</li> </ul> <p><u>At-Risk Students:</u></p> |
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|  | <p>technology device</p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Various levels of movement challenges.</li> </ul> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentations on the cost of living and providing for a child</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and</li> </ul> | <ul style="list-style-type: none"> <li>● Assist student with long and short term planning of assignments regarding sexual assault and domestic abuse</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Group strategies</li> </ul> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> <li>● Conduct research on myths and facts about sexual assault and share findings with the class</li> <li>● Analyze Sexual Assault Statistics</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest/cultural importance.</li> </ul> | <ul style="list-style-type: none"> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Peer coaching</li> <li>● Extra practice time</li> <li>● Creating different modified games for different levels of mastery.</li> </ul> |
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|  | writing prompts <ul style="list-style-type: none"> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> <li>● Advanced problems to extend the critical thinking skills of advanced learner</li> <li>● Various levels of movement challenges</li> </ul> | <ul style="list-style-type: none"> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> <li>● Flexible grouping</li> </ul> | <u>Gifted and Talented Students:</u> <ul style="list-style-type: none"> <li>● Design surveys to generate and analyze data to be used in discussion about drugs and alcohol</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> <li>● Student presenters and leaders</li> </ul> |
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**\*WHERE TO**

**W** = Help the students know WHERE the unit is going and WHAT is expected. Help the teacher know WHERE the students are coming from (prior knowledge, interests).

**H** = HOOK all students and HOLD their interest.

**E** = EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue.

**R** = Provide opportunities to RETHINK and REVISE their understanding and work.

**E** = Allow students to EVALUATE their work and its implications.

**T** = TAILORED to the different needs, interests, and abilities of learners.

**O** = ORGANIZE to maximize initial and sustained engagement as well as effective learning.

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| <b>UNIT #:</b><br><i>Unit Title</i> | <b>Unit 4:</b><br><i>Healthy Communities and</i> |  |  |
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|                                                                                                                          | <i>Healthcare</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| Number of Days                                                                                                           | 15 days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| <b>STAGE 1: DESIRED RESULTS</b><br><i>What will students understand as a result of the unit? What are the BIG ideas?</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| <b>ESTABLISHED GOALS:</b><br><i>(NJSLS--Comprehensive Health and Physical Education)</i>                                 | <b>Wellness</b><br>2.1.12.C.1-4<br><br><b>Integrated Skills</b><br>2.2.12.D.1<br>2.2.12.E.1-2<br><br><b>Technology</b><br>8.1.12.C.1<br>8.1.12.D.1-2<br>8.1.12.F.1<br><br><b>Career Readiness, Life Literacies, and Key Skills</b><br>9.4.12.GCA.1<br>9.4.12.IML.5                                                                                                                                                                                                                                                                                        |  |  |
| <b>ENDURING UNDERSTANDINGS:</b><br><i>(Students will understand . . .)</i>                                               | <ul style="list-style-type: none"> <li>• The importance of mental, emotional, social, and physical health in living a healthy lifestyle.</li> <li>• Recognize the signs of suicidal thoughts.</li> <li>• Identify resources for someone who is dealing with suicidal thoughts.</li> <li>• Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> <li>• How health care services are provided to individuals.</li> <li>• How individuals can take an active role in determining the</li> </ul> |  |  |

