

Hawthorne Public Schools

Health

Grade 9

Course Name	Health
Course Description	Grade 9 Health Education is designed to provide students with the knowledge and skills necessary to make healthy decisions and develop behavioral strategies that will lead to a lifetime of good health. This course includes various topics surrounding health and wellness such as the dimensions of wellness and risk factors of health, healthy decision making, sexting, gender identity, cyber safety, substance abuse, mental health and mental disorders, stress and stress management. This course will help students evaluate their personal wellness, develop strategies to improve their health, develop refusal skills in relation to unhealthy behaviors, identify resources where help is available, and apply their knowledge through collaborative and individual activities in an effort to improve overall wellness and quality of life. Throughout this course, students will engage in student-centered learning through various individual and group activities that require critical thinking, problem solving, and collaboration. This will allow students to make cross-curricular connections as well as personal connections to the material to strengthen their understanding and knowledge of the course content.

PACING GUIDE	
UNIT	DURATION
<u>Unit 1: Healthy Decision Making</u>	3 Weeks
<u>Unit 2: Substance Abuse & Healthy Alternatives</u>	3-4 Weeks
<u>Unit 3: Mental Health & Stress Management</u>	3-4 Weeks

Unit 1: Healthy Decision Making

Unit Overview: The Healthy Decision Making Unit defines health and wellness, how health is evaluated, and identifies and defines the 10 dimensions of wellness as well as other factors that influence health. This unit allows students to evaluate health risks and examine healthy decision-making strategies and apply them to various situations. The short and long term effects of cyber safety and the sharing of sexually explicit images (sexting) on technological devices or social media platforms is also discussed and examined with the use of the DECIDE decision-making strategy. Students will also discuss gender identity & gender expression and examine various factors that make up or influence gender and gender roles.

Time Allotted: 3 Weeks

New Jersey Student Learning Standards (NJSLs)

Comprehensive Health & Physical Education

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.

ELA Anchor Standards

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Unit Question(s)

What is the difference between health and wellness?

How do we evaluate health?

What are the 10 dimensions of wellness?

Which areas of wellness do you need to strengthen?

What strategies can you use to strengthen each dimension of wellness?

What factors can influence a person's health?

	<p>What are some decision-making processes you can apply to make healthy decisions?</p> <p>What are the steps in the DECIDE decision-making process?</p> <p>What are some short term effects of sexting? Long term effects?</p> <p>How can you be safe when using the internet?</p> <p>What can you do if you or someone you know is being cyberbullied or talked to inappropriately online?</p> <p>What is the difference between gender identity and gender expression?</p> <p>How do we use pronouns?</p> <p>What are examples of pronouns that refer to gender? What are some gender neutral pronouns?</p> <p>What are the different gender identities? Can you define them?</p>		
Topic	Objectives	Core & Extension Lessons	Evidence of Learning (Assessment)
Health vs Wellness 10 Dimensions of Wellness Case Study & Personal Wellness Influences on Health Evaluating Health Risks Making Healthy Decisions DECIDE Method Cyber Safety & Sexting Gender Identity	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe two factors that can be used to evaluate overall health Distinguish between quality of life and life expectancy Differentiate between health and wellness Define and identify 10 dimensions of wellness Explain how the choices people make affect their positions on the health continuum Analyze personal wellness based on 10 dimensions of wellness Evaluate factors that can influence a person's health Analyze strategies you can use to evaluate risk factors Examine strategies you can use to make healthy decisions Identify steps in DECIDE decisions making process Apply DECIDE decision-making process to evaluate situations and 	<p>Core Lesson # 1: Introduction to Health Education & Health vs Wellness</p> <p>Core Lesson #2: Dimensions of Wellness: First 5 Dimensions</p> <p>Core Lesson # 3: Dimensions of Wellness: Last 5 Dimensions</p> <p>Extension Lesson: Case Study: Evaluating Clients Wellness and then Personal Wellness</p> <p>Core Lesson #4: 8 Factors that Influence Health</p> <p>Core Lesson #5: Evaluating Risks and Decision Making</p> <p>Extension Lesson: DECIDE method & scenario activity</p> <p>Core Lesson #6: Sexting and Internet Safety</p>	<ul style="list-style-type: none"> Participation in Oral Discussion Participation in Cooperative Learning Activities Teacher Observation Entrance/Exit Tickets Written Assignments: Individual & Group Guided Notes Quizzes

