



Salem County Special Services School District Curriculum

Comprehensive Health and Physical Education 9

November 2024

BOE Approved: February 2025

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Special Services School District, a regional educational service agency, is to provide high quality, cost effective programs and services to the schools and districts of Salem and Cumberland Counties. Our Schools are learning communities where adults with special gifts serve students with special needs. The programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease cost to local districts.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Special Services School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

Physical Education 9 classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Student fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments, students will develop a baseline to set personal fitness goals and will participate in fitness activities designed to improve all areas of fitness. 9th grade students will learn the basic skills of multiple team and individual sports. Students will work on a variety of fitness activities, set goals, and work hard to achieve these goals over the semester. Social skills will be encouraged through cooperative games and other activities where students take an active role in discussions of strategy and teamwork.

Students will learn about the dangers of using and abusing alcohol, tobacco products and legal and illegal drugs. They will understand the stages of addiction as well as the steps to rehabilitation. Students will understand that the decisions one makes can influence an individual's growth and development in all dimensions of wellness; as well as the impact on their mental and emotional health. Students will understand the structures and functions of the reproductive system and how it applies to sexual health and pregnancy/birth.

Pacing Guide

Physical Education

Unit Title	Unit Number	Pacing	Unit Overview
Wellness	1	25 Days	In this unit, students will discuss what it means to be well. In this holistic approach to wellness, students will be exposed to the foundations of good hygiene. Through discussion and activity, students will come to understand the importance of daily bodily health practice. They will also understand how to maintain cleanliness. In addition, students will understand wellness in relation to mental and emotional health. Students will begin to understand emotions, how to deal with stress positively, and knowing when to ask for help.
Fitness	2	25 days	Unit 2 revolves around fitness. Students will learn basic movement patterns and understand the different types of muscle contractions that occur as a result of these movement patterns. Students will also learn exercises that can be done at home, including how to use free weights, cables and machines. More specifically, students will learn to apply target heart rate to cardiovascular workouts. Students will use this knowledge in circuit training and high intensity interval training.
Cooperative Activities	3	25 days	In this unit, students learn to work with one another in a game setting. They do this by learning how to communicate with teammates during a skill and game setting. Students will apply the skills learned for each game and adapt to rule changes.
Individual and Dual Sports	4	25 days	Unit 4 is centered around individual and dual sports. In this unit, students learn to work with a partner in a game setting. They also learn to set and to accomplish a self-guided goal. Students will learn to communicate with a partner during a skill and game setting and apply the skills learned for each game.
Team Sports	5	25 days	In Unit 5, students learn how to work with teammates in a controlled game setting. Team sports is focused on working with peers to accomplish a goal in a game setting. Students Learn to apply skills to activities and to adapt to various team building activities and games.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Health

Unit Title	Unit Number	Pacing	Unit Overview
Alcohol, Tobacco, Drugs. Dependency and Substance Disorder and Treatment.	1	19 Days	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health. Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
Personal growth and development. Emotional Health	2	18 days	The decisions one makes can influence an individual's growth and development in all dimensions of wellness. Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual. Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
Social and Sexual Health; Pregnancy and Parenting	3	18 days	How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. There are many factors that influence how we feel about ourselves and the decisions that we make. There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations. There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections and well as pregnancy. The reproductive system will be discussed as well as how to prevent pregnancies and STDs/STIs.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Physical Education 9

Unit 1 Wellness

Curriculum Area: CHPE

Pacing: 25 days

Unit 1 Content Overview

In this unit, students will discuss what it means to be well. In this holistic approach to wellness, students will be exposed to the foundations of good hygiene. Through discussion and activity, students will come to understand the importance of daily bodily health practice. They will also understand how to maintain cleanliness. In addition, students will understand wellness in relation to mental and emotional health. Students will begin to understand emotions, how to deal with stress positively, and knowing when to ask for help.

Unit 1 Essential Questions

- Why is hygiene important?
- How do you keep yourself clean?
- How do I positively deal with stress?
- What emotions are normal to have?
- What do I do when I need help with my mental health?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 2.1.12.EH.1
- 2.1.12.PGD.1
- 2.1.12.EH.1
- 2.1.12.EH.2
- 2.1.12.EH.3
- 2.1.12.EH.4
- 2.1.12.CHSS.1
- 2.1.12.CHSS.9
- 2.3.12.PS.1
- 2.3.12.PS.9
- 2.3.12.HCDM.6

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 1 Student Learning Objectives We Are Learning To/That (WALT)

- Identify personal bodily health practice.
- State the importance of hygiene.
- Describe the process of maintaining cleanliness.
- Identify common stressors.
- Identify ways to manage stress.
- Identify how to ask for support with mental health.

