PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Wellness 9

Curriculum Writing Committee:

Jessica Hubal, Jennifer Marchetti, & Heather Santarelli

Grade Level: 9

Date of Board Approval: June 2026

Course Weighting:

Participation Category (Class Activities/Preparation)	70%
Assessments Category (Tests/Projects/Graded Assignments)	30%

Curriculum Map

Overview: Wellness 9 is a comprehensive course that integrates physical education, health, and freshman seminar to support the development of the whole student. Through a variety of activities, including team sports, lifetime fitness, and personal wellness practices, students will build an understanding of the importance of physical activity and its connection to overall health. Aligned with Pennsylvania Academic Standards for Health, Safety, and Physical Education, the course also explores key topics such as nutrition, growth and development, violence prevention, and drug education.

In addition, Wellness 9 is designed to ease the transition into high school by helping students develop essential academic, social, and personal skills. Students will focus on goal-setting, organization, digital citizenship, healthy relationships, and personal responsibility, while also beginning to explore college and career readiness. By combining physical, cognitive, and social-emotional learning, the course equips students with the tools needed for success in high school and beyond.

Time/Credit for the Course: 90 days / 0.5 credit

Goals:

- **Semester 1 / Semester 2 (90 days):**
    - **Unit 1: High School Transition - 5 Days**
        - Co-Curricular Involvement / DV YELLS
        - Goal Setting/Decision Making
        - Study Skills
        - Leadership/Grit
    - **Unit 2: Lifetime Fitness Activities - 15 Days**
        - Lifetime Fitness
        - Physical Fitness
        - Cardiovascular Endurance
        - Muscular Strength and Endurance
        - Muscular Flexibility
        - Safety Rules
        - Proper Equipment Use

- **Unit 3: Individual/Dual and Team Sports - 30 Days**
  - Spatial Awareness
  - Movement Principles
  - Physical Benefits
  - Offensive and Defensive Strategies (for both individual/dual and team sports)
  - Proper Rules and Etiquette
  - Demonstration of Sportsmanship
- **Unit 4: Safety, Personal Wellness, and Healthy Relationships - 20 Days**
  - Safety and Drug Prevention
  - Healthy Relationships
  - Managing Emotions
  - Conflict Resolution / Approach
  - Nutrition
- **Unit 5: Global and Digital Citizenship - 10 Days**
  - Internet Safety
  - AI/Digital Ethics
  - Sustainability / Community Engagement
- **Unit 6: College and Career Readiness - 10 Days**
  - Graduation Requirements
  - SMART Futures Activities
  - Post-Secondary Education
  - College Board Tools

Note: Units may be implemented in a flexible order to accommodate facility availability, seasonal/weather conditions, and student needs.

Big Ideas:

- Understanding risks and making informed decisions helps individuals stay safe.
- Building connections with teachers, peers, and school resources supports academic and personal growth.
- Goal setting and reflection help students take ownership of their high school experience.
- Participation in physical activity impacts wellness throughout a lifetime.
- Quality lifelong movement is based on scientific concepts/principles.
- Lifetime fitness activities enable a person to maintain a level of physical fitness, allowing that person's body to function efficiently and effectively.
- Effective time management, organization, and study strategies help students balance academic and personal responsibilities.
- Healthy relationships are built on respect, trust, communication, and boundaries.
- Conflict is normal, and it can be managed constructively through communication and problem-solving.
- Responsible digital citizens think critically about the information they consume and share.
- Digital tools can be powerful for learning, collaboration, and positive impact when used responsibly.

- Individual interests, skills, and values influence future educational and career choices.
- Planning and goal setting help students prepare for postsecondary education and careers.

