

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HEALTH EDUCATION K-5

Schools...Elementary
Department...Health Education
Length of Course... 10 hours per year
Grade Level...K to 5
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield School District’s Health Education Program provides students with the opportunity to learn strong health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Health Curriculum makes wellness a lifestyle choice and promotes individual health through health literacy.

The K-5 curriculum course of study offers students the opportunity to view themselves physically, emotionally, and socially as unique individuals. It provides them with the ability to evaluate choices that affect their well-being. As they mature they will further understand the benefits and consequences of these choices.

Health education is vital for our students as wellness is a fundamental requirement for academic achievement. The program is designed to help all students develop the skills necessary to make informed decisions and healthy, risk-reducing choices. Students develop an understanding of personal growth and development..Based on current medical information and research, students realize the relationship between a healthy diet, daily exercise program and avoidance of substance abuse as life goals that optimize good health. Students also develop a sense of acceptance of themselves and others as part of their mental and social awareness by appreciating the differences and similarities that exist between individuals and their relationships.

Health Education is taught by classroom teachers, the school nurses, counselors, and physical education teachers.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education. These objectives also align with the New Jersey Student Learning Standards for English Language Arts and Science as well as the New Jersey Competencies for Social and Emotional Learning.

Students in grades K-2:

A. Explore how activity helps all human bodies stay healthy

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.3

B. Understand how body systems work

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.5

New Jersey Student Learning Standards for Science: 1-LS3-1

C. Define life cycle

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PP.1

New Jersey Student Learning Standards for Science: 3-LS3-1

D. Explain the ways in which parents may care for their offspring (e.g., animals, people, and fish)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PP.2

New Jersey Student Learning Standards for English Language Arts, A.SL4

New Jersey Student Learning Standards for Science: 1-LS1-2

E. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Social and Emotional Learning Competencies, Self-Awareness and Social Awareness

F. Identify what it means to be responsible and list personal responsibilities

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.2

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Social and Emotional Learning Competencies, Responsible Decision Making

G. Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, specials classes)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.3

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Social and Emotional Learning Competencies, Self Management

H. Demonstrate strategies for managing one's own emotions, thoughts and behaviors

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.EH.5

New Jersey Social and Emotional Learning Competencies, Self Management

- I. Recognize that everyone is unique and everyone should be respected
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.2
New Jersey Student Learning Standards for Social Studies 6.3
- J. Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe and determine the factors that contribute to healthy relationships within a family
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.4
New Jersey Student Learning Standards for Social Studies 6.3
- K. Identify basic social needs of all people and determine the factors that contribute to healthy relationships
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.6
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.7
New Jersey Student Learning Standards for Social Studies 6.3
- L. Define bullying and teasing and explain why they are wrong and harmful and identify healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.8
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.SSH.9
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Social and Emotional Learning Competencies, Relationship Skills
- M. Determine where to access home, school and community health professionals including dialing 9-1-1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.2
- N. Describe how climate change affects the health of individuals, plants and animals
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.HCDM.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.HCDM.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.HCDM.3
New Jersey Student Learning Standards for Science: 3-LS3-2
New Jersey Student Learning Standards for Science: 3-LS4-4
New Jersey Student Learning Standards for Social Studies 6.3
- O. Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.5
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.CHSS.6
New Jersey Social and Emotional Learning Competencies, Social Awareness
- P. Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe and recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.4

- Q. Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.5

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.6

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.7

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.PS.8

- R. Explain what medicines are, how they are used, and the importance of utilizing medications properly and identify ways in which drugs, including some medicines, can be harmful

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.ATD.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.DSDT.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.2.DSDT.2

Students in grades 3-5:

- A. Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.HCDM.1

New Jersey Student Learning Standards for Science: 4-LS1-1

- B. Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.5

New Jersey Social and Emotional Learning Competencies, Relationship Skills

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.PGD.2

- C. Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.HCDM.3

- D. Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance (i.e., rejection, loss, difficult learning situations and/or separation from family or others)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.4

New Jersey Social and Emotional Learning Competencies, Self Management

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.EH.2

- E. Demonstrate ways to promote dignity and respect for all people

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.2

New Jersey Student Learning Standards for Social Studies 6.3

- F. Describe the importance of communication with family members, caregivers and other trusted adults who share common values, offer emotional support
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.5
New Jersey Social and Emotional Learning Competencies, Relationship Skills
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH6
New Jersey Student Learning Standards for Social Studies 6.3
- G. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.SSH.7
New Jersey Social and Emotional Learning Competencies, Relationship Skills
- H. Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.CHSS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.CHSS.2
- I. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.5.CHSS.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.HCDM.3
New Jersey Social and Emotional Learning Competencies, Self Awareness
- J. Develop strategies to reduce the risk of injuries at home, school, and in the community and demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.2
- K. Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.3
- L. Develop strategies to safely communicate through digital media with respect
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.4
- M. Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.PS.6
- N. Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) and describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.ATD.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.5.DSTD.5

III. CONTENT, SCOPE AND SEQUENCE

The grades K-5 Health Education Curriculum contains the three standards for Comprehensive Health and Physical Education. The three standards are Personal and Mental Health, Physical Wellness, and Safety. The K-5 Health Education course guide organizes units of study within the context of Nutter’s “health triangle” (2003). The health triangle illustrates the maintenance and promotion of health as an interrelated process that includes different combinations of physical, mental, and social well-being, together. (See Figure 1.) In addition to organizing the units within the health triangle framework, a fourth stand-alone category is Safety.

This curriculum introduces age appropriate information about basic health concepts and the practices which support wellness. It contains strategies that enable students to make decisions in order to create and maintain a healthy lifestyle.

Current health topics, emerging health problems and healthcare issues are discussed and analyzed in relation to the impact on the individual and society. It is important to understand that health is not simply the absence of illness and disease, but a condition of wellness supported by positive experiences and responsible decision making.



(figure 1.)

In addition to using the health triangle as a guide for instruction, teachers may also consult the New Jersey Department of Education Comprehensive Health and Physical Education Practices. The Ten Comprehensive Health and Physical Education practices describe the actions and behaviors of active, informed, responsible individuals and contributing community members. Teachers can design learning experiences that will enable their students to develop these skills in conjunction with the content presented in this curriculum.

KINDERGARTEN - GRADE 2

Physical

1. The senses
2. Personal hygiene
 - a. wash hands
 - b. cough in arm
 - c. brush teeth
 - d. wearing appropriate attire for the weather
3. Life cycle (Science lesson)
 - a. all living beings have the capacity to reproduce
 - b. how parents care for offspring (animals, people, fish, etc.)
4. Healthy environments
 - a. skills to prevent the spread of communicable diseases and health conditions

Social

1. Families (*The Family Book* by Todd Parr)
 - a. different kinds
 - b. how do families keep children safe?
2. Factors that contribute to healthy relationships (caring, sharing, being kind)
 - a. basic needs of all people (food, water, a home, etc.) adequate food and a clean environment
 - b. conflict resolution
healthy ways to respond to disagreements (e.g. leave, talk to parents, trusted adults, etc.)
 - c. define bullying and teasing and explain why these actions are wrong and harmful
 - d. respecting differences and dignity of all people (*It's Okay to be Different*, Todd Parr)
3. Self-expression (*Just Be Who You are Book* by Todd Parr)

Mental/Emotional

1. Feelings/Emotions
 - a. self-help skills
 - b. definition of being well
 - c. managing emotions
 - d. healthy ways to cope with stressful situations

- e. identifying a range of different feelings
 - 1) sad
 - 2) angry
 - 3) frustrated
 - 4) scared
- f. identifying individuals who can assist with expressing one's feelings
(e.g., family members, teachers, counselors, medical professionals)
- 2. Character
 - a. definition
 - b. reflected in thoughts, feelings and actions of oneself and others
 - c. what does it mean to be responsible?
- 3. Self-control
 - a. classrooms
 - b. playgrounds
 - c. other places?

Safety

- 1. People who keep us safe
- 2. medicines
 - a. how they should be used
 - b. how they should not be used
- 3. Accessing emergency health and safety officials
 - a. how to text and dial 911
- 4. Safe environment (caring for others)
 - a. habits and behaviors to keep self and others safe and the environment
- 5. Potential hazards
 - a. safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)
awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)
- 6. Unsafe situations
 - a. Strangers
 - b. 9-1-1
 - c. identifying trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

GRADE 3 - GRADE 5

Physical

- 1. Body systems* (Science lesson)
 - a. The eleven organ systems: skeletal, muscular, digestive, excretory, circulatory, respiratory, lymphatic, endocrine, reproductive, nervous, and integumentary systems.