Unit 1 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Hygiene- vocabulary and review questions • Mental and Emotional Health - listing of positive stress outlets. • Self evaluation on personal stressors. • Discussion on common stressors from a personal and historical context, including finances, race, feeling left out, sexual orientation, etc. <> * + • Vocabulary and review questions on mental and emotional health • Hygiene writing task- “What does it mean to practice good hygiene?” • Discuss the impact of hygiene in the workplace <> • Research careers relating to hygiene and mental health <>
Formative Assessments	<ul style="list-style-type: none"> • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Stress management vocabulary test • Mental and Emotional Health- Quiz at the end of the unit.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Hygiene and Mental and Emotional Health-- Modified test. Oral assessments and/or retakes.

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Textbook- Prentice Hall Health 	<ul style="list-style-type: none"> • Chromebook • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD 	<ul style="list-style-type: none"> • Guided practice • Provide copy of teacher notes • Teacher study guides

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Unit 1 Interdisciplinary Connections

Social Studies

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

ELA

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Computer Science and Design Thinking

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Career Readiness, Life Literacies, and Key Skills

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

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.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 2 Fitness

Curriculum Area: CHPE

Pacing: 25 days

Unit 2 Content Overview

Unit 2 revolves around fitness. Students will learn basic movement patterns and understand the different types of muscle contractions that occur as a result of these movement patterns. Students will also learn exercises that can be done at home, including how to use free weights, cables and machines. More specifically, students will learn to apply target heart rate to cardiovascular workouts. Students will use this knowledge in circuit training and high intensity interval training.

Unit 2 Essential Questions

- What are the different patterns of movement?
- What are the different types of muscle contraction?
- What exercises can be done at home?
- What is the difference between free weights, cables and machines?
- How does heart rate impact cardiovascular workouts?
- What is the difference between circuit training and HIIT?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.1
- 2.2.12.LF.2
- 2.2.12.LF.3
- 2.2.12.LF.4

Unit 2 Standards to be Taught and Assessed

- 2.2.12.LF.5

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Movements have basic patterns.
- Identify muscle group and muscle contractions.
- Demonstrate exercise that can be done outside of a gym setting.
- Demonstrate use of free weights, cables and weight machines.
- Apply target heart rate to cardiovascular workouts.
- Demonstrate circuit training and HIIT exercise activities.

Unit 2 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Vocabulary on types of muscle contraction. (Concentric, Eccentric, Isometric) • Create long and short-term goals. • Form checklist on push ups and planks. • Learn how to check your own pulse during activity. • Chart pulse during activity (individual and whole group) • Analyze exercise vital data to determine impact of heart rate on activity • Weight room vocabulary. • Fitness written response to questions. • Goal progression and self-assessment • Workout creation • Fitness test goal setting • Discuss the impact of air quality on exercising outdoors \$ • Explore career options relating to fitness <> • Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Fitness testing- Mile run, Pull-ups, Sit ups, Push Ups, Pacer, Trunk Lift, Sit and reach. • Weight room etiquette test
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Written medical assignment on the importance of fitness.

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Warm ups consisting of interval training for 10 minutes. • Student lead stretching of major muscle groups. • Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> • Weight machines • Exercise equipment 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD • HIIT videos • Circuit training videos 	<ul style="list-style-type: none"> • Visual aids • Modified movements • Modified rules during activity

Unit 2 Interdisciplinary Connections

Science

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

ELA

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Computer Science and Design Thinking

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a.,

8.1.12.DA.5, 7.1.IH.IPRET.8)

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 3 Cooperative Activities

Curriculum Area: CHPE

Pacing: 25 days

Unit 3 Content Overview

In this unit, students learn to work with one another in a game setting. They do this by learning how to communicate with teammates during a skill and game setting. Students will apply the skills learned for each game and adapt to rule changes.

