



ELMWOOD PARK PUBLIC SCHOOLS

COMPREHENSIVE HEALTH

Kindergarten

Prerequisite(s): None

ABSTRACT

A comprehensive health education program needs to address concerns including nutrition, growth and development, mental health, diseases and disorders, injury prevention and safety, decision-making and goal setting, alcohol, tobacco, and other drugs, as well as human relationships.

The goal of the comprehensive health program is to develop students who are health-literate. Students who are health-literate strive to achieve a high level of physical and mental health. These individuals are better able to contribute to the nation's competitiveness. The knowledge and skills gained from participation in comprehensive health education contributes to a better quality of life for the individual, the family, and the community.



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UNIT #: Unit Title	Unit 1: Wellness	Unit 2: Medicines, Alcohol, Tobacco, other Drugs, and Anabolic Steroids	Unit 3: Families
Number of Days	17 days	17 days	17 days
STAGE 1: DESIRED RESULTS			
<i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: (NJSLS--Comprehensive Health and Physical Education)	Wellness 2.1.2 (A.1-2, B.1-3, C.1-3) Fitness 2.6.2 (A.1) Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.B.1 8.1.2.D.1 8.1.2.E.1 8.2.B.1 8.2.2.A.2	Wellness 2.2.2.B.1 2.3.2.B.2 2.3.2.A.1 2.3.2.A.2 Drugs and Medicines 2.3.2 (A.1-2, B.1-5, C.1-2) Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.B.1 8.1.2.D.1 8.1.2.E.1 8.2.B.1 8.2.2.A.2	Wellness 2.2.2.B.1 2.3.2.A.1 2.3.2.A.2 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.B.1 8.1.2.D.1 8.1.2.E.1 8.2.B.1 8.2.2.A.2

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	Career Readiness, Life Literacies, and Key Skills	Career Readiness, Life Literacies, and Key Skills	Career Readiness, Life Literacies, and Key Skills
	9.4.2.CT.2 9.4.2.CT.3	9.4.2.CT.2 9.4.2.CT.3 9.4.2.GCA.1	9.4.2.CI.1 9.4.2.GCA.1
ENDURING UNDERSTANDINGS: (Students will understand that . . .)	• Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness. • Demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth). • Identify healthy food choices. • Explain why some foods are healthier to eat than others. • There are many long and short term that promote and combine nutritional food choices • Knowledge about diseases and prevention can help you live longer and healthier lives.	• Explain what it means to make a decision. • Explain what medicines are and who the trusted adults are who may administer them. • Medicines come in a wide number of different forms (prescription, OTC, steroids and other types of supplements) are used for numerous reasons, and should only be taken as directed in order to be safe and effective. • Controlled dangerous substances should never be used and should be reported to parents or guardians. • Identify the harmful effects that tobacco and alcohol could have on personal hygiene, health, and safety.	• Identify what decisions we make as families. • Describing the roles and responsibilities of family members in different types of families both locally and globally creates an understanding amongst students. • Identify the gender specific similarities and differences exist between boys and girls. • During pregnancy, the health of the birth mother impacts the development of the fetus/baby. • Peers, culture, parents, technology and the media have a huge influence on health decisions.

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	• Being constantly aware of your surroundings and taking safety precautions can reduce the risk of injury to yourself and others. • Many factors at school, home and community can affect social and emotional health. • Diseases like Cancer and Lyme disease can impact someone's health.	• Smart decision skills promote healthier lifestyle choices. • Knowing how to find a health professional in school, in the community and at home assists in addressing health emergencies and getting reliable information.	
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• What are healthy habits? • What causes optimal growth and development? • How does having good hygiene make you feel? • How much of each food group should you have each day to be healthy? • How do germs spread and how do we keep ourselves healthy and disease free? • What is cancer and how can you be aware of it? • What is Lyme disease and how can you try to prevent ticks from infecting you?	• What a decision is and why is it advantageous to think before acting? • What are medicines and how do we use them safely and responsibly? • What are some of the effects of controlled dangerous substances? • Who do I go to help when someone is using illegal drugs and how do you help them? • What effects of tobacco on personal hygiene, health, and safety?	• What is a decision and why is it advantageous to think before acting? • Distinguish the roles and responsibilities of different family members? • Compare and contrast the physical differences and similarities of the genders? • How can you prevent sexual assault from happening and who should you seek help from? • Why does domestic violence and child abuse happen and what can you do to stop it? • How does a mother's health during pregnancy affect the baby's health?