	<p>influences that could lead to healthy or unhealthy consequences=</p> <ul style="list-style-type: none"> ● Evaluate strategies to use social media safely, legally, and respectfully. ● Analyze and discuss the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. ● Explain the difference between gender identity, gender expression, and sexual orientation. ● Identify and explain different gender identities. ● Explain how to use pronouns and identify appropriate pronouns for various genders. ● Identify factors that influence gender as well as gender role stereotypes in their environment compared to other countries 	<p>Core Lesson #7: Gender Identity & Expression</p> <p>Core Lesson #8: Quizzes Review Activities</p>	
Resources/Materials	<p><i>Prentice Hall Health:</i> Pruitt, Allegrante, Prothrow-Stith</p> <p>Commonsense.org Everfi.net KidsHealth (kidshealth.org) HealthTeacherCentral.org 3rs.org Amaze.org Various internet resources (Quizlet, EdPuzzle, QUIZZZ) Apps within G Suite (Chrome, Classroom, Docs, Sheets, Slides, Jamboard, YouTube, etc)</p>		
Mandates (if applicable)	<p>Sexting (N.J.S.A. 18A:35-4.33) Bullying Prevention Programs (N.J.S.A. 18A:37- 17)</p>		

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> – Provide guided notes for additional support – Invite students to explore different points of view on a topic of study and compare. – Translate documents through Google Translate 	<ul style="list-style-type: none"> – Provide guided notes for additional support and/or encourage students to create digital multimedia to showcase knowledge. – Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> – Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. – Provide guided notes for additional support and/or encourage students to create digital multimedia to showcase knowledge. – Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> – Encourage students to explore concepts in depth and encourage independent studies or investigations. – Modeling or independent student led research

Unit 2: Substance Abuse and Healthy Alternatives

Unit Overview: This Substance Abuse Unit will help students define and understand addiction, and its physical effects on the body. Students will learn about and research various substances (depressants, stimulants, hallucinogens, opioids, cannabinoids etc), their effects on the body, the legal consequences of drug use or abuse, and where to seek help for addiction. They will apply the DECIDE decision-making strategy to various scenarios and demonstrate refusal skills during small group activities. Students will also explore healthy alternatives to substance use/abuse and identify their personal support team.

Time Allotted: 3-4 Weeks

New Jersey Student Learning Standards (NJSLS)

Comprehensive Health & Physical Education

2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

ELA Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Unit Question(s)

Can you explain what addiction is and how it affects our bodies?

Are some people more prone to addiction than others?

What is tolerance? What is dependence?

What are some symptoms of withdrawal?

What is B.A.C.? What factors affect our BAC?

What is the legal drinking age?

What BAC is above the legal limit if you are over 21? What about under 21?

	<p>What is the legal consequence of Driving Under the Influence? What if we are under 21? How does alcohol affect our coordination? How about our physical or mental/emotional health? What are the symptoms of alcohol poisoning? What do we do if we think someone may have alcohol poisoning? How does nicotine affect the body? Can vapes have more or less nicotine than cigarettes? What other chemicals can be inside vapes? Which drugs did we discuss in class? What do they look like? How can they be administered? What are the 5 drug classifications we have discussed in class? How do stimulant drugs affect our bodies? What are some examples of these drugs? How do depressant drugs affect our bodies? What are some examples of these drugs? What are some short term or long term effects of substance abuse? How does substance abuse affect each dimension of wellness? What is Fentanyl? Why is it so dangerous? How can steroid use affect physical health in a negative way? What about our mental/emotional health? Where can we seek help for addiction? What are some resources? How can we refuse drugs or alcohol in a peer setting? What are some healthy alternatives to drug or alcohol use? Who is part of your support team and why?</p>		
Topic	Objectives	Core & Extension Lessons	Evidence of Learning (Assessment)
<p>Addiction and the body</p> <p>Prescription Drug use and Abuse</p> <p>Alcohol</p> <p>BAC & your body</p> <p>Vaping & Nicotine</p> <p>Drug Research</p> <p>Steroid use and effects</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define addiction and tolerance and how these have a physical effect on the body - Define withdrawal and identify symptoms - Explain and analyze the negative effects of drug and alcohol use on the body and all dimensions of wellness - Explain the difference between various drug classifications (i.e. depressants, stimulants, opioids, hallucinogens, cannabinoids) - Explore and discuss prescription 	<p>Core Lesson # 1: Prescription Drugs & Addiction</p> <p>Core Lesson #2: Alcohol: Influential health factors, BAC, Legal Consequences & Alcohol Poisoning</p> <p>Extension Lesson: BAC Calculation Activity</p> <p>Core Lesson # 3: Vaping: Tobacco & Nicotine</p> <p>Core Lesson #4: Drug Research Project: Group & Drug assignment, Project Intro, Rubric and begin work</p>	<ul style="list-style-type: none"> - Participation in Oral Discussion - Participation in Cooperative Learning Activities - Teacher Observation - Entrance/Exit Tickets - Written Assignments: Individual & Group - Guided Notes - Quizzes