Unit 3 Essential Questions

- Why is collaboration important in cooperative activities?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

Unit 3 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5
- 2.2.12.LF.7

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 3 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Activity rules review. • Vocabulary definitions and review: <ul style="list-style-type: none"> o Teamwork o Communication o Spatial awareness o Personal space • Explore careers where cooperative activities skills can be applied <> • Brainstorming on strategies for communication with teammates. • Review questions on rules • Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> • Demonstration • Game play • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Written response on how teamwork can be applied to life and work settings <>
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Written medical assignment on the importance of teamwork and cooperating with others

Unit 3 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Warm ups consisting of interval training for 10 minutes. • Student lead stretching of major muscle groups. • Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> • Game equipment 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD 	<ul style="list-style-type: none"> • Visual aids • Modified movements • Modified rules during activity

Unit 3 Interdisciplinary Connections

ELA

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 4 Individual and Dual Sports

Curriculum Area: CHPE

Pacing: 25 days

Unit 4 Content Overview

Unit 4 is centered around individual and dual sports. In this unit, students learn to work with a partner in a game setting. They also learn to set and to accomplish a self-guided goal. Students will learn to communicate with a partner during a skill and game setting and apply the skills learned for each game.

Unit 4 Essential Questions

- Why is collaboration important in individual and dual sports?
- How do you create a plan to set and accomplish goals?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 4 Pre-Assessment

- Teacher-created pre-assessment

Unit 4 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 4 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Create goals and establish a plan to achieve each goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 4 Evidence of Learning

Instructional Activities

- Vocabulary on individual and dual sports.
 - Safety
 - Knock
 - Draw
 - Diagonal
 - Double bounce rule
 - Underhand
 - Fault)
- Vocabulary review.
- Review questions
- Read pickleball rules
- Pickleball games

Unit 4 Evidence of Learning

	<ul style="list-style-type: none"> • Other individual and dual sport games • Read articles about minorities, including those belonging to LGBTQ+ community who excelled at individual or dual sports and present to the class * + • Discuss how acceptance is important in dual and individual sports () • Read about climate change and discuss impact of weather on individual and dual outdoor sports like golf and tennis • Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> • Demonstration • Game play • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Pickleball rules test. • Self-reflection on the importance of staying active for a lifetime
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Written medical assignment on the importance of intrinsic motivation and how to stay fit and healthy for a lifetime.

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Warm ups consisting of interval training for 10 minutes. • Student lead stretching of major muscle groups. • Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> • Sport equipment • Chromebooks • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD • Biography.com • Climate change resources NJDOE 	<ul style="list-style-type: none"> • Visual aids • Modified movements • Modified rules during activity

Unit 4 Interdisciplinary Connections

Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

ELA

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

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.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Unit 5 Team Sports

Curriculum Area: CHPE

Pacing: 25 days

Unit 5 Content Overview

In Unit 5, students learn how to work with teammates in a controlled game setting. The Team Sports unit is focused on working with peers to accomplish a goal in a game setting. Students Learn to apply skills to activities and to adapt to various team building activities and games.

Unit 5 Essential Questions

- Why is collaboration important in a game setting?
- How do you create a plan to set and accomplish goals?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Unit 5 Essential Questions

- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 5 Pre-Assessment

- Teacher-created pre-assessment

Unit 5 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 5 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Create goals and establish a plan to achieve each goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 5 Evidence of Learning

Instructional Activities

- Vocabulary for each team sport (i.e., Goal, Pass, Shoot, Block, Defense, Strategy, Serve)
- Volleyball rules and safety review.
- Handball Rules and safety review.
- Basketball rules and safety review.
- Hockey rules and safety review.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 5 Evidence of Learning

	<ul style="list-style-type: none"> ● Read articles about minorities, including those belonging to LGBTQ+ community who excelled at team sports and present to the class * + ● Discuss how acceptance is important in team sports () ● Read about climate change and discuss impact of weather on team outdoor sports (i.e., World Cup/ Olympics location selection) ● Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Game play ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Test on sports rules ● Research occupations that have transferable skills as team sports and present to the class <>
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Written medical assignment on the importance of teamwork and how sports can help aid in your fitness journey.

Unit 5 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Warm ups consisting of interval training for 10 minutes. ● Student lead stretching of major muscle groups. ● Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> ● Sport equipment ● Chromebooks ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● Shape America ● NJAHPERD ● Biography.com ● Climate change resources NJDOE 	<ul style="list-style-type: none"> ● Visual aids ● Modified movements ● Modified rules during activity

Unit 5 Interdisciplinary Connections

Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

ELA

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills

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.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

Health 9

Unit 1 Alcohol, Tobacco, Drugs. Dependency and Substance Disorder and Treatment.