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| | <ul style="list-style-type: none">• What is a stranger and why should we never talk to one and run in the opposite direction while screaming for help?• What are situations that put you at risk or make you feel unsafe?• What are appropriate ways to express your wants, needs, and emotions?• How can we learn to like ourselves and others who are different?• Why is bullying and teasing hurtful and wrong?• How does mindfulness help us to grow and achieve a better understanding of one's self?• How does suicide prevention help you and friends? | | |
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STAGE 2: ASSESSMENT EVIDENCE

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.]



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PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• Explain what being “well” means and identify self-care practices that support wellness. • Explain why some foods are healthier to eat than others. • Create a healthy meal using food pictures. • Summarize symptoms of common diseases and health conditions. • Cancer is a disease that can affect everyone. Explain what cancer is. • Lyme disease has effects on people differently and can possibly be avoided. • Differentiate among the characteristics of strangers, acquaintances, and trusted adults.	• Explain what a decision is and why it is advantageous to think before acting. • Explain what medicines are and when some types of medicines are used. • Explain what controlled dangerous substances are and how they affect people. • Explain where you go for help in dealing with drug abuse. • Explain effects of tobacco on personal hygiene, health, and safety. • Create a list of harmful drugs and the effects on the body	• Explain what a decision is and why it is advantageous to think before acting . • Distinguish the roles and responsibilities of different family members. • Describe how men/boys and women/girls are different and alike. • Explain how the health of pregnant moms affects the baby’s health. • Analyze different families. • Apply 3 activities: families can stay safe and have fun together. • 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
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			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.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	• Classwork/Homework • Worksheets • Test/Quizzes • Teacher observation • Projects/Presentations • Self/Peer Checklists and Evaluations • Group/Class Discussions • Rubrics • Research project	• Classwork/Homework • Worksheets • Test/Quizzes • Teacher observation • Projects/Presentations • Self/Peer Checklists and Evaluations • Group/Class Discussions • Rubrics • Role play	• Classwork/Homework • Worksheets • Test/Quizzes • Teacher observation • Projects/Presentations • Self/Peer Checklists and Evaluations • Group/Class Discussions • Rubrics • Journal entry
RESOURCES:	• Student Workbook • Digital Textbook • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • www.brainPOPjr.com • www.myplate.com	• Student Workbook • Digital Textbook • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • www.brainPOPjr.com • www.myplate.com	• Student Workbook • Digital Textbook • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • www.brainPOPjr.com • www.pecentral.com

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- www.pecentral.com
- <https://kidshealth.org/>
- Graphic organizer

Suicide Prevention: PBS Kids-Personal, Mental, and Emotional Health
<https://nj.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/mental-and-emotional-health/emotional-health/>

Suicide Prevention: K-12 Toolkit For Mental Health Promotion and Suicide Prevention
<https://www.sccgov.org/sites/bhd/Services/SP/Documents/2017/heard-toolkit-07-01-17.pdf>