Textbook and Supplemental Resources:

- **Supplemental Resources:**
  - Botvin, G. J. (2025). *LifeSkills training: Promoting health and personal development*. Princeton Health Press.
  - DVSD ClassLink
  - DVHS Guidance Website
  - Smart Futures
  - CollegeBoard
  - Naviance (College Applications)
  - PowerSchool
  - Schoology

Curriculum Plan

Unit 1: High School Transition (5 days)

- **Standards:**
  PA Academic Standards (FACS / Career Education and Work)
  - 11.2.9.A -Solve dilemmas using a practical reasoning approach
    - Identify situation
    - Identify reliable information
    - List choices and examine the consequences of each
    - Develop a plan of action
    - Draw conclusions
    - Reflect on decisions
  - 11.2.9.C - Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family
  - 11.2.9.H -Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.
  - 13.1.8.H - Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.

  SHAPE American National Physical Education Standards
  - Standard 5 - Use a decision-making process to support health and well-being of self and others.
  - Standard 6 - Use a goal-setting process to support health and well-being of self and others.

Objectives:

- Identify short- and long-term academic and personal goals. (DOK 1)
- Analyze how personal choices impact academic and social outcomes. (DOK 3)
- Identify effective study strategies and organizational tools. (DOK 1)
- Describe how time management impacts academic success. (DOK 2)
- Analyze their own study habits and identify strengths and areas for improvement. (DOK 3)
- Define leadership, perseverance, and grit. (DOK 1)
- Reflect on and justify personal growth in leadership or perseverance over time. (DOK 4)
- Identify available co-curricular and extracurricular opportunities. (DOK 1)
- Explain the benefits of involvement in school and community activities. (DOK 2)
- Students will explore and select activities aligned with personal interests and goals. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- The following activities can be completed using the following instructional methods: Cooperative learning stations, small group collaboration, role-play, simulation, direct instruction (or mini-lessons), guest speakers, peer feedback, class discussion, reflection, presentations, journal entries, etc.
  - Explore clubs, sports, and activities (including DV YELLS) and identify areas of interest.

    - Participate in goal-setting and personal planning activities, including creating short- and long-term academic, fitness, and personal SMART goals, and reflecting on how these goals connect to school involvement and personal growth.
    - Engage in decision-making development activities (peer pressure, conflict, time management), and apply structured decision-making models to evaluate outcomes.
        - Additional Example Activities: Complete Decision-Making for Health Practice Activities (Botvin - Pages 10-14)
    - Participate in cooperative and team-building activities that require communication, collaboration, and problem-solving.
    - Apply decision-making and strategy skills in game-based activities that require students to make real-time choices and reflect on the effectiveness of those decisions.
    - Participate in a study skills and test-taking strategies workshop that includes analyzing effective study habits, practicing time management and organization techniques, and applying active reading, note-taking, and test-taking strategies.
    - Build a weekly schedule balancing school, homework, activities, and personal time.

Assessments:

- **Diagnostic:**
    - Self-assessment on study habits, time management, goal-setting experience, and co-curricular involvement
    - Teacher observation of skills
- **Formative:**
    - Group Discussions
    - Teacher Conferences
    - Exit Tickets
    - Observation Checklist
    - Reflection Prompts
    - Peer Feedback
- **Summative:**
    - Co-Curricular Involvement Activity
    - Study Skills & Time Management Activity
    - Decision-Making Scenario Activity
    - Leadership/Grit Activity
- **Correctives:**
    - Teacher-led reteaching and modeling
    - Scaffolded support
    - Peer mentors to help with organization and participation
- **Extensions:**
    - Create and facilitate scenarios for peers
    - Leadership development by being a peer mentor

Unit 2: Lifetime Fitness Activities (15 Days)

- **Standards:**

PA Academic Standards (Health, Safety, and Physical Education)

- 10.1.12.B - Evaluate factors that impact body systems and apply protective/preventive strategies.
- 10.2.12.B - Assess factors that impact adult health consumer choices.
  - access to health information
  - access to health care
  - cost
  - Safety
- 10.2.12.D - Examine and apply a decision-making process to the development of short and long-term health goals.
- 10.2.12.E - Analyze the interrelationship between environmental factors and community health.
  - public health policies and laws/health promotion and disease prevention
  - individual choices/maintenance of environment
  - recreational opportunities/ health status
- 10.3.12.D - Evaluate the benefits, risks, and safety factors associated with self-selected life-long physical activities.
- 10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- 10.4.12.B -Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
  - social
  - physiological
  - psychological
- 10.4.12.C - Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
  - aging
  - injury
  - disease
- 10.4.12.E -Analyze the interrelationships among regular participation in physical activity, motor skill improvement, and the selection and engagement in lifetime physical activities.