<p>Heroin & Fentanyl: Opioid Epidemic</p> <p>Drug Effects/ Identification</p> <p>Refusal Skills</p> <p>Natural High and personal support team</p>	<p>drug abuse and safe use</p> <ul style="list-style-type: none"> - Research information related to various substances (ex. tobacco, vaping products, marijuana products, inhalants, anabolic steroids, depressants, stimulants, opioids, hallucinogens etc.) and their health risks - Analyze and discuss the short- and long-term consequences of substance abuse - Examine the drug laws, and regulations of the State of New Jersey and other states - Recognize symptoms and warning signs of drug use and addiction - Examine strategies you can use to make healthy decisions - Apply DECIDE decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences - Demonstrate refusal skills - Explain how and where to seek help if struggling with substance abuse - Identify resources available for addiction and substance abuse - Analyze personal choices and behaviors related to substance use and 	<p>Core Lesson #5: Drug Research Project: Continue Group Work with slide benchmark</p> <p>Core Lesson #6: Drug Research Project: Final day</p> <p>Core Lesson #7: Drug Research Project: Peer presentations and class notes</p> <p>Core Lesson #8: Steroids & Heroin/Fentanyl: Opioid Epidemic Extension Lesson: “Dead on Arrival” video and discussion/journal activity</p> <p>Core Lesson #9: Snow White and the 7 Drugged Dwarfs Group Activity: Apply knowledge of all substances for identification</p> <p>Core Lesson #10: Refusal Skills: Class Discussion & Interactive Videos Extension Lesson: Refusal Skills - Group roleplay demonstration w/ props</p> <p>Core Lesson #11: Above the Influence - Identifying natural high alternatives and developing a support team</p>	
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	<p>misuse to determine if they align with personal values and beliefs</p> <ul style="list-style-type: none"> - Develop healthy alternatives to drug and alcohol use - Develop a personal support team 		
Resources/Materials	<p><i>Prentice Hall Health</i>: Pruitt, Allegrante, Prothrow-Stith</p> <p>Commonsense.org</p> <p>Everfi.net</p> <p>Amaze.org</p> <p>KidsHealth (kidshealth.org)</p> <p>HealthTeacherCentral.org</p> <p>Various internet resources (Quizlet, EdPuzzle, QUIZIZZ)</p> <p>Apps within G Suite (Chrome, Classroom, Docs, Sheets, Slides, Jamboard, YouTube, etc)</p>		
Mandates (if applicable)	Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> – Provide guided notes for additional support – Invite students to explore different points of view on a topic of study and compare. – Translate documents through Google Translate 	<ul style="list-style-type: none"> – Provide guided notes for additional support and/or encourage students to create digital multimedia to showcase knowledge. – Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> – Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. – Provide guided notes for additional support and/or encourage students to create digital multimedia to showcase knowledge. – Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> – Encourage students to explore concepts in depth and encourage independent studies or investigations. – Modeling or independent student led research

Health Grade 9

Unit 3: Mental Health & Stress Management

Unit Overview: This Mental Health Unit allows students to explore and discuss the stigma behind mental health and the dangers associated with it. Students will be able to explain the difference between mental health and mental illness and will also explore various types of mental

disorders and anxiety disorders. Topics include high & low self-esteem, mental disorders, anxiety disorders, eating disorders, clinical depression, self-harm, suicide and suicide prevention, stress and stress management. Students will be able to recognize signs and symptoms of various mental disorders, examine resources where help is available and explain how and when to seek help. They will also examine different factors that influence personality and develop strategies to improve self-esteem and manage stress.

Time Allotted: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

Comprehensive Health & Physical Education

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).

2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

ELA Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Unit Question(s)

- What is the difference between mental health and mental illness?
- What is the stigma around mental health/illness?
- How can this stigma be dangerous or why is it important that we make an effort to break the stigma?
- How does heredity and environment influence our personality? What else might influence it?
- What characteristics does a person with high self-esteem have? What about low self-esteem?
- What are some benefits of high self-esteem?
- What are the dangers of low self-esteem?
- What influences our self-esteem? Positively or negatively?
- What are some ways we can improve our self-esteem?