2. Puberty* (Grade 5- Nurse)
 - a. how the body changes during puberty and how these changes influence personal self-care
 - b. the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary
 - c. common human sexual development and the role of hormones
 - d. identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Social

1. People in healthy relationships share thoughts and feelings, as well as mutual respect
 - a. the characteristics of healthy versus unhealthy relationships among friends and with family members
 - b. teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others
 - c. ways to promote dignity and respect for all people
 - d. family members impact the development of their children physically, socially and emotionally
 - e. people in healthy relationships share thoughts and feelings, as well as mutual respect

Mental/Health

1. Self-management skills
 - a. impact an individual's ability to recognize, cope, and express emotions about difficult events
 - b. the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
 - c. how to cope with rejection, loss, difficult learning situations and/or separation from family or others
2. Zones of Regulation, resiliency and coping practices
 - a. responding positively to everyday challenges and difficult situations
 - b. different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
 - c. how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)
 - d. behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Safety

1. Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
 - a. Develop strategies to reduce the risk of injuries at home, school, and in the community
 - b. first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)
 - c. the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

2. There are strategies that individuals can use to communicate safely in an online environment
 - a. strategies to safely communicate through digital media with respect
3. Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
 - a. health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
 - a. how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change
4. Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations
 - a. personal boundaries and demonstrate ways to respect other people's personal boundaries
5. Alcohol, Tobacco and other Drugs and Dependency, Substances Disorder and Treatment

The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences

- a. products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)
- b. health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
- c. drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways)
- d. behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available
- e. short- and long-term effects of substance abuse are dangerous and harmful to one's health
- f. signs and evaluation of evidence that a person might have an alcohol, tobacco, and/or drug use problem
- g. effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
- h. use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations
- i. strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs
- j. various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)

III. INSTRUCTIONAL TECHNIQUES

To accommodate the dynamic learning process, a variety of differentiated approaches are necessary to involve our students. Strategies will be employed to meet the needs of diverse learners of varying readiness, interest levels and learning styles. The instructor uses any or all of the following methods and techniques to best achieve the objectives.

Techniques may include but are not limited to:

- A. Opportunities for large group and small group instruction
- B. Discussion, including question and answer opportunities
- C. Lecture, prepared either by teacher or guest presenter
- D. Visual presentations including textbooks, charts, visual aids, anatomical models, posters and videos
- E. In-class demonstrations of physical and tactile presentations
- F. Role-play
- G. Use of technology
- H. Reading, writing, drawing and painting
- I. Analyzing and evaluating a student's work
- J. Research
- K. Assemblies
- L. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

IV. TECHNOLOGY

A variety of technological resources involving basic computer skills and tools will be utilized to enhance the curriculum. With supervision, students will identify appropriate resources for instructional tasks and adhere to the expectations of the Westfield Public School District's Acceptable Use Policy with respect to ethical and responsible use of technological resources. Students will also have the opportunity to view and experience a variety of multimedia modalities.

Student goals are aligned with New Jersey Core Curriculum Content Standards for Technological Literacy and include:

- M. Utilizing health related software
- N. Identifying appropriate resources with guidance and supervision provided by the classroom instructor and library media specialist
- O. Guided research of on-line resources to assess and utilize available internet information
- P. Assessing for their credibility, reliability, and validity of information

- Q. Utilizing technology for writing and presenting student work
- R. Adhering to the expectations of the Westfield Public School District's Acceptable Use Policies with respect to ethical and responsible use of technological resources.

V. EVALUATION

A variety of assessment modalities are employed to ascertain the attainment of student-based course objectives. The following evaluative techniques may be used:

- S. Student participation
- T. Free response
- U. Written summaries/wrap-ups
- V. Student journals
- W. Demonstrations
- X. Individual and group projects
- Y. Tests/quizzes
- Z. Oral presentations

VI. PROFESSIONAL DEVELOPMENT

The following activities are recommended:

- A. Attend professional development courses to learn about instructional strategies.
- B. Attend professional conferences to learn about current trends in the health field.
- C. Attend district-wide health education meetings to gather and share information and ideas.
- D. Access current health information and research resources to enhance development.
- E. Subscribe to professional magazines.
- F. Network with other health education departments in other districts.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |

| | |
|--|--|
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |

| | |
|------------------------------------|---|
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation
LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B -
Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns
CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity
CCC4 - Systems and system models
CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function
CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
TECHNOLOGY**

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VI

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |

| |
|---|
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |

| |
|---|
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |

| |
|---|
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |

| |
|--|
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

| |
|---|
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| LESSON DELIVERY |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |

| |
|--|
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |

| |
|--|
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |

| |
|--|
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |

| |
|---|
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HEALTH EDUCATION 6-8

School.....Edison and Roosevelt Intermediate Schools
Department..... Health
Length of Course..... One Marking Period
Grade Level(s).6, 7 and 8
Prerequisite... None
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield School District’s Health Education Program provides students with the opportunity to learn strong health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Health Curriculum makes wellness a lifestyle choice and promotes individual health through health literacy.

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. To that end, the Grades 6 - 8 Health Education program stresses the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices.

The program also focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness by providing an opportunity to research, evaluate and identify strategies to make informed healthy choices. This is achieved through the use of critical thinking, decision making, problem solving, technological usage, and communication skills.

This course is taught by the school nurses and physical education teachers who are certified health educators. Guidance counselors, student assistance counselors, community members, and police officers are brought in as guest lecturers.

II. OBJECTIVES

In keeping with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education, this curriculum will meet the guidelines for grades 6, 7 and 8 as well as the Westfield Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

- A. Explain and reflect upon the multiple influences on one’s physical, social, mental/emotional health and overall wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.PGD.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education 2.1.8.EH.1,2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education 2.1.8.SSH.6
New Jersey Student Learning Standards for Comprehensive Health and Physical Education 2.1.8.CHSS.7,8
New Jersey Student Learning Standards for Comprehensive Health and Physical Education 2.2.8.N.1,2
New Jersey Student Learning Standards for Comprehensive Health and Physical Education 2.1.8.PP.1,2,3,5

- B. Demonstrate the development of effective decision making and communication styles/skills/strategies that contribute to one’s safety, sound nutrition and promotion of healthful relationships.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.SSH.1,3, 4, 5,7,8
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.CHSS 1, 2,4, 5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education 2.2.8.N.3,4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.PP.4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.PS.1,3,.4,6,7

- C. Demonstrate an understanding of the body systems and correlate the relationship nutrition, choices, behaviors, and access to healthcare have on preventing, managing and resolving diseases and health conditions.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.CHSS 1, 4, 5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.8.SSH.11
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.8.HCDM.1,2,3,4,5,6,7

- D. Understanding the physiological effects of alcohol, tobacco, and drugs on the body, examine factors that may lead to substance use, abuse, addiction, and recovery and the impacts it has on oneself and others

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.8.ATD.1,2,3,4,5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.8.DSDT.1,2,3,4,5

III. CONTENT, SCOPE AND SEQUENCE

The sixth through eighth grade Health Education Curriculum contains the three standards for Comprehensive Health and their related strands. The three standards are Personal and Mental Health, Physical Wellness, and Safety. The Grades 6 - 8 Health Education course guide reflects these standards in four categories: Wellness and Development, Community Health and Personal Safety, Nutrition/Health Conditions/Diseases/s and Drugs/Alcohol/Tobacco/Dependency.

Building upon the foundational understanding of the health triangle, the content, scope and sequence promotes the skills and knowledge to support one’s wellness. Current health topics, emerging health problems and healthcare issues are discussed and analyzed in relation to the impact on the individual, family, community, and society. It is important to understand that health is not simply the absence of illness and disease, but a condition of wellness supported by positive experiences and responsible decision making.