SHAPE American National Physical Education Standards

- Standard 1 - Use functional health information to support the health and well-being of self and others.
- Standard 2 - Analyze influences that affect the health and well-being of self and others.
- Standard 3 - Access valid and reliable resources to support the health and well-being of self and others.
- Standard 4 - Use interpersonal communication skills to support the health and well-being of self and others.

Objectives:

- Identify the importance of engaging in Lifetime Fitness Activities. (DOK 1)
- Analyze the contributions of various exercise programs to stress reduction. (DOK 4)
- Identify that execution of skills should proceed in a natural sequence from simple to complex. (DOK 1)
- Design and apply critical physical elements that enable the development of skill proficiency. (DOK 4)
- Design and independently apply mechanical information to their own performance. (DOK 4)
- Differentiate between internal and external feedback to modify movement during
- performances. (DOK 2)
- Explain the importance of maintaining and improving physical fitness, motor skills, and knowledge about the selected lifetime fitness activity. (DOK 1)
- Investigate how personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK 3)
- Identify strategies to include people with diverse backgrounds and abilities in physical activities. (DOK 1)
- Identify the possible influence of participation in lifetime fitness activities on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK 1)
- Explain why lifetime fitness activities can provide opportunities for positive social interactions. (DOK 1)
- Analyze how the enjoyment of lifetime fitness activities is likely to encourage future involvement, which could reduce stress and produce higher levels of health-related fitness. (DOK 4)
- Assess why rules are important for competition in lifetime fitness activities. (DOK 3)
- Define the principle of specificity and assess why specific exercises must be performed for specific components of fitness. (DOK 1, 3)
- Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes lifelong participation. (DOK 3)
- Analyze the effects of regular participation in self-selected programs of moderate to vigorous physical activity. (DOK 4)
- Evaluate how changes in adult health status may affect the responses of the body system. (DOK 3)
- Analyze the interrelationship among regular participation in physical activity, motor skills, and the selection and engagement in lifetime physical activities. (DOK 4)
- Incorporate and synthesize knowledge of exercise principles, training principles, and skill-related fitness components. (DOK 4)
- Evaluate movement forms for appropriate application of scientific and biomechanical principles. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Create a personal fitness program based on personal data, exercise and training principles, and fitness components
- Weight room safety checklist
- Fitness testing

- Develop fitness-related SMART goals
- Lead up activities that incorporate skills
- Recording of baseline data and track to monitor progress
- Calculate target heart rate zone
- Chart and record pulse rate after rest, exercise, and recovery
- Circuit training
- Exercises/activities to improve cardiovascular fitness
- Exercises/activities to improve overall fitness
- Personalized fitness plan
- Computer-based exercises to promote fitness

Assessments:

- **Diagnostic:**
    - Written pre-assessment inclusive of rules, regulations, and terminology
    - Teacher observation of skills
    - Checklist of skills performed during observation of adult participation
    - Fitness testing
- **Formative:**
    - Collect records of heart rate for the endurance activities
    - Charting heart rates through computer-based activities
    - Teacher Observation
    - Activity Log
    - Fitness Testing
    - Questions and Answers
    - Self-assessment of skills with a checklist
    - Peer-assessment of skills with a checklist
- **Summative:**
    - Written Test
    - Activity Log
    - Fitness Testing (FitnessGram)
    - Personal Fitness and Wellness Project
- **Correctives:**
    - Teacher check-ins on progress toward goals
    - Provide brief demonstrations of proper exercise form and safety expectations
    - Pair students to track data, monitor heart rate, and complete checklists together
- **Extensions:**
    - Use apps (e.g., Apple Health, Fitbit, MyFitnessPal) to track and analyze long-term data beyond class