Curriculum Area: Health

Pacing: 19 days

Unit 1 Content Overview

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health. Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Unit 1 Essential Questions

- What are the impacts of introducing alcohol, tobacco and drugs to the body?
- What is tolerance and how does it lead to addiction?
- What are the signs of substance disorder?
- What treatment options are available to seek help with substance abuse?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 2.3.12.ATD.1
- 2.3.12.ATD.2
- 2.3.12.ATD.3
- 2.3.12.DSDT.1
- 2.3.12.DSDT.2
- 2.3.12.DSDT.3
- 2.3.12.DSDT.4
- 2.3.12.DSDT.5

Unit 1 Student Learning Objectives We Are Learning To/That (WALT) Student Learning Objectives We Are Learning To/That (WALT)

- Identify impacts of introducing alcohol, tobacco and drugs to the body.
- Explain tolerance and how it leads to addiction.
- Identify the Signs of Substance Disorder.
- Identify treatment options to seek help.

Unit 1 Evidence of Learning

Instructional Activities

- Define the terms:
 - Nicotine
 - Withdrawal
 - Mainstream smoke
 - Second hand smoke
 - Tar
- Define the terms:
 - Addiction
 - Abuse
 - Addiction
 - Detox
 - Recovery
 - Abstinence
 - Dependency

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 1 Evidence of Learning

	<ul style="list-style-type: none"> o Tolerance o Intoxicated o Drug o Depressant • Define the terms: <ul style="list-style-type: none"> o Hallucinogens o Club drugs o Drug use o Drug abuse o Drug misuse o Over the counter drugs o Prescription drugs • Discuss health implications of using tobacco, drugs and alcohol • Discuss financial implication of using tobacco, drugs and alcohol • Calculate the projected spending of a person who uses tobacco, drugs and alcohol • Tobacco review questions • Alcohol review questions • Drug review questions
Formative Assessments	<ul style="list-style-type: none"> • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Tobacco Quiz • Alcohol Test • Drug group project - work with a group to define what the drug is, how it is derived, how it is used, how addictive it is, and what treatment options are available. Include the long and short-term effects and pictures. Present information to the class.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Modified test. • Oral assessments and/or retakes.

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Textbook- Prentice Hall Health 	<ul style="list-style-type: none"> • Chromebook 	<ul style="list-style-type: none"> • KidsHealth 	<ul style="list-style-type: none"> • Guided practice

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Unit 1 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
	<ul style="list-style-type: none"> Smartboard 	<ul style="list-style-type: none"> https://www.southwestcouncil.org/ 	<ul style="list-style-type: none"> Provide copy of teacher notes Teacher study guides

Unit 1 Interdisciplinary Connections

Mathematics

S-ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

ELA

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Computer Science and Design Thinking

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Unit 2 Personal Growth and Development. Emotional Health

Curriculum Area: Health

Pacing: 18 days

Unit 2 Content Overview

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

The decisions one makes can influence an individual's growth and development in all dimensions of wellness. Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual. Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit 2 Essential Questions

- How do I make sure I am balanced mentally, emotionally and socially?
- How does having a positive mindset and overall wellbeing impact myself and others?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Standards to be Taught and Assessed

- 2.1.12.PGD.1
- 2.1.12.PGD.2
- 2.1.12.EH.1
- 2.1.12.EH.2
- 2.1.12.EH.3
- 2.1.12.EH.4

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Identify ways to keep oneself balanced mentally, emotionally and socially.
- Discover ways that having a positive mindset and overall wellbeing can impact oneself and others.

Unit 2 Evidence of Learning

Instructional Activities

- Review questions
- Goal setting activity
- Self reflections
- Discussion and group brainstorming.
- Define vocabulary terms :
 - o Weaknesses
 - o Positive self talk
 - o Self esteem
 - o Social acceptance ()

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 2 Evidence of Learning

	<ul style="list-style-type: none"> ○ Rationalization ○ Projection ○ Suppression ○ Denial ○ LGBTQ+ ○ Transformation ○ Anxiety ○ Depression ○ Self harm ○ Treatment ○ Counseling
Formative Assessments	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Personal growth Test ● Unit vocabulary Test ● Gender and/or Cultural Identity Project * + ()
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Modified test

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Prentice Hall - HEALTH Textbook 	<ul style="list-style-type: none"> ● Chromebook ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● Shape America ● NJAHPERD 	<ul style="list-style-type: none"> ● Guided practice ● Provide copy of teacher notes ● Teacher study guides

Unit 2 Interdisciplinary Connections

ELA

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + = LGBTQ+

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 3 Social and Sexual Health; Pregnancy and Parenting

Curriculum Area: Health

Pacing: 18 days

Unit 3 Content Overview

How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. There are many factors that influence how we feel about ourselves and the decisions that we make. There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations. There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections as well as pregnancy. The reproductive system will be discussed as well as how to prevent pregnancies and STDs/STIs.