Grade 6

A. Wellness and Development

1. Personal and family wellness
 - a. factors affecting health
 - b. personal choices affecting health
 - c. high risk behaviors
 - d. individual accountability
2. Adolescent changes
 - a. physical
 - 1) Use of healthcare and personal hygiene products
 - b. mental / emotional
 - c. social
3. Influences on individual development
 - a. heredity
 - b. physiological changes
 - c. environmental factors
 - d. social experiences
 - e. climate change
4. Influences on the use of decision making skills
 - a. peers, family, and the media,
 - b. past experiences
 - c. goals
5. Communication Styles & Decision making skills in health and safety situations
 - a. active and reflective listening
 - b. assertiveness skills
 - c. refusal skills and consent
 - d. negotiation
 - e. digital citizenship
 - f. sexting
 - I. I/You messages
6. Effects of decision making skills on significant health decisions

B. Community Health and Personal Safety

1. Strategies for dealing with conflict, harassment, intimidation, bullying, vandalism, and violence
 - a. conflict resolution
 - b. peer mediation
 - c. perceived or actual characteristics
 - d. recognize, resist, and report (3 R's of abuse)
2. Cyberbullying / Digital Citizenship / Online Safety
3. Short- and long-term physical, social, and emotional impacts of abuse

4. Safety strategies & resources
 - a. home
 - b. fire
 - c. water
 - d. internet
 - e. environment
5. First aid procedures
 - a. situation and victim assessment
 - b. response to common injuries and conditions

C. Nutrition / Health Conditions / Diseases

1. Importance of Immune system
2. Impact of good nutrition
3. Prevention and control of diseases and health conditions
 - a. communicable vs. non-communicable diseases
 - b. local and state public health agencies
 - c. develop plan to address health issues
4. Overview of HIV/AIDS
 - a. meaning of HIV and AIDS acronyms

D. Avoidance of high risk behaviors for HIV/AIDS Drugs / Alcohol / Tobacco / Dependency

1. Over-the-counter medicines
 - a. definition
 - b. labeling
 - c. drug safety
2. Safe practices for the use of prescription medicines
3. Overview of physical, social, mental/emotional effects of
 - a. tobacco
 - b. alcohol
 - c. inhalants and other drugs
 - d. marijuana
4. Factors that influence the use and abuse of alcohol, tobacco, and other drugs
 - a. peer pressure
 - b. family influence
 - c. curiosity
 - d. boredom
 - e. high risk behaviors
5. Dependency
 - a. stages
 - b. predisposition
6. Resources for Recovery

E. Growth and Development

1. Endocrine System
2. Influence of hormones, heredity and the environment
3. Puberty & the Reproductive System
4. Basic anatomy and physiology of males and females
5. Hygiene & personal care products
6. Introduce terms: gender identity, gender expression, and sexual orientation

Grade 7

A. Wellness and Development

1. Analysis of factors supporting healthy social and emotional development
2. Situations that may produce stress, description of the body's responses to stress, and demonstration of healthy ways to manage stress
 - a. stress and examples
 - b. short- and long-term problems
 - c. stress management for teens
 - d. time management

B. Community Health and Personal Safety

1. Short- and long-term physical, social, and emotional impacts of child abuse
2. Contributing factors and types of
 - a. conflict
 - b. harassment
 - c. intimidation
 - d. bullying (male, female, cyber)
3. Strategies to prevent conflict, harassment, intimidation, bullying, suicide
4. Effective responses to conflict, harassment, intimidation, bullying
5. Cyberbullying / Digital Citizenship / Online Safety
6. Home, school, and community resources
7. Consequences of conflict and bullying on the individual, the family, and the community
8. Reinforcement of active and reflective listening
9. Overview of the use of refusal, negotiation and assertiveness skills for improvement
10. Abstinence
 - a. benefits
 - b. strategies
 - c. pressures

C. Nutrition / Health Conditions / Diseases / Medications

1. Impact of nutrients on body systems environment
2. Impact of healthy eating patterns reducing the risks of diseases and health conditions
 - a. types of fats
 - b. types of cholesterol
 - c. food allergies

3. Eating disorders
 - a. anorexia nervosa
 - b. bulimia
 - c. obesity
4. Examination of public health efforts to prevent and control diseases and health conditions

D. Drugs / Alcohol / Tobacco / Dependency

1. Factors that influence the use and abuse of alcohol, tobacco, and other drugs
2. Physical and behavioral effects of major drug classifications
3. Chemical impact of drugs and medicines
 - a. tolerance
 - b. synergistic effects
 - c. antagonistic effects
4. Harmful effects of tobacco
5. Harmful effects of alcohol
6. Harmful effects of inhalants, vaping, and other drugs
7. Health risks associated with injecting drug use
8. Impact of the use of alcohol and other drugs on decision making
 - a. psychological effects
 - b. physical effects
 - c. mental/emotional effects
9. Legal and financial consequences of the use, sale, and possession of illegal substances
10. Impact of substance abuse
 - a. individual
 - b. family
 - c. community
11. Dependency
 - a. physical, social and emotional indicators
 - b. stages

E. Growth and Development

1. Developmental benchmarks of adolescence
 - a. development of mature relationships
 - b. healthy body image
 - c. emotional independence
2. Factors for loving, healthy relationships
 - a. trust, love, cooperation
 - b. common interests and beliefs
 - c. mutual respect
3. Relationship dynamics
4. Family structures
 - a. types
 - b. benefits
 - c. changes

5. Dating
 - a. safety guidelines
 - b. personal and family values
6. Differentiation of feelings
 - a. friendship
 - b. affection
 - c. attraction
 - d. love
7. Anatomy, physiology and care of male and female reproductive systems
8. Abstinence
 - a. benefits
 - b. strategies
 - c. pressures
9. Impact of adolescent sexual activity
 - a. conflicts
 - b. pregnancy and parenthood
10. Potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development
11. Differentiate
 - a. gender identity
 - b. gender expression
 - c. sexual orientation

Grade 8

A. Wellness and Development

1. Health Triangle
2. Nervous System development & care
 - a. Prefrontal cortex, limbic system
 - b. Concussion prevention & management
 - c. Importance of sleep, hydration
3. Stress Management
 - a. Recognizing stress induced situations
 - b. Resiliency strategies to protect mental and emotional health
4. Environmental factors that contribute to stress/anxiety
5. Lifelong fitness and physical fitness

B. Community Health and Personal Safety

1. Factors and choices that contribute to the incidence of conflict, harassment, intimidation, bullying, vandalism and violence
 - a. 3 R's: recognize it, resist it, report it
 - b. safety in numbers
 - c. buddy system

2. Cyberbullying / Digital Citizenship / Online Safety
 3. Short-term and long-term physical, social, and emotional impacts of all forms of abuse
 4. Decision making skills in social situations
 5. Applied use of refusal, negotiation, and assertiveness skills
- C. Nutrition / Health Conditions / Diseases / Medications
1. Diagnosis and treatment of diseases and health conditions
 2. Classifications of diseases and health conditions
 - a. communicable
 - b. non-communicable
 - c. acute
 - d. chronic
 - e. inherited
 3. Examination of diseases and health conditions including:
 - a. hepatitis
 - b. STDs
 - c. HIV/AIDS
 4. Investigation of local and state public health efforts to prevent and control diseases and health conditions
 5. Exploration of health ideas, opinions, and issues from a variety of valid and reliable health sources
- D. Drugs / Alcohol / Tobacco / Dependency
1. Physical and behavioral effects of drug classifications
 - a. narcotics
 - b. prescription drugs
 - c. stimulants
 - d. depressants
 - e. hallucinogens
 - f. club drugs
 - g. inhalants
 - h. anabolic steroids
 2. The benefits and dangers of natural substances (herbal medicines and vitamins)
 3. Chemical impact of drugs and medicines
 - a. tolerance
 - b. synergistic effects
 - c. antagonistic effects
 4. Harmful effects of tobacco use
 5. Harmful effects of alcohol
 6. Harmful effects of inhalants, vaping, and other drugs
 7. Analyze health risks associated with injected drug use
 8. Legal and financial consequences of the use, sale, and possession of illegal substances
 9. Impact of the use of alcohol and drugs on decision making
 10. Impact of substance abuse on society

11. Dependency
 - a. heredity
 - b. environment
 - c. neurotransmitters

E. Growth / Development / Pregnancy and Parenthood

1. Routine health exams
 - a. breast
 - b. testicular
 - c. annual wellness examination
2. Factors for loving, healthy relationships
3. Signs of unhealthy relationships
4. Sexual abstinence
 - a. benefits
 - b. pressures
5. Challenges and responsibilities of teenage parents
 - a. economic
 - b. social
 - c. cultural
 - d. personal
 - e. Resources
6. Impacts of adolescent sexual activity
 - a. STDs
 - b. AIDS
 - c. pregnancy
 - d. teen parenting
 - e. interfamily relationships
7. Contraception
 - a. definitions
 - b. risk
 - c. personal and family values
 - d. Pregnancy
 - e. signs and symptoms
 - f. hazards to fetal development
8. Differentiate
 - a. gender identity
 - b. gender expression
 - c. sexual orientation

IV. INSTRUCTIONAL TECHNIQUES

To accommodate the dynamic learning process, a variety of differentiated approaches are necessary to involve our students. Strategies will be employed to meet the needs of diverse learners of varying readiness, interest levels and learning styles. The instructor uses any or all of the following methods and techniques to best achieve the objectives.