- www.pecentral.com
- <https://kidshealth.org/>
- Rubric

- <https://kidshealth.org/>

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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SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• Maintain proper hygiene. • Skills and knowledge necessary to make nutritious food choices. • Germs can make you sick and you can get rid of them by properly washing your hands. • Who to tell or talk to when something doesn't feel right. • Expressing one's feelings is essential to good health • Create a chart that identifies ways regular physical activity promotes overall wellness.	• How to identify/express various wants, needs, and emotions. • How to resolve a conflict. • Don't be afraid of someone who might look different. • Being part of a service group helps improve character, self-pride, and importance. • Create a list of poisons and where they should be stored in the house	• Medicine should be prescribed by a doctor and taken as prescribed. • Medicine can be harmful if not taken properly. • Importance of staying free from drugs that are harmful. • Have the students bring in pictures of friends and family to make a booklet of his/her life. • Create a list of similarities of different types of families.
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>Cross-Curricular:</u> Using technology to learn material, math skills to calculate timing of hygienic activities and analyze data, relating science and health, reading and writing basic information. Social Studies (6.1.4.A.1) Explain how rules and laws created by community, state, and national	<u>Cross-Curricular:</u> Using technology for teaching and learning also providing evidence of learning, examples of career readiness, life literacies, and key skills to function in society. English Language Arts (RI.K.10) Actively engage in group reading activities with purpose and understanding. Social Studies	<u>Cross-Curricular:</u> Using technology for teaching and learning also providing evidence of learning, math skills to analyze data, scientifically showing effects on the body. Social Studies (6.1.4.A.1) Explain how rules and laws created by community, state, and national

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	governments protect the rights of people, help resolve conflicts, and promote the common good. <u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles. <u>Special Education/504:</u> • Pre-assessment • Compacting and modified assignments/assessments as per IEP/504 plan • Product choices • Study sheets • Study buddy • One-to-one instruction • Extended time • Verbal, visual and technology assistance • Provide oral, written and pictures for directions • Leveled books • Decreased length of assignments Specific modifications for this particular unit may include: - Provide choices for student to	(6.1.4.A.1) Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles. <u>Special Education/504:</u> • Pre-assessment • Compacting and modified assignments/assessments as per IEP/504 plan • Product choices • Study sheets • Study buddy • One-to-one instruction • Extended time • Verbal, visual and technology assistance • Provide oral, written and pictures for directions • Leveled books • Repetition of pertinent information	governments protect the rights of people, help resolve conflicts, and promote the common good. <u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles. <u>Special Education/504:</u> • Pre-assessment • Compacting and modified assignments/assessments as per IEP/504 plan • Product choices • Study sheets • Study buddy • One-to-one instruction • Extended time • Verbal, visual and technology assistance • Provide oral, written and pictures for directions • Leveled books • Increased time to finish assignments/tests Specific modifications for this particular unit may include:
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	choose when developing a healthy meal <u>ELL:</u> • Pre-Assessment • Grouping • Pace Adjustment • Audio/Visual Support • Focus on vocabulary • Deliver content in chunks • Tiered assignments • Provide directions with picture cues • Bilingual dictionary • Assisted technology • Pairing students to check work Specific modifications for this particular unit may include: - Provide pictures of food that includes the English word for the food to further support the development of vocabulary. <u>At Risk:</u> • Pre-Assessment • Compacting and modified assignments • Graphic organizer	Specific modifications for this particular unit may include: - Modify assignment for listing poisons and where they should be kept in a house <u>ELL:</u> • Pre-Assessment • Grouping • Pace Adjustment • Audio/Visual Support • Focus on vocabulary • Deliver content in chunks • Tiered assignments • Provide directions with picture cues • Bilingual dictionary • Assisted technology • Open book exams Specific modifications for this particular unit may include: - Provide with pictures of poisons that include an image of their purpose when asking to locate where the items should be stored in a house.	- Modify family book assignment. <u>ELL:</u> • Pre-Assessment • Grouping • Pace Adjustment • Audio/Visual Support • Focus on vocabulary • Deliver content in chunks • Tiered assignments • Provide directions with picture cues • Bilingual dictionary • Assisted technology • Assign homework buddy Specific modifications for this particular unit may include: - Incorporate the use of pictures of medications/drugs that are covered in the unit. <u>At Risk:</u> • Pre-Assessment • Compacting and modified assignments • Graphic organizer • Key takeaways • Mnemonic devices
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	• Key takeaways • Mnemonic devices • Provide notes • Peer support • One to one assistance • Leveled books • Provide written, oral and picture directions • Jigsaw groups Specific modifications for this particular unit may include: - Creation of an anchor chart for terms such as Lyme disease, Cancer, diet, symptoms, etc. <u>Gifted & Talented:</u> • Enrichment and extension of lessons • Tutoring of peers • Independent learning opportunities • Pace change • Add depth and breadth to lessons • Self-evaluation • Students as experts • Student presentations • Allow to incorporate	<u>At Risk:</u> • Pre-Assessment • Compacting and modified assignments • Graphic organizer • Key takeaways • Mnemonic devices • Provide notes • Peer support • One to one assistance • Leveled books • Provide written, oral and picture directions • Vocabulary self-collection strategy Specific modifications for this particular unit may include: - Review challenging vocabulary words/concepts (i.e., conflict, poison, etc.) before discussing them in class. <u>Gifted & Talented:</u> • Enrichment and extension of lessons • Tutoring of peers • Independent learning	• Provide notes • Peer support • One to one assistance • Leveled books • Provide written, oral and picture directions • Graphic organizer Specific modifications for this particular unit may include: - Provide a venn-diagram/chart for students to organize similarities and differences of families. <u>Gifted & Talented:</u> • Enrichment and extension of lessons • Tutoring of peers • Independent learning opportunities • Pace change • Add depth and breadth to lessons • Self-evaluation • Students as experts • Student presentations • Allow to incorporate technology into their work
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	technology into their work • Topic selection by interest Specific modifications for this particular unit may include: - Create healthy meals for breakfast, lunch, and dinner.	opportunities • Pace change • Add depth and breadth to lessons • Self-evaluation • Students as experts • Student presentations • Allow to incorporate technology into their work • Open-ended and informative writing Specific modifications for this particular unit may include: - Create a role-play script for a conflict resolution scenario.	• Multimedia presentations Specific modifications for this particular unit may include: - Interview a family member on his/her role in the family and responsibilities of that role.
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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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UNIT #: <i>Unit Title</i>	Unit 4: <i>Community Health Skills</i>		
Number of Days	17 days		
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS--Comprehensive Health and Physical Education)</i>	Integrated Skills 2.2.2 (B.1-3) Human Relationships and Sexuality 2.4.2 (A.1-3, B.1, C.1)		