Unit 3: Individual/Dual and Team Sports (30 Days)

- **Standards:**

  PA Academic Standards (Health, Safety, and Physical Education)

  - 10.1.12.B - Evaluate factors that impact body systems and apply protective/preventive strategies.
  - 10.2.12.B - Assess factors that impact adult health consumer choices.
    - access to health information
    - access to health care
    - cost
    - Safety
  - 10.2.12.D - Examine and apply a decision-making process to the development of short and long-term health goals.
  - 10.2.12.E - Analyze the interrelationship between environmental factors and community health.
    - public health policies and laws/health promotion and disease prevention
    - individual choices/maintenance of environment
    - recreational opportunities/ health status
  - 10.3.12.D - Evaluate the benefits, risks, and safety factors associated with self-selected life-long physical activities.
  - 10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
  - 10.4.12.B -Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
    - social
    - physiological
    - psychological
  - 10.4.12.C - Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
    - aging
    - injury
    - disease
  - 10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
  - 10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
  - 10.5.12.B - Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
    - open and closed skills
    - short-term and long-term memory
    - aspects of good performance
  - 10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.

- 10.5.12.D - Incorporate and synthesize knowledge of exercise principles, training principles, and health and skill-related fitness components to create a fitness program for personal use
- 10.5.12.F - Analyze the application of game strategies for different categories of physical activities.
  - individual
  - team
  - lifetime
  - outdoor

SHAPE American National Physical Education Standards

- Standard 1 - Use functional health information to support the health and well-being of self and others.
- Standard 2 - Analyze influences that affect the health and well-being of self and others.
- Standard 3 - Access valid and reliable resources to support the health and well-being of self and others.
- Standard 4 - Use interpersonal communication skills to support the health and well-being of self and others.

Objectives:

- Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport. (DOK 2)
- Recognize that execution of skills should proceed in a natural sequence from simple to complex. (DOK 1)
- Identify and apply critical physical elements that enable the development of skill proficiency. (DOK 4)
- Understand and independently apply mechanical information to their own performance. (DOK 4)
- Use internal and external feedback to modify movement during performance. (DOK 1)
- Assess how to maintain and improve physical fitness, motor skills, and knowledge about the selected lifetime fitness activity. (DOK 3)
- Assess how personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK 3)
- Identify exercises or activities that will enhance fitness and improve activity performance. (DOK 1)
- Demonstrate strategies for including persons of diverse backgrounds and abilities in physical activity. (DOK 2)
- Recognize the possible influence of participation in lifetime fitness activities on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK1)
- Recognize that lifetime fitness activities can provide opportunities for positive social interaction. (DOK 1)
- Incorporate a variety of technological forms throughout the physical education program. (DOK 1)
- Understand that the enjoyment of lifetime fitness activities is likely to encourage future involvement, which could reduce stress and lead to higher levels of health-related fitness. (DOK1)

- Understand why rules are important for competition in lifetime fitness activities. (DOK1)
- Apply the rules of successful individual and team performance. (DOK4)
- Apply game rules for the successful execution of a simulated game, scrimmage, or tournament. (DOK4)
- Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime. (DOK 3)
- Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities. (DOK 4)
- Analyze the inter-relationship among emotional, social, physical, and mental health, skill improvement and physical activity preferences and participation, over a lifetime. (DOK 4)
- Analyze movement performance and the application of game strategies for lifelong participation in physical activities. (DOK 4)
- Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance the quality of movement. (DOK 3)
- Apply offensive and defensive strategies across sports. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Perform daily safety checks of equipment and make necessary repairs
- Warm-up/ cool down
- Partner practice drills
- Individual practice drills
- Offensive / Defensive Strategies
- Lead-up games
- Modified game play
- Regulation game play
- Peer/instructor assessments
- Peer instruction
- Tournament (type dependent on activity, skill level, and size of class)
- Instructional videos