Techniques include:

- A. Opportunities for large group and small group instruction
- B. Discussion, including question and answer opportunities
- C. Lecture, prepared either by teacher or guest presenter
- D. Visual presentations including textbooks, charts, visual aids, anatomical models, posters and videos
- E. In-class demonstrations of physical and tactile presentations
- F. Role-play
- G. Use of technology (such as the Internet and electronic software)
- H. Reading, writing, drawing and painting
- I. Journal recordings
- J. Analyzing and evaluating a student's work
- K. Research
- L. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. TECHNOLOGY

A variety of technological resources involving basic computer skills and tools will be utilized to enhance the curriculum. With supervision, students will identify appropriate resources for instructional tasks and adhere to the expectations of the Westfield Public School District's Acceptable Use Policy with respect to ethical and responsible use of technological resources. Students will also have the opportunity to view and experience a variety of multimedia modalities.

Student goals are aligned with New Jersey Core Curriculum Content Standards for Technological Literacy and include:

- A. Utilizing health related software
- B. Identifying appropriate resources with guidance and supervision provided by the classroom instructor and library media specialist
- C. Guided research of on-line resources to assess and utilize available internet information
- D. Assessing for their credibility, reliability, and validity of information
- E. Utilizing technology for writing and presenting student work
- F. Adhering to the expectations of the Westfield Public School District's Acceptable Use Policies with respect to ethical and responsible use of technological resources.

VI. EVALUATION

A variety of assessment modalities are employed to ascertain the attainment of student-based course objectives. The following evaluative techniques may be used:

- A. Student participation
- B. Free response
- C. Written summaries/wrap-ups
- D. Student journals
- E. Demonstrations
- F. Individual and group projects
- G. Tests/quizzes
- H. Oral presentations

VII. PROFESSIONAL DEVELOPMENT

The following activities are recommended:

- A. Attend professional development courses to learn about instructional strategies.
- B. Attend professional conferences to learn about current trends in the health field.
- C. Attend district-wide health education meetings to gather and share information and ideas.
- D. Access current health information and research resources to enhance development.
- E. Subscribe to professional magazines.
- F. Network with other health education departments in other districts.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate |

| | |
|---|--|
| | <p>the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>They identify who, when and where, or how to seek help for oneself or others when needed.</p> |
| Communicating clearly and effectively (verbal and nonverbal) | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| Resolving conflict | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| Attending to personal health, emotional, social and physical well-being | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| Engaging in an active lifestyle | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with</p> |

| | |
|---------------------------------|---|
| | regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |

| | |
|------------------------------------|---|
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |
|------------------------------------|---|

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

- SMP1 – Make sense of problems and persevere in solving them
- SMP2 – Reason abstractly and quantitatively
- SMP3 – Construct viable arguments and critique the reasoning of others
- SMP4 – Model with mathematics
- SMP5 – Use appropriate tools strategically
- SMP6 – Attend to precision
- SMP7 – Look for and make use of structure
- SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- 4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |

| |
|---|
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |
| Provide a desktop list of tasks |

| |
|---|
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |

| |
|---|
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |

| |
|--|
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |

| |
|--|
| Provide activities that integrate all language skills |
| LESSON DELIVERY |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |

| |
|--|
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |

| |
|--|
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |

| |
|--|
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |

| |
|---|
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HEALTH EDUCATION 9

School Westfield High School
Department..... Health Education
Length of course..One Marking Period (4 days a week)
Credit.....1.0
Grade Level.....9
Prerequisites.....None
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield School District’s Health Education Program provides students with the opportunity to learn positive health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Comprehensive Health Curriculum strives to make wellness a lifestyle choice and promotes individual health through health literacy.

Health 9 is a one marking period course taken by all ninth grade students. It is designed to expand upon the foundation of information gained by students in grades six, seven and eight. It affords students the opportunity to utilize the information and decision making skills necessary to achieve personal wellness.

This course is designed to introduce the concept of wellness and the importance of taking personal responsibility for maintaining a healthy lifestyle. The leading causes of injury and death in our country today are related to one’s lifestyle. Since adolescence is a time in which many new and important lifestyle decisions are made, the course focuses on communication skills and effectively using decision making models. Students will practice using such models in class by applying them to real-life situations. They are encouraged to utilize these tools in their lives when making lifestyle choices while taking into account their personal and family values and goals. This course develops the life skills necessary to improve the six components of health/wellness and coping strategies relating to grief. Students explore the topics of mental health, suicide prevention, human sexuality, and alcohol education.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education as well as the Westfield Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Students:

Personal Growth and Development

- A. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.1
- B. Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.2

Pregnancy and Parenting

- A.. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.1
- B. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.2
- C. Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.3
- D. List the major milestones of each trimester of fetal development utilizing medically accurate information.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.4
- E. 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).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.5
- F. Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.6
- G. Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.7

H. Assess the skills needed to be an effective parent.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.8

I. Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.9

Emotional Health

A. Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.1

B. Analyze factors that influence the emotional and social impact of mental health illness on the family.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.2

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.3

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.4

E. Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.1

F. 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.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.2

G. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.3

H. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.4

I. Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.5

J. Analyze the benefits of abstinence from sexual activity using reliable resources.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.6

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.7

L. Describe the human sexual response cycle, including the role of hormones and pleasure.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.8

M. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.9

N. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.10

Community Health Services and Support

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.1

B. Develop an advocacy plan for a health issue and share this information with others who can benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.2

C. Explain the purpose of the Safe Haven Law and identify locations in your community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.3

D. Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.4

E. Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.5

F. Evaluate the validity of health information, resources, services, in school, home and in the community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.6

G. Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.7

H. Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.8

I. Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.9

Personal Safety

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.1

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.2

C. Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.3

D. Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.4

E. Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.5

F. Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.6

G. Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.7

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.8

I. Evaluate strategies to use social media safely, legally, and respectfully.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.9

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.10

Health Conditions, Diseases and Medicines

- A. Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.1

- B. Provide examples of how drugs and medication mimic or arrest the action of certain cells in the body, and how abusing drugs can affect the human body.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.2

- C. Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). Public health policies are created to influence health promotion and disease prevention and can have global impact.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.3

- D. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.4

- E. Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). Mental health conditions affect individuals, family members, and communities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.5

- F. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.6

Alcohol, Tobacco and other Drugs

- A. Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.1

- B. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.2

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.3

Dependency, Substances Disorder and Treatment

- A. Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.1

- B. Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.2

- C. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.3

- D. Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.4

- E. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.5

III. CONTENT, SCOPE AND SEQUENCE

The ninth grade health curriculum provides the students with necessary information and life skills to take charge of their health. An emphasis is on health promotion, prevention, and acquiring the life skills necessary to evaluate health information for the purpose of advocating for their own health. Students are encouraged to make healthy decisions by reflecting on their own personal and family values with respect to the gender, culture, ethnic, racial and religious differences. Throughout the course, students are encouraged to go beyond the classroom by seeking assistance from parents, school, community and national online resources as covered in the curriculum. Students receive the necessary hours to meet the New Jersey Health mandates for alcohol and drug education, STI's and HIV/AIDS education.

Personal Growth and Development

- A. Definition of Health

1. Compare and contrast the past and current definitions of health/wellness
 - a. absence of disease
 - b. free from illness

2. Components of health
 - a. physical
 - b. mental
 - c. emotional
 - d. social
 - e. environmental
 - f. spiritual
3. Controllable and uncontrollable risk factors
 - a. lifestyle behavior
 - b. age/genetics/family history
 - c. environmental conditions
 - d. assessing one's own health (How Healthy Am I? self-assessment)
 - e. goal setting
 - f. character development (values and morals clarification)
 - g. decision making models
 - h. collaboration with others

Emotional Health

- B. Wellness -the integration of attitudes and behaviors that lead to optimum health.
 1. Assessing one's own health (How Healthy Am I? self-assessment)
 2. Verbal/ nonverbal communication
 3. Social media
 - a. texting/emoji
 - b. cyberbullying/sexting
 - c. safe use of technology
 - d. environmental conditions
 - e. characteristics of positive mental health
 4. Grief/loss
 - a. coping with loss
 - b. types of loss
 - c. Utilizing resources
 5. Body Image/Self-Esteem
 6. Disorders of the mind
 - a. definition
 - b. types
 - i. depression
 - ii. eating disorders
 - iii. body dysmorphic disorder
 - iv. bipolar disorder
 - v. schizophrenia
 - vi. anxiety disorders
 - vii. obsessive-compulsive disorders
 - viii. post-traumatic stress
 - ix. phobias

- x. seasonal affective disorder
- xi. attention deficit/hyperactivity disorder
- xii. addiction

C. Social and Sexual Health

1. “I”-messages vs. “You”-messages
2. Techniques for active listening
3. Refusal skills
4. Communication styles
 - a. passive
 - b. aggressive
 - c. assertive
 - d. passive-aggressive
5. Defense mechanisms