	<p>What are the 6 categories of mental health disorders we discussed?</p> <p>What are some examples of anxiety disorders?</p> <p>What are some examples of mood disorders? Personality disorders? Impulse control disorders?</p> <p>Can you identify and explain the 3 major eating disorders we have discussed in class?</p> <p>What is body image?</p> <p>How does the media influence our body image? What else might influence our body image?</p> <p>What treatment options are available for those who suffer from eating disorders?</p> <p>What are some signs and risk factors of clinical depression?</p> <p>What are the treatment options for clinical depression?</p> <p>What are warning signs of self-injury?</p> <p>How do people self-harm? Why might one self-harm?</p> <p>What treatment options are there for those who self-harm?</p> <p>What are some warning signs of suicide?</p> <p>What should you do if someone you know is showing signs of suicide?</p> <p>Who can you talk to about your mental health or if you are having suicidal thoughts?</p> <p>Which mental health professionals can treat those with anxiety disorders? What about impulse control disorders?</p> <p>What is the difference between primary and learned emotions? Can you provide examples?</p> <p>What is stress? What might cause stress in teenagers? What about adults?</p> <p>How does stress affect our body negatively? How does it cause physical illness?</p> <p>What are some ways we can help manage our stress?</p> <p>What are some techniques we can use when feeling overwhelmed by stress or anxiety?</p> <p>Who can you talk to about your stress if you are feeling overwhelmed?</p> <p>Which professionals can provide you with treatment or help you develop strategies to manage stress?</p>		
Topic	Objectives	Core & Extension Lessons	Evidence of Learning (Assessment)
Mental Health vs Mental Illness Breaking the Stigma Mental Health Disorders: Anxiety, Mood, Personality, Psychotic, Impulse-Control, Eating Disorders Body Image	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explain the difference between mental health and mental illness - Define stigma, stigma related to mental health, and the dangers associated with it - Compare and contrast heredity and environment as ways personality forms 	<p>Core Lesson # 1: Mental Health Awareness: Breaking the Stigma</p> <p>Core Lesson #2: Mental Health Disorders: Group research activity</p> <p>Extension Lesson: Group presentation/Carousel and notes</p>	<ul style="list-style-type: none"> – Participation in Oral Discussion – Participation in Cooperative Learning Activities – Teacher Observation – Entrance/Exit Tickets – Written Assignments: Individual & Group – Guided Notes – Quizzes

<p>Eating Disorders</p> <p>Self-Esteem</p> <p>Self-Harm</p> <p>Depression & Clinical Depression</p> <p>Suicide and Suicide Prevention</p> <p>Stress & Stress Management</p> <p>Coping Strategies for stress and anxiety</p> <p>Identifying Factors that influence personality</p>	<ul style="list-style-type: none"> - Describe the benefits of high self-esteem and risks of low self-esteem - Compare how self-esteem develops through childhood, adolescence, and adulthood - Develop ways to improve self-esteem - Recognize signs of mental disorders - Interpret causes of mental disorders - Summarize the five major anxiety disorders - Identify four other mental disorders - Differentiate between the three major eating disorders - Define clinical depression - Recognize signs of depression and explain risk factors of depression - Identify and interpret signs of self-injury - Demonstrate and explain suicide prevention techniques - Explain how to seek help if they or a loved one is showing signs of self-harm or suicide - Identify different types of mental health professionals - Compare treatment methods for mental disorders 	<p>Core Lesson # 3: Body Image & Eating Disorders</p> <p>Extension Lesson: Group Activity: Body Image and the Media</p> <p>Core Lesson #4: High & Low Self-Esteem & Self-Harm: Strategies to improving self-esteem</p> <p>Core Lesson #5: Depression, Suicide & Suicide Prevention</p> <p>Core Lesson #6: Stress: Responding to Stress and Effects on Health</p> <p>Core Lesson #7: Stress Management & Coping Strategies</p> <p>Extension Lesson: Relaxation Stations: Demonstrate coping strategies for stress and anxiety</p> <p>Core Lesson #8 & 9: Inside Out Movie and Activity: Identifying Personality Islands</p>	
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	<ul style="list-style-type: none"> - Distinguish between primary and learned emotions - Develop and explain strategies to recognize and cope with emotions - Identify many of the causes of stress - Explain the alarm, resistance, and exhaustion stages of stress - Analyze the relationship between stress and illness - Utilize time management and mental rehearsal as coping mechanisms for stressors - Demonstrate how physical activity, relaxation activities and meditation are tension reducers - Choose appropriate people/professionals to reach out for support in case stress becomes too much to handle 		
Resources/Materials	<p><i>Prentice Hall Health</i>: Pruitt, Allegrante, Prothrow-Stith</p> <p>Everfi.net NAMI.org Amaze.org TED.com BigLifeJournal.com KidsHealth (kidshealth.org) HealthTeacherCentral.org Various internet resources (Quizlet, EdPuzzle, QUIZIZZ) Apps within G Suite (Chrome, Classroom, Docs, Sheets, Slides, Jamboard, YouTube, etc)</p>		
Mandates (if applicable)	<p>Mental Health (N.J.S.A. 18A:35-4.39) Suicide Prevention (N.J.S.A. 18A: 6-111) LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)</p>		

Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> – Provide guided notes for additional support – Invite students to explore different points of view on a topic of study and compare. – Translate documents through Google Translate 	<ul style="list-style-type: none"> – Provide guided notes for additional support and/or encourage students to create digital multimedia to showcase knowledge. – Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> – Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. – Provide guided notes for additional support and/or encourage students to create digital multimedia to showcase knowledge. – Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> – Encourage students to explore concepts in depth and encourage independent studies or investigations. – Modeling or independent student led research