Unit 3 Essential Questions

- Why is it important to be comfortable with yourself and build healthy relationships?
- What options are there to prevent transmission of STD/STIs and prevent pregnancy?
- What are refusal skills?
- What are the parts of the reproductive systems? What is the importance of keeping the area clean and disease free?
- What are the pros and cons of becoming a teen parent including the costs and stressors that are associated with becoming a parent?
- What are the milestones of pregnancy, infancy, and other factors that can impact the health of the parent and fetus?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

Unit 3 Standards to be Taught and Assessed

- 2.1.12.SSH.1
- 2.1.12.SSH.2
- 2.1.12.SSH.3
- 2.1.12.SSH.4
- 2.1.12.SSH.5
- 2.1.12.SSH.6
- 2.1.12.SSH.7
- 2.1.12.SSH.8
- 2.1.12.SSH.9
- 2.1.12.SSH.10
- 2.1.12.CHSS.2
- 2.1.12.CHSS.3
- 2.1.12.CHSS.4
- 2.1.12.CHSS.5
- 2.1.12.PP.4
- 2.1.12.PP.5
- 2.1.12.PP.6
- 2.1.12.PP.7
- 2.1.12.PP.8
- 2.1.12.PP.9
- 2.3.12.HCDM.1

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Identify being comfortable with yourself and building healthy relationships.
- Explore options to prevent transmission of STD/STI's and prevent pregnancy.
- Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- Practice use of refusal skills.
- Identify the reproductive systems and explain the importance of how to keep the area clean and disease free.
- Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- Evaluate the pros and cons of becoming a teen parent including the costs and stressors that are associated with becoming a parent.
- Understand the milestones of pregnancy, infancy, and other factors that can impact the health of the parent and fetus.
- Explain the purpose of the Safe Haven Law and identify locations in your community.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 3 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Pregnancy and birth Review questions ● Setting boundaries and practicing refusal skills through sample scenarios ● Self reflections ● Analyze data on teen pregnancy, looking for patterns relating to socio economic background and other sub groups () ● Examine society's view of teen parents and sex throughout history ● Define unit vocabulary terms: <ul style="list-style-type: none"> ○ Abstinence ○ Sex ○ Contraceptives ○ STD ○ STI ○ Refusal ○ Consent ○ Parenting ○ Responsibilities ○ Support ○ Trimester ○ Birth ○ Breached ○ Umbilical Cord ○ Placenta ○ SIDS ○ C-Section ○ Fetal alcohol syndrome ○ Safe Haven ○ Adoption
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Pregnancy and birth/parenting Test ● Written assignment on a topic relating to the unit

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 3 Evidence of Learning

Alternative/Intervention Assessments

- Modified test.
- Oral assessments and/or retakes

Unit 3 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Prentice Hall - HEALTH Textbook 	<ul style="list-style-type: none"> • Chromebook • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD 	<ul style="list-style-type: none"> • Visual aids • Modified movements • Modified rules during activity

Unit 3 Interdisciplinary Connections

ELA

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.RW.9–10.7. 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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Additional Information to be Considered for All Units

Benchmark Assessments

Benchmark 1	To be given during the first two weeks of the course.
Benchmark 2	To be given midway through the course.
Benchmark 3	To be given during the last two weeks of the course