*Born on: NJSLS September 2015*

*Revised and BOE Approved: August 24, 2021*

*Aligned to NJSLS-CHPE 2014 & NJSLS-CLKS 2020*

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|  | <p>use of health-related services and products.</p> <ul style="list-style-type: none"> <li>• Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions, specifically but not limited to Lyme Disease.</li> <li>• How to recognize and access appropriate health information, services, and products, including those related to mental health.</li> <li>• The basics of health insurance, health-related research, advertising, and fraudulent claims.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> <li>• There are numerous health and fitness programs available that provide a variety of services</li> <li>• Climate change is affecting overall weather patterns across the world. It is likely that global warming will pose major challenges to sporting opportunities, which means that the indoor and outdoor facilities and the sports culture in general have to be developed on the terms of climate change.</li> </ul> |  |  |
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|                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Students are uniquely aware of the connection between health and performance, and how conditions impact health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| <b>ESSENTIAL QUESTIONS:</b><br><i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>How have I utilized healthcare throughout my life thus far?</li> <li>How can I use my available healthcare to its fullest advantage?</li> <li>Why do some employers offer healthcare and others do not?</li> <li>What legal issues can arise from having and not having healthcare?</li> <li>What are some mandates and laws regarding healthcare?</li> <li>What health issues are important to me?</li> <li>What are the effects of climate change on cold weather and warm weather sports?</li> <li>How does climate change specifically impact the Winter Olympics?</li> <li>How can physical exercise help with the fight against climate change?</li> <li>How does one's informal Physical Activity cut down One's Personal Carbon Footprint</li> </ul> |  |  |
| <b>STAGE 2: ASSESSMENT EVIDENCE</b><br><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |
| <b>PERFORMANCE TASKS:</b>                                                                                                                                                                                                                                                                                                                               | <b>Learning Activities:</b> <ul style="list-style-type: none"> <li>Differentiated Instructional Groups and Activities</li> <li>Small group/ large group discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |

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| <p><i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i></p> <p><i>(By what criteria will performances of understanding be judged?)</i></p> | <ul style="list-style-type: none"> <li>● Investigation of key concepts &amp; principles</li> <li>● Group Work</li> <li>● Presentations</li> <li>● Research Health information on computer or Health Journals</li> <li>● Lesson Reviews</li> <li>● Develop an action plan for a personal health goal</li> <li>● Role Playing</li> <li>● Class Debates</li> <li>● Presenting and Writing Current Events</li> <li>● Research paper/presentation on trends in healthcare over the past 50 years, the last 25 years, the last 10 years and the last five years and compare how healthcare has Changed</li> <li>● Have students break into pairs. Have each pair design a profile of what would be their ideal healthy community. Students will discuss health care, crime, sanitation and pollution. Students will present their design using visual aids.</li> <li>● Students will be divided into groups. Each group will be assigned a different type of healthcare to research and present to the class (i.e., PPO, HMO, Traditional, Medicaid and Medicare).</li> <li>● Modify the environmental determinants of human physical activity. How will we be able to alter exercise rates in the future?</li> <li>-Sport is being affected by climate-related changes in weather patterns across the world. The types of impacts include the following: <ul style="list-style-type: none"> <li>● damage to playing surfaces due to extreme temperatures,</li> </ul> </li> </ul> |  |  |
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|                                                                                                                                                                                                                                                                             | <p>extended periods of drought, flooding, and/or pest species extending their natural range;</p> <ul style="list-style-type: none"> <li>● heat waves forcing changes to timing of sport events;</li> <li>● increased injuries to players from heat exhaustion and impact injuries from harder playing surfaces</li> </ul> <p>● Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> |  |  |
| <p><b>OTHER EVIDENCE:</b><br/> <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i><br/> <i>(How will students self-assess their learning?)</i></p> | <ul style="list-style-type: none"> <li>● Presentations</li> <li>● Class discussions and debates</li> <li>● Make connections to the outside world and own life</li> <li>● Homework</li> <li>● Tests/quizzes</li> <li>● Essays/compositions</li> <li>● Reports</li> <li>● Notebook assignments</li> <li>● Peer evaluations</li> <li>● Daily oral language</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |