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	Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.B.1 8.1.2.D.1 8.1.2.E.1 8.2.B.1 8.2.2.A.2 Career Readiness, Life Literacies, and Key Skills 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.6 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 9.4.2.CI.1 9.4.2.IML.3		
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ENDURING UNDERSTANDINGS:
(Students will understand that . . .)

- Determine how parents, culture, and media influence their healthy decision making.
- Explain the meaning of character.
- Identify trusted community workers that help keep us safe.
- Many factors at school, home and community impact social and emotional health.
- Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).
- Developing awareness of how potential hazards in the environment can impact personal health and safety.
- In case of fire stop drop and roll
- Understand that conflict occurs between people and age appropriate ways to resolve them.
- Effective communication may be a determining factor in the



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	outcome of health and safety situations. • Serving/helping others has a positive effect on the lives of self and others. • Knowing and understanding what gang violence is and how to prevent it. • Explore ways to help the planet and address climate change. • Communicate solutions that will reduce the impact of climate change.		
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• Who are community helpers who assist in maintaining a safe environment? • How can I stay safe outside so I do not get Lyme disease? • How can a conflict between people be avoided? • What are appropriate ways to prevent conflicts? • How do I stand and communicate my beliefs without alienating them?		

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| | <ul style="list-style-type: none">• What are ways parents, peers, technology, culture, and the media influence health decisions?• How do we stay away from gang violence• How can we prevent our friends and community from being unsafe?• Who are community helpers who assist in maintaining a safe environment?• What should you do in case of a fire and who should you call?• How can humans impact climate change?• What is climate change?• How can your community help address climate change? | | |
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STAGE 2: ASSESSMENT EVIDENCE

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.]