Assessments:

- **Diagnostic:**
    - Written pre-assessment, inclusive of rules, regulations, and terminology
    - Teacher observation of skills
    - Checklist of skills performed during observation of adult participation
    - Fitness testing
- **Formative:**
    - Self-assessment of skills with a checklist
    - Peer assessment of skills with a checklist
    - Practice Skills Test
    - Modified Game Situations
    - Lead Up Games
    - Checklist of skills performed during observation of adult participation
    - Written assignment on the potential future of team sports within their community
    - Activity Log

    - Technological Assessment
- **Summative:**
    - Teacher observation/assessment with a checklist
    - Written post-test on rules, regulations, terminology
    - Skills tests with scoring guide
    - Activity Log
    - Fitness testing to show that team sports can increase fitness levels
    - Demonstrating the utilization of heart rate monitors, pedometers and computer-based programming throughout a variety of team activities
- **Correctives:**
    - Teacher-led or peer-supported drills with immediate corrective feedback
    - Use instructional videos or demonstrations to reinforce proper technique
- **Extensions:**
    - Assign roles such as captain, referee, or skill mentor during activities
    - Students create and lead a drill targeting a specific skill (passing accuracy, defensive footwork, etc.)

Unit 4: Safety, Personal Wellness, and Healthy Relationships (20 Days)

- **Standards:**

PA Academic Standards (Health, Safety, and Physical Education)

- 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood.
  - relationships (e.g., dating, friendships, peer pressure)
  - interpersonal communication
  - risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
  - abstinence
  - STD and HIV prevention
  - Community
- 10.1.9.B - Analyze the interdependence existing among the body systems.
- 10.1.9.C - Analyze factors that impact nutritional choices of adolescents.
- 10.1.9.D - Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
  - decision-making/refusal skills
  - situation avoidance
  - goal setting
  - professional assistance (e.g., medical, counseling, support groups)
  - parent involvement
- 10.1.9.E - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- 10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
  - effective negotiation
  - assertive behavior
- 10.2.9.B - Analyze the relationship between health-related information and adolescent consumer choices.
  - tobacco products
  - weight control products
- 10.2.9.C - Analyze media health and safety messages and describe their impact on personal health and safety.
- 10.2.9.D - Analyze and apply a decision-making process to adolescent health and safety issues.

SHAPE American National Physical Education Standards

- Standard 5 - Use a decision-making process to support the health and well-being of self and others.
- Standard 6 - Use a goal-setting process to support the health and well-being of self and others.
- Standard 7 - Demonstrate practices and behaviors to support the health and well-being of self and others.
- Standard 8 - Advocate to promote the health and well-being of self and others.

Objectives:

- Assess different types of communication. (DOK 3)
- Identify the elements of effective listening skills. (DOK 1)
- Critique the process of peer mediation. (DOK 3)
- Demonstrate assertive behavior. (DOK 2)
- Identify and demonstrate the steps in the decision making process. (DOK 1, 2)
- Identify steps to keep themselves safe while online. (DOK1)
- Recognize the signs of drug abuse. (DOK1)
- Analyze the effects of drug use on personal health. (DOK 4)
- Analyze the effects of these issues on a teen's physical, mental, social, and emotional health. (DOK 4)
- Analyze nutrition related diseases. (DOK 4)
- Identify characteristics of healthy and unhealthy relationships. (DOK 1, 2)
- Analyze how emotional responses influence decision-making and interpersonal interactions. (DOK 3)
- Evaluate different approaches to conflict resolution and determine the most effective strategy for a given situation. (DOK 3, 4)
- Distinguish the six essential nutrients and what they provide for the body. (DOK 3)
- Identify factors that impact the development between adolescence and adulthood. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- The following activities can be completed using the following instructional methods: Cooperative learning stations, small group collaboration, role-play, simulation, direct instruction (or mini-lessons), guest speakers, peer feedback, class discussion, reflection, presentations, journal entries, etc.
    - Develop an understanding of drug-related concepts by defining key terms such as tolerance, addiction, and withdrawal, and applying this knowledge to real-life situations.
        - Example Activities: Complete Risk-Taking and Substance Abuse Activities (Botvin - Pages 16-21)
    - Analyze the influence of media on drug use by evaluating advertisements, social media, or other sources, and discussing how messaging can impact teen decision-making.
    - Investigate reasons why teens may use drugs and identify healthy alternative choices through discussion, scenario analysis, and reflective activities.
    - Examine the effects of drug use and abuse on personal health and future goals by analyzing short- and long-term consequences and making connections to personal decision-making.
    - Analyze relationship and conflict resolution scenarios to identify characteristics of healthy and unhealthy relationships, evaluate communication and behaviors, and propose alternative actions to improve outcomes.
        - Example Activities: Complete Healthy Relationships Activities (Botvin - Pages 54-61)