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|                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>● Notebook Check</li> <li>● Chapter Reviews</li> <li>● Summative and Formative Assessment</li> <li>● Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</li> <li>● <u>Self Assessing</u></li> <li>● Entrance/Exit Slips</li> <li>● Self Evaluation Progression Checklist</li> <li>● Reflection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <b>RESOURCES:</b>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● <a href="http://www.NASPE.org">www.NASPE.org</a></li> <li>● <a href="http://www.NJASPERD.org">www.NJASPERD.org</a></li> <li>● <a href="http://www.healthcare.gov">www.healthcare.gov</a></li> <li>● <a href="http://www.thebenefitbrokers.com/health_insurance_101">www.thebenefitbrokers.com/health_insurance_101</a></li> <li>● <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>● <a href="http://www.cdhd.ne.gov">www.cdhd.ne.gov</a></li> <li>● <a href="http://www.fda.gov">www.fda.gov</a></li> <li>● <a href="http://www.nih.gov">www.nih.gov</a></li> <li>● <a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a></li> <li>● <a href="http://www.who.int">www.who.int</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● Chromebooks</li> <li>● Canvas</li> <li>● Google Forms</li> </ul> |  |  |
| <p style="text-align: center;"><b>STAGE 3: LEARNING PLAN</b></p> <p style="text-align: center;"><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the <b>WHERE TO*</b> acronym to consider key design elements.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| <b>SKILLS AND TOPICS:</b><br><i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>                                                                                                                                     | <b>SWK:</b> <ul style="list-style-type: none"> <li>● How the healthcare system works in America</li> <li>● How to utilize the benefits of your healthcare plan to the fullest extent</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |

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|                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Different public health concerns and the reasons for said concerns</li> <li>• Prevention and problem-solving of public health concerns</li> <li>• What are the effects of climate change on cold weather and warm weather sports?</li> <li>• How does climate change specifically impact the Winter Olympics?</li> <li>• How can physical exercise help with the fight against climate change?</li> <li>• How does one's informal Physical Activity cut down One's Personal Carbon Footprint</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Public health concerns</li> <li>• Healthcare</li> <li>• Utilizing healthcare plan benefits</li> <li>• Cost of healthcare</li> <li>• Climate Change</li> <li>• Identify relevant careers in the field of Healthcare</li> </ul> |  |  |
| <p><b>CROSS-CURRICULAR / DIFFERENTIATION:</b><br/> <i>(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities are included in this unit that will help achieve the desired results?)</i></p> | <p><b><u>Cross-Curricular Connections:</u></b></p> <p><b>Science (HS-ESS3-4)</b><br/> Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.</p> <p><b>English Language Arts (RI.11-12.1)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |

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| <p><i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p> | <p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Differentiation:</b><br/> <u>General:</u></p> <ul style="list-style-type: none"> <li>• Alternative assignments</li> <li>• Choice options</li> <li>• Independent assignment/research</li> <li>• Historical research on changes</li> </ul> <p><u>Special Education--</u><br/> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>• Help students identify important health issues and brainstorm ways to address them</li> <li>• Chunk material when teaching different public health concerns and the reasons for said concerns</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments</li> <li>• Extended time to complete class work</li> <li>• Provide copy of class notes</li> <li>• Preferential seating to be mutually determined by the student and teacher</li> <li>• Student may request to use a computer to complete assignments</li> <li>• Establish expectations for correct spelling on assignments</li> <li>• Assist student with long and short term planning of assignments</li> </ul> |  |  |
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|  | <ul style="list-style-type: none"> <li>● Encourage student to proofed assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Define and explain the different healthcare options (PPO, HMO, Traditional, Medicaid and Medicare)</li> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul> <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> <li>● Assist student with long and short term impacts of personal wellness</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> </ul> |  |  |
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|  | <ul style="list-style-type: none"> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> </ul> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> <li>● Provide opportunities for students to lead and advocate to promote personal and community wellness can impact the immediate community and society as a whole.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> |  |  |
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|  | <ul style="list-style-type: none"> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul> |  |  |
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**\*WHERE TO**

**W** = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

**H** = **HOOK** all students and **HOLD** their interest.

**E** = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

**R** = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

**E** = Allow students to **EVALUATE** their work and its implications.

**T** = **TAILORED** to the different needs, interests, and abilities of learners.

**O** = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.