Physical Education Accommodations

- Use targets or goals that make noise when hit by the ball, or radios under the basket in a game of basketball.
- Vary the size, weight and texture of balls so students with visual impairment can more easily tell them apart.
- Designate a quiet area where students can take a break from the noise and hubbub, and another area where students can take movement breaks with mini-trampolines or squeeze balls.
- Use simple visual reminders and cues, such as photographs of students performing each pose of an exercise routine, to help students remember steps, rules or movements.
- Use smaller playing areas with well-defined boundaries, including tactile boundaries.
- Use Velcro on balls as well as in gloves, in mitts and on paddles, so every student can have success.
- Have students pair up so partners can assist each other.
- Lower baskets and nets, enlarge goals and targets, and loosen or eliminate time limits.
- Give students choices to help them feel empowered in their physical education.
- Keep it consistent: Students with many types of disabilities benefit from knowing what to expect, including what the rules and expectations are, what types of activities they will be doing, what types of noises they will hear and make, and when all of these will occur.
- Equipment:
 - Larger/lighter bat
 - Use of velcro
 - Larger goal/target
 - Mark positions on playing field
 - Lower goal/target
 - Scoops for catching
 - Vary balls (size, weight, color, texture)
- Rules Prompts, Cues:
 - Demonstrate/model activity
 - Partner assisted
 - Disregard time limits
 - Oral prompt
 - More space between students

Physical Education Accommodations

- o Eliminate outs/strike-outs
- o Allow ball to remain stationary
- o Allow batter to sit in chair
- o Place student with disability near teacher
- Boundary/Playing Field:
 - o Decrease distance
 - o Use well-defined boundaries
 - o Simplify patterns
 - o Adapt playing area (smaller, obstacles removed)
- Actions:
 - o Change locomotor patterns
 - o Modify grasps
 - o Modify body positions
 - o Reduce number of actions
 - o Use different body parts
- Time:
 - o Vary the tempo
 - o Slow the activity pace
 - o Lengthen the time
 - o Shorten the time
 - o Provide frequent rest periods
- Basketball
 - o Use various size balls (size, weight, texture, color)
 - o Allow traveling
 - o Allow two hand dribble
 - o Disregard three second lane violation
 - o Use larger/lower goal
 - o Slow the pace, especially when first learning
 - o If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
 - o Use beeper ball, radio under basket for individual with visual impairment
- Soccer
 - o Use walking instead of running
 - o Have well defined boundaries
 - o Reduce playing area
 - o Play six-a-side soccer

Physical Education Accommodations

- o If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
- o Use a deflated ball, nerf ball, beeper ball, brightly colored ball
- o Use a target that makes noise when hit
- Softball
 - o Use velcro balls and mitts
 - o Use larger or smaller bats
 - o Use a batting tee
 - o Reduce the base distances
 - o Use Incrediballs
 - o Shorten the pitching distance
 - o If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
 - o Use beeper balls
 - o Provide a peer to assist
 - o Players without disabilities play regular depth defense
 - o Students without disabilities count to ten before tagging out person with disability
- Volleyball
 - o Use larger, lighter, softer, bright colored balls
 - o Allow players to catch ball instead of volleying
 - o Allow student to self toss and set ball
 - o Lower the net
 - o Reduce the playing court
 - o Stand closer to net on serve
 - o Allow ball to bounce first
 - o Hold ball and have student hit it

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Modifications for At-Risk Students ● Place near positive peers ● Check-ins with student ● Verbal instructions written and left on board ● Chunk directions ● Have student repeat classroom expectations

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <p>* Implementation based on Student's IEP</p>	<ul style="list-style-type: none"> ● Small Group Instruction ● Intervention/Re mediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p>* Implementation based on Student's 504</p>	<ul style="list-style-type: none"> ● Reword instructions if needed ● Provide examples on board ● Provide scaffolding ● Assist with transitions ● Identify go-to students for organizational support ● Check and sign planner ● Weekly organization time ● Allow extra time as needed ● Oral instructions repeated and written on board

English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> ● Vocabulary instruction ● Pre-Reading strategies ● Graphic organizers ● Reading strategies ● Tutoring ● Pair students up with peers ● Provide visual representation 	<ul style="list-style-type: none"> ● Activities/assignments/projects/assessments ● Provide an option for alternative instructional activities ● Higher-level content ● Adjust pacing of content ● Small group enrichment ● Individual enrichment ● Higher-level text

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Essential Questions and objectives posted and referenced throughout class ● Do now/Warm-up ● Whole group instruction/ Mini-lessons ● Small group instruction ● Modeling ● Conferencing ● Cooperative learning ● Differentiated instruction ● Guided practice ● Independent practice ● Learning stations ● Formative assessment throughout the class ● Closure/ reflection 	<ul style="list-style-type: none"> ● Projects ● Academic Games ● Journaling

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+