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PERFORMANCE TASKS:

(Through what authentic performance tasks will students demonstrate the desired understandings?)

(By what criteria will performances of understanding be judged?)

- Know how to dial 911 for help.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Determine ways parents, peers, technology, culture, and the media influence health decisions.
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Identify community helpers who assist in maintaining a safe environment.
- Determine where to access home, school, and community health professionals.
- Know how to avoid and help prevent gang violence.
- Explain how Lyme disease can be avoided and why it can really harm a person.
- Explain how to prevent fires and stay safe in the event of a fire.

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| | <ul style="list-style-type: none">• Journals on identifying feelings and emotions• 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. | | |
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OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	• Classwork/Homework • Worksheets • Test/Quizzes • Teacher observation • Projects/Presentations • Self/Peer Checklists and Evaluations • Group/Class Discussions • Rubrics • Journal entry		
RESOURCES:	• Student Workbook • Digital Textbook • Support Video • Digital Personal Trainer • Assessment Resources for Text Series • Tiered Worksheets • YouTube • www.brainpopjr.com • https://kidshealth.org/ • www.pecentral.com • NJ State curriculum		



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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.*

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	- Families have different numbers of people in them, different religions and beliefs, families and people change all the time, some members don't live together. - Every family member should take care of his/her responsibilities to make the family work. - Gender specific genital body parts boys and girls have - Domestic violence and child abuse happens and children need to know how to ask or get help. - Analyze the difference between domestic violence and child abuse		
CROSS-CURRICULAR / DIFFERENTIATION:	<u>Cross Curricular:</u> Using technology to incorporate lessons and assessments, along with history to compare different families around the world.		

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<i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, key skills, life literacies, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	Social Studies (6.1.4.A.1) Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Science (K-2-ETS1-1) Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. <u>Differentiation:</u> Scaffolding and anchoring activities to support individual student learning styles. <u>Special Education/504:</u> • Pre-assessment • Compacting and modified assignments/assessments as per IEP/504 plan • Product choices		
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- Study sheets
- Study buddy
- One-to-one instruction
- Preferential seating
- Extended time
- Visual, verbal technology assistance
- Organizational strategies
- Leveled books
- One to one assistance
- Provide picture, oral and written directions
- Extended time to provide verbal answers

Specific modifications for this particular unit may include:

- Use specific examples that are accessible to children when discussing the concept of character.

ELL:

- Pre-Assessment
- Grouping
- Pace Adjustment
- Audio/Visual Support
- Focus on vocabulary
- Deliver content in chunks



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- Tiered assignments
- Peer support
- Provide directions with picture cues
- Books/videos in native language
- Bilingual dictionary
- Assisted technology
- Giving exam orally

Specific modifications for this particular unit may include:

- Utilize Closed Captioning for videos shown in class on topics such as fire prevention and fire safety.

At Risk:

- Pre-Assessment
- Compacting and modified assignments
- Graphic organizer
- Key takeaways
- Mnemonic devices
- Provide notes
- Peer support
- Provide picture, oral and



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	written directions • One to one assistance • Leveled books • Read, encode, annotate, ponder (iREAD) Specific modifications for this particular unit may include: - Create and display anchor charts on important concepts, such as, but not limited to, families and community helpers. <u>Gifted & Talented:</u> • Enrichment and extension of lessons • Tutoring of peers • Independent learning opportunities • Pace change • Add depth and breadth to lessons • Self-evaluation • Students as experts • Student presentations • Allow to incorporate		
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Born on: NJSLS September 2015

Revised and BOE Approved: August 24, 2021

Aligned to NJSLS-CHPE 2014 & NJSLS-CLKS 2020



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	technology into their work • Curriculum compacting Specific modifications for this particular unit may include: - Create and/or perform a skit for a conflict resolution scenario.		
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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.