D. Human Sexuality

1. Definition (difference between sex and sexuality)
2. Ranges of healthy behaviors that demonstrate affection without sexual intercourse
3. Benefits of Abstinence:
 - a. provide time to develop priorities in life/control over one’s life
 - b. allow for opportunity to know one’s self
 - c. commit to personal and family values when considering sexual behaviors
 - d. learn when it is safe to share emotionally intimate thoughts and feelings
 - e. learn healthy and safe ways to demonstrate affection
 - f. time to develop a support system of trusted adults to discuss questions and find appropriate resources
 - g. avoid potential health risks
 - h. avoid situations which encourage sexual activity
4. Myths about sexuality
 - a. sex drive cannot be controlled
 - b. once one becomes sexually active the behavior continues
 - c. having sex shows that a person is in love
 - d. having sex helps to keep a boyfriend/girlfriend
5. Condoms
 - a. proper use of condoms
 - b. communication
 - c. protection
6. Sexually Transmitted Diseases/Infections
 - a. types
 - b. HIV/AIDS
 - c. testing
 - d. transmission
 - e. treatment
 - f. prevalence

Community Health Services and Support

Knowledge and availability of health resource - Treatment

7. Suicide Prevention
 - a. facts about suicide
 - b. warning signs for suicide
 - i. feeling hopeless
 - ii. neglecting basic needs
 - iii. experiencing loss of energy
 - iv. taking more risks
 - v. using drugs and alcohol
 - vi. giving away personal things
 - c. help and resources
 - i. take all talk of suicide seriously and do not keep secrets
 - ii. seek professional help at the school level (counselor, nurse, etc.) or through outside resources (parents, doctors, hotlines, etc.)

Alcohol Tobacco and other Drugs

E. Alcohol Education (Alcoholism & Addiction) and Binge Drinking

1. Benefits of an alcohol-free lifestyle
2. Effects on body
3. Blood Alcohol Concentration
4. Factors of alcohol on the body
5. Effects of alcohol
6. Laws pertaining to drugs and alcohol
7. Treatment and resources

IV. INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies to meet the needs of the diverse learners in the course. Techniques include:

- A. lecture
- B. discussion/debate activities
- C. videos with corresponding activities
- D. role-play activities
- E. reading
- F. guest speakers
- G. writing assignments
- H. projects and student-generated presentations
- I. research projects using internet-based resources, magazines, books, interviews, blogs, instant messaging, applications, etc.

- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. TECHNOLOGY

In this course, students demonstrate their growth in the following skill areas:

- A. responsible use of technology
- B. completion of age-appropriate and content related research using quality resources
- C. creation of presentations
- D. questioning and evaluating information obtained from quality resources
- E. adherence to the district's Acceptable Use Policy

VI. EVALUATION

Student mastery of the course objectives are evaluated using a variety of assessment tools may include but not limited to the following:

- A. tests/quizzes
- B. writing assignments
- C. role-play activities
- D. class discussions
- E. debates
- F. projects
- G. individual and/or group presentations
- H. student self-assessments

VII. PROFESSIONAL DEVELOPMENT

Following are some suggested approaches for the teachers' continued professional development:

- A. Attending in and out of district professional development courses and conferences to increase knowledge and teaching skills in the following areas:
 - 1. course content
 - 2. instructional methodologies and strategies with a focus on differentiated learning
 - 3. technology
 - 4. diversity
- B. Observing and collaborating with colleagues both in and out of the content area
- C. Reading content related journals and articles and best practices

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |

| | |
|--|--|
| <p>Building and maintaining healthy relationships</p> | <p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> |
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy</p> |

| | |
|---------------------------------|--|
| | <p>social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| Engaging in an active lifestyle | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| Making decisions | <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> |
| Managing-self | <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> |
| Setting goals | <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> |

| | |
|------------------------------------|---|
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |
|------------------------------------|---|

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

- SMP1 – Make sense of problems and persevere in solving them
- SMP2 – Reason abstractly and quantitatively
- SMP3 – Construct viable arguments and critique the reasoning of others
- SMP4 – Model with mathematics
- SMP5 – Use appropriate tools strategically
- SMP6 – Attend to precision
- SMP7 – Look for and make use of structure
- SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

- P1 - Asking Questions and Defining Problems
- P2 - Developing and Using Models
- P3 - Planning and Carrying Out Investigations
- P4 - Analyzing and Interpreting Data
- P5 - Using Mathematics and Computational Thinking
- P6 - Constructing Explanations and Designing Solutions
- P7 - Engaging in Argument from Evidence
- P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |

| |
|---|
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |

| |
|---|
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |

| |
|---|
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |

| |
|--------------------------------------|
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |

| |
|---|
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |

| |
|------------------------------|
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

| |
|---|
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| <u>BUILDING BACKGROUND</u> |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| <u>COMPREHENSIBLE INPUT</u> |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| <u>STRATEGIES</u> |

| |
|---|
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

| |
|--|
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| <u>ACADEMICS</u> |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |

| |
|--|
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |

| |
|--|
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| <u>SOCIAL/EMOTIONAL</u> |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |

| |
|----------------------------|
| Attendance plan |
| Communication with parents |

| |
|--|
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| <u>ATTENTION/FOCUS</u> |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |

| |
|-----------------------------------|
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |

Health Grade 9
 Approved BOE 4/05/2016 22

| |
|--|
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| <u>CURRICULUM</u> |
| <u>Acceleration</u> |

| |
|----------------------------|
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| <u>INSTRUCTION</u> |
| <u>Grouping</u> |

| |
|---|
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

Health Grade 9
 Approved BOE 4/05/2016 24

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HEALTH EDUCATION 10

SchoolWestfield High School
Department.....Health Education
Length of course..One Marking Period (4 days a week)
Credit.....1.0
Grade Level.....10
Prerequisites.....Health 9
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield School District’s Health Education Program provides students with the opportunity to learn positive health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Comprehensive Health Curriculum strives to make wellness a lifestyle choice and promotes individual health through health literacy.

Health 10 is a one marking period course taken by all tenth grade students. It is designed to expand upon the foundation of information gained by students in ninth grade. It affords students the opportunity to utilize the information and decision making skills necessary to achieve personal wellness.

In this course, students are provided an in-depth look at how alcohol abuse and addiction affects people throughout their lives. The skills and strategies in this course enable students to improve relationships. Skills such as morals and values clarification are tools that are emphasized in this course. A recurring theme throughout the curriculum is personal responsibility for one’s actions. Several themes discussed include balance, choices, values, and outcomes. Students explore these themes as they apply to the various topics covered throughout the curriculum including human sexuality dealing with the areas of abstinence, contraception/birth control, relationships, teen pregnancy and pregnancy.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education as well as the Westfield Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Students:

Personal Growth and Development

- A. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.1
- B. Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.2

Pregnancy and Parenting

- A. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.1
- B. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.2
- C. Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.3
- D. List the major milestones of each trimester of fetal development utilizing medically accurate information.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.4
- E. 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).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.5
- F. Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.6
- G. Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.7
- H. Assess the skills needed to be an effective parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.8
- I. Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.9

Emotional Health

- A. Analyze factors that influence the emotional and social impact of mental health illness on the family.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.2

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.3

- C. Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.4

- D. Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.1

- E. 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.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.2

- F. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.3

- G. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.4

- H. Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.5

- I. Analyze the benefits of abstinence from sexual activity using reliable resources.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.6

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.7

- K. Describe the human sexual response cycle, including the role of hormones and pleasure.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.8

- L. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.9

- M. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.10

Community Health Services and Support

- A. Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.1

- B. Develop an advocacy plan for a health issue and share this information with others who can benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.2

- C. Explain the purpose of the Safe Haven Law and identify locations in your community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.3

- D. Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.4

- E. Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.5

- F. Evaluate the validity of health information, resources, services, in school, home and in the community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.6

- G. Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.7

- H. Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.8

- I. Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.9

Personal Safety

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.1

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.2

- C. Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.4

- D. Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.7

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.8

- F. Evaluate strategies to use social media safely, legally, and respectfully.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.9

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.10

Health Conditions, Diseases and Medicines

- A. Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.1

- B. 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.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.2

- C. Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). Public health policies are created to influence health promotion and disease prevention and can have global impact.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.3

- D. Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). Mental health conditions affect individuals, family members, and communities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.5

Alcohol, Tobacco and other Drugs

- A. Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.1

- B. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.2

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.3

Dependency, Substances Disorder and Treatment

- A. Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.1

- B. Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.2

- C. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.3

- D. Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.4

- E. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.5

III. CONTENT, SCOPE AND SEQUENCE

The tenth grade health curriculum is designed to provide students with an understanding of the importance of the family and the responsibility in relation to substance abuse and addiction. Students gain an understanding of the negative impact substance abuse and chemical dependency has on the functioning of the family unit and the impact on the individual members. The importance of accessing school and community resources is emphasized in the discussion. Students receive the necessary hours to meet the New Jersey Health mandates for alcohol and drug education, HIV/AIDS education.