    - Practice emotional regulation strategies by identifying triggers, demonstrating healthy ways to manage anger, and applying techniques such as pausing, reframing, and controlled responses in simulated situations.
        - Example Activities: Complete Managing Stress, Anger, and Other Emotions (Botvin - Pages 34-40)
    - Engage in conflict resolution activities that include role-playing peer mediation sessions, applying communication strategies, and demonstrating appropriate responses to interpersonal conflicts.
    - Create a personalized nutrition plan that includes caloric needs based on age/activity level, energy balance, identification of the six essential nutrients, and reflection on influences on food choices.

Assessments:

- **Diagnostic:**
    - Self-assessment on safety and drug prevention, healthy relationships and emotions (peer conflict, cyberbullying, peer pressure, etc.), nutrition, and human growth and development.
    - Teacher observation of skills
- **Formative:**
    - Exit Tickets
    - Think-Pair-Share Responses
    - Peer Feedback
    - Group Discussions
    - Teacher Conferences
    - Reflection Prompts
- **Summative:**
    - Healthy Relationships Activities
    - Managing Emotions Activities
    - Nutrition Project
- **Correctives:**
    - Teacher-led reteaching and modeling
    - Scaffolded support
    - Peer mentors to help with organization and participation
- **Extensions:**
    - Create and facilitate scenarios for peers
    - Leadership development by being a peer mentor

Unit 5: Global and Digital Citizenship (10 Days)

- **Standards:**
  PA Academic Standards (Business, Computer and Information Technology/STEELS)
    - 15.3.12.T. - Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.8.B - Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.
    - 15.4.12.B - Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship.
    - 3.4.9-12.D - Apply research and analytical skills to systematically investigate environmental issues ranging from local issues to those that are regional or global in scope.
    - 3.4.9-12.E -Plan and conduct an investigation utilizing environmental data about a local environmental issue.

Objectives:

- Apply strategies for maintaining personal safety and privacy in digital environments. (DOK 2, 3)
- Analyze online scenarios to determine appropriate responses to cyberbullying, scams, and unsafe interactions. (DOK 3)
- Define key concepts related to artificial intelligence and digital ethics, including bias, privacy, and responsible use. (DOK 1, 2)
- Explain the ethical implications of using AI and digital tools in academic and personal contexts. (DOK 2, 3)
- Identify ways individuals can contribute to sustainability and responsible resource use within their community. (DOK 1, 2)
- Analyze local or global issues related to sustainability and community well-being. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- The following activities can be completed using the following instructional methods: Cooperative learning stations, small group collaboration, role-play, simulation, direct instruction (or mini-lessons), guest speakers, peer feedback, class discussion, reflection, presentations, journal entries, etc.
    - Participate in Internet safety and cyberbullying activities that involve brainstorming appropriate responses, evaluating online scenarios, and developing strategies to maintain safe and respectful online interactions.
        - Example Activities: Complete The Media and Health Activities (Botvin - Pages 23-32)
    - Engage in an introduction to artificial intelligence and digital ethics by defining key concepts such as bias, privacy, and responsible use through guided notes, examples, and discussion.
    - Evaluate the ethical implications of using AI and digital tools in academic and personal contexts through case studies, discussion, and scenario-based analysis.

