

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Physical Education and Health Education Curriculum	
Content Area: 9th Grade Health and Physical Education	
Course Title: Health and Physical Education	Grade Level: 9
Health Unit 1: Personal Growth and Development	10 Days
Health Unit 2: Pregnancy and Parenting	10 Days
Health Unit 3: Alcohol Tobacco and Drugs	10 Days
Health Unit 4: Dependency Substances Disorder and Treatment	10 Days
Health Unit 5: Personal Safety Sexting	5 Days

Introduction

The 9th grade Health focuses on character education and societal Impact. It explores health-related areas, interpersonal relationships, abstinence, contraceptives and drug abuse and treatments. Students will be equipped to make sound choices about healthy living. Taking responsibility for one's own health is an essential step towards maintaining a healthy lifestyle.

Unit I: Personal Growth and Development	Duration: 10 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
Personal and Mental Health	
<ul style="list-style-type: none">● 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.	
Pregnancy and Parenting	
<ul style="list-style-type: none">● 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).● 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention	
Emotional Health	

- 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

Social and Sexual Health

- 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.

Supporting and Additional Standards

- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 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.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.

- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

Primary Interdisciplinary Connections:

- 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.
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- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

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

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Smartboards
- Laptop/computer
- Textbook, interwrite board
- Glencoe textbook and workbook

Performance Tasks/Use of Technology:

- Progression Charts: i.e. sticker boards
- QR codes with iPads

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score
- Projects
- Performance Test

Benchmark:

- Midterm Exam
- Final Exam

Alternative

- End of unit project

Knowledge and Skills	
Content	Skills
<p>Core Idea- The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the components of health. 2. Create strategies to improve their total health. 3. Describe how their healthy and unhealthy decisions affect their wellness. 4. Explain the steps in the decision making process. 5. Identify ways to promote a positive self-esteem. 6. Develop and implement an action plan for setting a goal. 7. Explain how refusal skills and values affect your wellness.
<p>Essential Questions: What is health? Why do I have to worry about my wellness as a teenager? What are strategies to support a healthy life? How can unhealthy behaviors affect your health? How can having a positive self esteem affect your health? What are some consequences in making good vs poor decisions on myself, friends and family? What are some refusal skills you can use to refuse peer pressure? How can goal setting improve your wellness?</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Diagram- health triangle Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> ● EVERFI Health Resources (K–12)

Glencoe Textbook Questions	<ul style="list-style-type: none">• Kids Health (K–8)
Core Instructional and Supplemental Materials <ul style="list-style-type: none">• Textbooks• Chromebooks/ iPads	
Teacher Notes: <ul style="list-style-type: none">• Progression/ regression of students' skills	

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning

- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
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504 Plans

- Preferential seating

- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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- Organize integrated problem solving simulations
- Reading baggies
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- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
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Unit 2: Pregnancy and Prevention	Duration: 15 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>Personal and Mental Health</p> <ul style="list-style-type: none"> ● 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. <p>Pregnancy and Parenting</p> <ul style="list-style-type: none"> ● 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). ● 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention <p>Emotional Health</p> <ul style="list-style-type: none"> ● 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 <p>Social and Sexual Health</p>	

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Benchmark:

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Alternative

- End of unit project

Knowledge and Skills

Content

Core Idea

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually

Skills

Students will be able to:

- Explain the reasons why abstinence is the safest method of birth control.
- Explain the importance of refusal skills in maintaining abstinence.
- Identify and explain the advantages and disadvantages of

<p>transmitted infections.</p> <ul style="list-style-type: none"> • There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts. 	<p>contraceptives in preventing unwanted pregnancy and STI's.</p> <ul style="list-style-type: none"> • Differentiate between barriers and hormonal contraceptives. • Discuss the consequences of sexual activity for a teen. • Describe the stages of fetal development. • Discuss the decisions on pregnancy options. • Research factors that impact the health of a baby.
<p><i>Essential Questioning:</i> What is abstinence? Why do teens have sex? What are the advantages of contraceptives? What are the most significant consequences for teen pregnancy? What factors impact the health of a baby?</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>

Student Activities Workbook worksheets
Glencoe Textbook- quizzes and activities
Topic Vocabulary
Journal Writing
Discussion of community resources
Examine media for different health articles
Guest speakers
Group project
Topic related DVD/videos
Student Activities Workbook worksheets

- [Kids Health](#) (K–8)
- [New Jersey Department of Health](#) (6–12)
- [New Jersey Safe Haven](#) (9–12)
- [New Jersey Department of Children and Families](#) (6–12)
- [PBS Teen Pregnancy Lesson Plans](#) (9–12)

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads

Teacher Notes:

- Progression/ Regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

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Special Education

- Work longer books as skills in reading increase
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504 Plans

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- Teacher Checklist
- Verbal question & answer

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<ul style="list-style-type: none"> • Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p>Core Idea: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p>	<p>Students will be able to..</p> <ul style="list-style-type: none"> • Describe the effect of abused substances on a teens health. • Identify the signs of addictive behavior. • Practice decision and refusal skills to remain drug free. • Describe the high risk behaviors associated with drug and substance abuse.
<p>Essential Questions:</p> <p>How does alcohol and drugs affect your health?</p>	

<p>What are some signs of addiction?</p> <p>What are high risk behaviors?</p> <p>What are the commonly abused substances in the US?</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Student Activities Workbook worksheets Glencoe Textbook- quizzes and activities Topic Vocabulary Journal Writing Discussion of community resources Examine media for different health articles Guest speakers Group project Topic related DVD/videos Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> ● Drugfreeworld.org ● Alcoholedu ● Kids Health (K–8) ● CDC E-Cigarettes and Alcohol ● EVERFI Truth Initiative Vaping ● Kids Health Drugs, Alcohol, Steroids & Tobacco ● NJDOE Keeping Our Kids Safe, Healthy & In School ● National Institute on Drug Abuse: How Nicotine Affects the Brain ● Scholastic The Real Cost of Vaping
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chrome Books/ iPads 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring

- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 4: Dependency Substances Disorder and Treatment	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>Personal and Mental Health</p> <ul style="list-style-type: none"> ● 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.

Pregnancy and Parenting

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention

Emotional Health

- 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

Social and Sexual Health

- 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.

Supporting and Additional Standards

- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.

- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 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.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

Primary Interdisciplinary Connections:

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

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

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Smartboards
- Laptop/computer
- Textbook, interwrite board
- Glencoe textbook and workbook

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<ul style="list-style-type: none"> • Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p>Core Idea:</p> <ul style="list-style-type: none"> • Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities. • Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery. <p>Essential Questions:</p> <p>Why do teens do drugs?</p>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Discuss personal values and behaviors to be drug free. • Identify and access school and community resources that can help substance and drug abusers and their families. • Research the drug laws, and regulations of the State of New Jersey. • Create a drug free message. Describe various strategies and skills to stop misusing and abusing drugs and remain drug free.

<p>What is the legal age to drink and smoke marijuana?</p> <p>How do your values and goals affect your decisions to be drug free?</p>	
Instructional Plan	
Suggested Activities	Resources
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<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chrome Books/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ Regression of students' skills 	

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