When exploring topics on adolescent sexuality, decision-making is reintroduced to evaluate behaviors based on personal and family values. Students learn that sexuality is an important part of one's personality and, subsequently, one's uniqueness. Many factors influence a person's personality and contribute to the development of loving relationships. Healthy and safe practices about sexual activity are reinforced, including the choice to remain abstinent. Risk reduction and prevention strategies are included in discussions to assist students in making responsible and informed sexual choices, as well as exploring what happens during pregnancy. Students are encouraged to make healthy decisions by reflecting on their own personal and family values with respect to gender, culture, and ethnicity, racial and religious differences. Throughout the course, students are encouraged to seek assistance from parents, school, community and online resources as covered in the curriculum.

A. Drug/Alcohol Abuse and Addiction/Alcoholism

1. Definitions
2. Scope of the problem
 - a. causes/risk factors
 - b. diagnosis

B. Dependency/Substances Disorder and Treatment and Personal Safety

Stages of addiction

1. Negative impact on relationships
 - a. neglect and isolation
 - b. guilty feelings
 - c. unpredictable behavior
 - d. enabling the abuser
 - e. codependency
 - f. roles in the addicted family system
 - i. the addict
 - ii. the enabler
 - iii. the hero
 - iv. the scapegoat
 - v. the mascot
 - vi. the lost child
2. Alcohol abuse impairs healthy decision-making
 - a. drinking and driving
 - b. high risk sexual activity
 - i. HIV infection
 - ii. date rape
3. Progression of drug and alcohol dependency
 - a. experimentation
 - b. regular use
 - c. preoccupied use
 - d. addiction
 - e. recovery

4. Tobacco/Nicotine/Vaping/Cannabis/CBD products and its effects on family/society
 - a. nicotine and smoking
 - b. addictive process
 - c. long term effects of tobacco use
 - d. effects of smoking on nonsmokers
5. Treatment/Rehabilitation Resources
 - a. school
 - b. community
 - c. medical

C. Human Sexuality

1. Exploration of influences on one's sexuality
 - a. biological
 - b. societal
 - c. cultural
2. Determining sexual readiness
 - a. steps in decision-making
 - b. values clarification
 - c. degrees of intimacy
 - d. boundaries
3. Circles of Sexuality
 - a. sensuality
 - b. intimacy
 - c. sexual Identity
 - d. sexual Health and Reproduction
 - e. sexualization

D. Alcohol, Tobacco and other drug

1. Diseases and conditions associated with tobacco, drug and alcohol use and abuse
 - a. Addiction
 - b. Hepatitis B and C
 - c. compromised immune system
 - d. STI/STD (HIV/AIDS)
 - e. Cancer
 - f. Cirrhosis
 - g. Infertility
 - h. mental distress
 - i. asthma
 - j. cardiovascular disease
 - k. emphysema
 - l. bronchitis

2. Progression of drug and alcohol dependency
 - a. experimentation
 - b. regular use
 - c. preoccupied use
 - d. addiction
 - e. recovery
 3. Tobacco/Nicotine/Vaping and its effects on family/society
 - a. Nicotine, smoking, and vaping
 - b. addictive process
 - c. long term effects of tobacco/vaping use
 - d. effects of smoking on nonsmokers
 4. Treatment/Rehabilitation Resources
 - a. school
 - b. community
 - c. medical
- E. Community Health Service and Support
1. Resources
 - a. reliable
 - b. teen/adult health issues
 2. Options for a pregnant teen and a partner
 - a. teen parenting
 - i. considerations and decision making
 - ii. effects on teen's future
 - iii. resources
 - iv. overview of laws
 - b. adoption
 - i. considerations and decision making
 - ii. types of adoption
 - iii. resources
 - iv. overview of laws
 - c. abortion
 - i. types of abortions
 - ii. considerations and decision making
 - iii. overview of laws
 - iv. resources
 - d. New Jersey Safe Haven Law
- F. Social and Sexual Health
1. Circles of Sexuality
 - a. sensuality
 - b. intimacy
 - c. sexual Identity
 - d. sexual Health and Reproduction
 - e. sexualization

G. Pregnancy and Parenting

1. Protecting and maintaining reproductive health
 - a. health care
 - b. community resources
 - c. reliable health websites
 - d. teenage rights and responsibilities
 - e. effective communication with partner
 - f. communication with parent/trusted adult
2. Abstinence
 - a. definition
 - b. rationale
 - i. 100% effective
 - ii. Prevention of Sexually Transmitted Infections/Diseases (STI/STD)
3. Contraception/birth control
 - a. continual and varying risk of pregnancy
 - b. lack of disease control
 - c. types
 - i. natural
 - ii. barrier methods
 - iii. hormonal methods
 - iv. non prescription
 - v. sterilization
 - d. proper use and failure rates
 - e. emergency contraception

H. Teen Pregnancy/Unintended Pregnancy

1. Statistics/trends
2. Prevention of teen pregnancy
 - a. abstinence
 - b. contraception
 - c. communication with partners
3. Assessing pregnancy
 - a. importance of early detection
 - b. signs and symptoms of pregnancy
 - c. pregnancy tests

I. Pregnancy and Childbirth

1. Embryonic and fetal development
2. Artificial Reproductive Technologies
3. Prenatal care
 - a. avoidance of drugs and alcohol
 - b. diet and exercise
 - c. gynecological/obstetric care
 - d. prenatal testing

4. physical changes
5. Labor and delivery
6. Concerns after birth
 - a. sudden infant death syndrome (SIDS)
 - b. shaken-baby syndrome
 - c. postpartum depression

IV. INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies to meet the needs of the diverse learners in the course. Techniques include:

- A. lecture
- B. discussion/debate activities
- C. videos with corresponding activities
- D. role-play activities
- E. reading
- F. guest speakers
- G. experiments
- H. writing assignments such as reaction papers, position papers, creative writing
- I. projects and student-generated presentations
- J. research projects using internet-based resources as well as magazines, books, interviews, etc.
- K. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. TECHNOLOGY

In this course, students demonstrate their growth in the following skill areas:

- A. responsible use of technology
- B. completion of age-appropriate and content related research using quality resources
- C. creation of presentations
- D. questioning and evaluating information obtained from reliable resources
- E. adherence to the district's Acceptable Use Policy

VI. EVALUATION

Student mastery of the course objectives are evaluated using a variety of assessment tools may include but not be limited to the following:

- A. tests/quizzes
- B. writing assignments
- C. role-play scenarios
- D. class discussions

- E. debates
- F. projects
- G. individual and/or group presentations
- H. student self-assessments

VII. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:

- A. Attend professional development courses to learn about instructional strategies relevant to the course objectives and course content
- B. Attend conferences relating to differentiated instruction, technology, and diversity
- C. Observe and collaborate with colleagues to gather and share ideas
- D. Reading professional content related journals as the topic is constantly changing

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |

| | |
|--|--|
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |

| | |
|------------------------------------|---|
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |

| |
|---|
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

| |
|--|
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |

| |
|--|
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

| |
|--|
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| LESSON DELIVERY |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |

| |
|--|
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |

| |
|---|
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |

| |
|--|
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |
| <u>Compacting</u> |

| |
|---|
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| Grouping |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |

| |
|---|
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

| |
|--|
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |

| |
|--|
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

| |
|--|
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| LESSON DELIVERY |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |

| |
|--|
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |

| |
|--|
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |

| |
|--|
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| SCHOOL REFUSAL/ELEVATED ABSENTEEISM |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |

| |
|---|
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HEALTH EDUCATION 11

SchoolWestfield High School
Department..... Health Education
Length of course One Marking Period (4 days a week)
Credit..... 1.0
Grade Level..... 11
PrerequisiteHealth 10
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield School District’s Health Education Program provides students with the opportunity to learn positive health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Comprehensive Health Curriculum strives to make wellness a lifestyle choice and promotes individual health through health literacy.

Health 11 is a one marking period course taken by all eleventh grade students. It is designed to expand upon the foundation of information gained by students in Health 9 and Health 10. It affords students the opportunity to apply the information and decision making skills learned in the earlier grades to real-life situations and relationships.