    - Explore sustainability practices by identifying ways individuals can contribute to responsible resource use within their school and community through brainstorming and collaborative activities.
    - Analyze local and global sustainability issues by examining real-world examples and evaluating their impact on community well-being, followed by discussion or written reflection.

Assessments:

- **Diagnostic:**
    - Self-assessment on digital citizenship and sustainability
    - Teacher observation of skills
- **Formative:**
    - Exit Tickets
    - Think-Pair-Share Responses
    - Peer Feedback
    - Group Discussions
    - Teacher Conferences
    - Reflection Prompts
- **Summative:**
    - Internet Safety Activity
    - AI/Digital Ethics Activity
    - Sustainability Project
- **Correctives:**
    - Teacher-led reteaching and modeling
    - Scaffolded support
    - Peer mentors to help with organization and participation
- **Extensions:**
    - Create and facilitate scenarios for peers
    - Leadership development by being a peer mentor
    - Create an initiative (poster, video, presentation) promoting internet safety, responsible AI use, or sustainability practices

Unit 6: College and Career Readiness (10 Days)

- **Standards:**
  PA Academic Standards (Career Education and Work)
  - 13.1.11.A - Relate careers to individual interests, abilities, and aptitudes.
  - 13.1.11.B - Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
  - 13.1.11.C - Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
  - 13.1.11.D - Evaluate school-based opportunities for career awareness/preparation
  - 13.1.11.E - Justify the selection of a career.
  - 13.1.11.F - Analyze the relationship between career choices and career preparation opportunities.
  - 13.1.11.G - Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
  - 13.1.11.H - Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.
  - 13.2.8.D - Develop an individualized career portfolio.
  - 13.2.8.E - Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge.

Objectives:
- Identify personal abilities and aptitudes. (DOK 1)
- Identify personal interests. (DOK 1)
- Research careers related to personal interests/skills. (DOK 3)
- Research educational requirements to pursue career choice. (DOK 3)
- Create a career plan. (DOK 4)
- List job skills and qualifications. (DOK 1)

Core Activities and Corresponding Instructional Methods:
- The following activities can be completed using the following instructional methods: Cooperative learning stations, small group collaboration, role-play, simulation, direct instruction (or mini-lessons), guest speakers, peer feedback, class discussion, reflection, presentations, journal entries, etc.
  - Examine DVHS graduation requirements.
  - Participate in required SMART Futures exploration activities that include identifying personal abilities, aptitudes, and interests, and connecting those traits to potential career pathways through guided reflection and digital tools.
  - Research careers aligned to personal interests and skills, including job responsibilities, required qualifications, and work environments, and summarize findings using structured career exploration resources.
  - Investigate post-secondary education options (college, trade school, military, workforce) and analyze the educational requirements, costs, and pathways associated with selected career choices.
  - Explore College Board resources by learning the purpose of the organization, creating or accessing a College Board account, exploring basic features (such as

PSAT/SAT/AP information and introductory college and career tools), and understanding how these resources will support future academic/post-secondary planning.

Assessments:

- **Diagnostic:**
  - Self-assessment on college and career readiness
  - Teacher observation of skills
- **Formative:**
  - Exit Tickets
  - Think-Pair-Share Responses
  - Peer Feedback
  - Group Discussions
  - Teacher Conferences
  - Reflection Prompts
- **Summative:**
  - SMART Futures Activities
  - College and Career Readiness Activities
- **Correctives:**
  - Teacher-led reteaching and modeling
  - Scaffolded support
  - Peer mentors to help with organization and participation
- **Extensions:**
  - Advanced Smart Futures and College Board Exploration
  - Help peers navigate the College Board or build career plans
  - Present career plan to panel (counselor/admin/teacher)