In this course, students are provided an in-depth look at the importance of healthy relationships. Because the overall health of the relationships depends on the health of its members, skills are taught to help improve current relationships acknowledging the existence of various structures in our society. Other topics covered include the effects of chemical dependency on the relationships and other issues. Students are challenged to consider their personal values/responsibilities and evaluate the benefits of choosing health-enhancing behaviors. Personal responsibility for one’s actions is a current theme throughout the curriculum. The topics of dating, relationships, domestic violence, sexual assault, harassment, and rape as well as date rape drugs and alcohol-facilitated sexual assaults are all covered.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education as well as the Westfield Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Students:

Personal Growth and Development

- A. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.1
- B. Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.2

Pregnancy and Parenting

- A. Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.3
- B. Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.7
- C. Assess the skills needed to be an effective parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.8
- D. Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.9

Emotional Health

- A. Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.1
- B. Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.4
- C. Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.1
- D. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.2
- E. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.3

- F. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.4

- G. Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.5

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.7

- I. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.9

- J. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.10

Community Health Services and Support

- A. Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.1

- B. Develop an advocacy plan for a health issue and share this information with others who can benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.2

- C. Evaluate the validity of health information, resources, services, in school, home and in the community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.6

- D. Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.9

Personal Safety

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.1

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.2

- C. Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.5

- D. Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.6

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.8

- F. Evaluate strategies to use social media safely, legally, and respectfully.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.9

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.10

Health Conditions, Diseases and Medicines

- A. Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). Mental health conditions affect individuals, family members, and communities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.5

- B. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.6

Alcohol, Tobacco and other Drugs

- A. Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.1

Dependency, Substances Disorder and Treatment

- A. Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.2

III. CONTENT, SCOPE AND SEQUENCE

The eleventh grade Health Education Curriculum is designed to provide the students with necessary information and life skills to take charge of all aspects of their health. Students will learn how each individual takes part in a healthy functioning relationship. Students have an opportunity to reflect on their contributions to that relationship. A major emphasis is on awareness, prevention, and acquiring the skills necessary to evaluate health information for advocating for their own health. The topics discussed throughout this unit will include dating and domestic violence, sexual relationships, sexual assault, sexual harassment, and date rape drug awareness. Students receive the necessary hours to meet the New Jersey Health mandates for alcohol and drug education and HIV/AIDS education.

Social and Sexual Health

A. Family Relationships and Issues

1. Characteristics of a healthy family
 - a. interpersonal relationships
 - b. loyalty, respect, trust
 - c. communication
 - d. support during crisis
2. Functions of healthy families
 - a. primary support system
 - b. emotional needs of members
 - c. values/morals
 - d. tradition
 - e. modeling good behavior
 - f. care of family members
 - g. discipline
3. Behaviors of unhealthy families
 - a. child abuse (physical, emotional, sexual, neglect)
 - b. domestic violence
 - c. substance abuse

Personal Safety

B. Dating and Relationships

1. Decision making
 - a. appropriate partners
 - i. analyzing personal and family values
 - ii. assessing compatibility with partner
 - b. readiness
 - i. analyzing personal and family values
 - ii. evaluating the pros and cons of dating and relationships

2. Dating etiquette and responsibility
 - a. decisions about arranging a date
 - b. dating safety issues
 - c. contrast dating practices of the past and present
3. Healthy vs. unhealthy relationships
 - a. characteristics of healthy relationships
 - i. negotiation and fairness
 - ii. honesty and accountability
 - iii. non-threatening/non-violent behavior
 - iv. maintaining connections with others
 - v. financial and economic independence
 - vi. trust and support
 - vii. effective communication skills
 - viii. respecting partner's sexual boundaries
 - b. characteristics of unhealthy relationships
 - i. abusive – physical/mental/sexual/financial
 - ii. extreme jealousy and isolation
 - iii. use of intimidation tactics and threats
 - iv. sexual pressure and coercion
 - v. poor communication skills
 - c. cycle of abuse in relationships
 - i. violent and/or abusive phase
 - ii. honeymoon phase
 - d. resources for the victim and the abuser
 - i. trusted family member or adult
 - ii. school guidance counselor, teacher, administrator, or student assistance counselor
 - iii. legal assistance
 - iv. counseling services
 - v. reputable books, websites, etc.
 - e. why people stay in abusive relationships
 - f. break-up violence
 - i. safety
 - ii. planning
 - g. ending relationships
 - i. analyzing personal and family values
 - ii. evaluating the pros and cons of ending the relationship

C. Sexual Harassment

1. Definition of sexual harassment
 - a. National and State Law Against Discrimination -Title 9 & Title 7
 - b. school policy
2. Behaviors
3. Types
 - a. quid pro quo
 - b. hostile environment
 - c. third-party
4. Prevention strategies
5. Effects on both the victim and harasser
6. Resources

D. Sexual Assault/Rape

1. Definitions
2. Examples
3. Statistical data
4. Bystander Intervention
5. Sexual assault prevention
 - a. establish clear sexual boundaries
 - b. communicate those boundaries whenever possible
 - c. avoid isolating situations
 - d. be aware of your surroundings
 - e. take self-defense classes
 - f. watch your drink being poured and do not lose sight of it
6. Sex Traffickers/Exploiters
 - a. Analyze recruitment tactics
 - b. Use to exploit vulnerabilities and recruit youth
7. Procedures for the victim
 - a. Seek a safe environment
 - b. preserve evidence - rape kit
 - c. access necessary medical attention promptly (both physical and mental)
 - d. evaluate the options for reporting the assault
 - e. tell a parent or another trusted adult
 - f. access resources
 - i. rape crisis centers
 - ii. national organizations
8. Support for the victim
 - a. listen
 - b. encourage him/her to seek professional help
 - c. believe/support
 - d. No victim blaming

9. Possible after-effects of sexual assault-rape trauma syndrome
 - a. physical
 - b. emotional/mental
 - c. behavioral
 - d. social

E. Alcohol, Tobacco and other drugs

1. Date Rape drugs
2. Drug/alcohol facilitated sexual assaults
3. Prevention

IV. INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies to meet the needs of the diverse learners in the course. Techniques include:

- A. lecture
- B. discussion/debate activities
- C. DVD/videos with corresponding activities
- D. role-play activities
- E. reading
- F. guest speakers
- G. experiments
- H. writing assignments such as reaction papers, position papers, creative writing
- I. projects and student-generated presentations
- J. research projects using internet-based resources as well as magazines, books, interviews, etc
- K. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. TECHNOLOGY

In this course, students demonstrate their growth in the following skill areas:

- A. responsible use of technology
- B. completion of age-appropriate and content related research using quality resources
- C. creation of presentations
- D. questioning and evaluating information obtained from reliable resources
- E. adherence to the district's Acceptable Use Policy

VI. EVALUATION

Student mastery of the course objectives is evaluated using a variety of assessment tools may include but not be limited to the following:

- A. tests/quizzes
- B. writing assignments
- C. role-play activities
- D. class discussions
- E. debates
- F. projects
- G. individual and or group presentations
- H. student self-assessments

VII. PROFESSIONAL DEVELOPMENT

Following are some suggested approaches for the teachers' continued professional development:

- A. Attending in and out of district professional development courses and conferences to increase knowledge and teaching skills in the following areas:
 - 1. course content
 - 2. instructional methodologies and strategies with a focus on differentiated learning
 - 3. technology
 - 4. diversity
- B. Observing and collaborating with colleagues both in and out of the content area
- C. Reading content related journals, articles and best practices.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining | Individuals who possess health and physical literacy |

| | |
|--|--|
| <p>healthy relationships</p> | <p>establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas.</p> <p>They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>They identify who, when and where, or how to seek help for oneself or others when needed.</p> |
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self</p> |

| | |
|---------------------------------|---|
| | and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime.</p> <p>They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| Engaging in an active lifestyle | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime.</p> <p>They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. |

| | |
|------------------------------------|--|
| | <p>They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> |
| Setting goals | <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete.</p> <p>They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> |
| Using technology tools responsibly | <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p> |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function
LS1.B - Growth and Development of Organisms
LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems
LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior
LS3.A - Inheritance of Traits
LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation
LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns
CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity
CCC4 - Systems and system models
CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function
CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX VII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |

| |
|---|
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

| |
|---------------------------------|
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |

| |
|---|
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |

| |
|---|
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| <u>GRADING</u> |
| <u>Standard Grades vs. Pass/Fail</u> |
| <u>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</u> |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

**STUDENTS AT RISK OF SCHOOL FAILURE
(I&RS RESOURCE MANUAL)**

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

| |
|--|
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |

| |
|--|
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| <u>SOCIAL/EMOTIONAL</u> |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |

| |
|--|
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| <u>ATTENTION/FOCUS</u> |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |

| |
|--|
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| <u>CURRICULUM</u> |
| <u>Acceleration</u> |

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

Health Grade 11
Approved BOE 4/05/2016

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HEALTH EDUCATION 12

SchoolWestfield High School
 Department.....Health Education
 Length of courseOne Marking Period (4 days a week)
 Credit.....1.0
 Grade Level.....12
 Prerequisites.....Health 11
 Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield School District’s Health Education Program provides students with the opportunity to learn positive health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Comprehensive Health Curriculum strives to make wellness a lifestyle choice and promotes individual health through health literacy.

Health 12 is a one marking period course taken by all twelfth grade students. It is designed to expand upon the foundation of information gained by students in grades nine through eleven. It affords students the opportunity to utilize the information and decision making skills necessary to achieve personal wellness.

This course empowers students to take charge of their own health/wellness as they move towards an independent lifestyle. Students learn the importance of advocating for their own health. Different aspects of the health care system are explored, such as first aid, CPR, and AED skills. Emphasize the importance of maintaining good health practices in preparation for college and adulthood.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education as well as the Westfield Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Students:

Personal Growth and Development

- A. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.1

Pregnancy and Parenting

- A. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.1
- B. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.2

Emotional Health

- A. Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.1
- B. Analyze factors that influence the emotional and social impact of mental health illness on the family.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.2
- C. Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.4
- D. Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.1
- E. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.10

Community Health Services and Support

- A. Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.1
- B. Develop an advocacy plan for a health issue and share this information with others who can benefit.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.2
- C. Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.4

- D. Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.5

- E. Evaluate the validity of health information, resources, services, in school, home and in the community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.6

- F. Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.7

- G. Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.9

Nutrition Core

- A. Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.1

- B. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.2

- C. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.3

- D. Implement strategies and monitor progress in achieving a personal nutritional health plan.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.4

- E. Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.5

Personal Safety

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.1

- B. Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.5

- C. Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.7

Health Conditions, Diseases and Medicines

- A. Provide examples of how drugs and medication mimic or arrest the action of certain cells in the body, and how abusing drugs can affect the human body.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.2

- B. Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). Public health policies are created to influence health promotion and disease prevention and can have global impact.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.3

- C. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.4

- D. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.6

Alcohol, Tobacco and other Drugs

- A. Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.1

- B. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.2

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

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.3

Dependency, Substances Disorder and Treatment

- A. Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.1

- B. Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.2

- C. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.3

III. CONTENT, SCOPE AND SEQUENCE

The twelfth grade Health Education curriculum provides the students with necessary information and life skills to take charge of all aspects of their health. A major emphasis is on health promotion, prevention, and acquiring the skills necessary to evaluate health information for advocating for their own health. Students are encouraged to make healthy decisions by reflecting on their own personal and family values with respect to the gender, culture, and ethnicity, racial and religious differences. Throughout the course, students are encouraged to go beyond the classroom by seeking assistance from parents, school, community and national online resources as covered in the curriculum. Students receive the necessary hours to meet the New Jersey Health mandates for alcohol and drug education, HIV/AIDS education.

Students are encouraged to promote nutritional wellness for themselves and their families by empowering them with a clear understanding of the importance of healthy weight and stress management. Students will make connections between unhealthy eating habits, low physical activity and the transition into adulthood.

A. Personal Safety

Personal safety, first aid procedures, and responding to medical emergencies

1. Importance of first aid
2. Good Samaritan Law
3. Preparing for emergencies
 - a. first aid kit
 - b. emergency medical identification cards and bracelets
4. First responder responsibilities and chain of survival
5. Procedures for providing First Aid/CPR/AED/Choking
 - a. checking the scene for safety and clues
 - b. calling 9-1-1
 - c. care for injuries and/or illnesses for infants, children and adults

7. Fire safety and prevention
 - a. strategies for preventing fires
 - b. preparedness for fires
 - c. response to fire
8. Community resources, organizations and internet sites

B. Community Health Services and Support

Journey into Adulthood

1. College Prep/Health issues
 - a. Meningitis and Hepatitis A, B, C
 - b. STI/STDs
 - c. financial health
 - d. binge-drinking
2. Workplace Health issues
 - a. drug testing
 - b. Occupational Safety and Health Administration (OSHA)
3. Maintaining Reproductive health
 - a. cervical screening
 - b. breast and testicular self-examination
 - c. mammography
 - d. vaccines
4. HIV/AIDS
 - a. testing
 - b. current issues

Health Conditions and Disease/ Health Conditions

1. Heart attacks and strokes
 - a. risk factors
 - b. signs and symptoms
 - c. diagnostic test
 - d. treatment options
 - e. lifestyle changes

Emotional Health/Nutrition

Stress Management

1. Definition of stress
 - a. eustress
 - b. distress
 - c. General Adaptation Syndrome (GAS)

2. Causes of stress
 - a. environmental
 - b. biological
 - c. behavioral
 - d. life-changing
 - e. perception of stressors
3. Dealing with stress
 - a. positive coping strategies
 - i. regular exercise
 - ii. rest, relaxation, and sleep
 - iii. healthy nutrition
 - iv. time management
 - v. assertive communication
 - vi. positive self-talk
 - vii. goal setting
 - viii. seeking appropriate help
 - b. negative coping strategies
 - i. inappropriate anger
 - ii. violence
 - iii. drug and alcohol use
 - iv. promiscuous sexual activity
 - v. self-mutilation
 - vi. eating disorders
 - vii. suicide
4. Review of the definition of stress and its effects on the body
 - a. Potential stress-related conditions and lifestyle diseases
 - b. heart disease
 - c. gastric ulcers
 - d. high blood pressure
 - e. headaches/migraines
 - f. insomnia/sleep disorders
 - g. eating disorders
5. Stress management techniques
 - a. recognizing personal stressors
 - b. mental strategies
 - i. rechanneling activities
 - ii. controlling perception of stressors
 - iii. meditation
 - c. healthy diet and exercise
 - d. yoga
 - e. relaxation techniques
 - f. assertive communication skills
 - g. medical intervention

Community Health Service and Support

Personal Healthcare Management

1. Types of healthcare providers
 - a. primary care provider
 - b. Doctor of Medicine
 - c. Doctor of Osteopathy
 - d. physician's assistant
 - e. nurse practitioner
 - f. medical specialists
2. Considerations when selecting a health care provider
 - a. qualifications
 - b. location and office hours
 - c. health insurance participant
 - d. choice of private or group practice
 - e. bedside manner
3. Alternative forms of healthcare
 - a. holistic
 - b. homeopathic
4. Methods of paying for healthcare
5. Patient rights and responsibilities
 - a. patient bill of rights
 - b. responsibilities
 - c. living will
6. Reliable resources for health information

Nutrition

Healthy Eating Habits

1. Healthful diet
 - a. nutrient density foods
 - b. foods without trans fats
 - c. nutritious snacks
 - d. importance of portion sizes
 - e. foods low in sugar and calories
2. Healthy weight
 - a. BMI – important vital sign
 - b. body fat distribution and location
 - c. slow weight gain not weight loss
 - d. dangerous dietary behaviors
 - e. physical and psychological effects

3. Physical activity
 - a. exercise increases energy needs
 - b. evaluate exercise routine
4. Overweight and obesity—a growing problem
 - a. physical effects on the body
 - b. psychological impact
 - c. social impact of being overweight
5. Risk factors associated with obesity
 - a. hypertension
 - b. high LDL
 - c. low HDL
 - d. high blood sugar/Diabetes II
 - e. high triglycerides
 - f. physical inactivity
 - g. cigarette smoking
 - h. history of heart disease
 - i. cancers

IV. INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies to meet the needs of the diverse learners in the course. Techniques include:

- A. lecture
- B. discussion/debate activities
- C. DVD/videos with corresponding activities
- D. role-play activities
- E. reading
- F. guest speakers
- G. experiments
- H. writing assignments such as reaction papers, position papers, creative writing
- I. projects and student-generated presentations
- J. research projects using internet-based resources as well as magazines, books, interviews, etc.
- K. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. TECHNOLOGY

The curriculum follows the New Jersey Core Curriculum Content Standards for Technology. In addition, the curriculum fulfills local expectations for student achievement. The corresponding state standards to which the objectives are aligned are listed in Appendix III.

In this course, students demonstrate their growth in the following skill areas:

- A. responsible use of technology
- B. completion of age-appropriate and content related research using quality resources
- C. creation of presentations
- D. questioning and evaluating information obtained from reliable resources
- E. adherence to the district's Acceptable Use Policy

VI. EVALUATION

Student mastery of the course objectives is evaluated using a variety of assessment tools may include but are not limited to the following:

- A. tests/quizzes
- B. writing assignments
- C. role-play activities
- D. class discussions
- E. debates
- F. projects
- G. individual and or group presentations
- H. student self-assessments
- I. practical exams

VII. PROFESSIONAL DEVELOPMENT

Following are some suggested approaches for the teachers' continued professional development:

- A. Attending in and out of district professional development courses and conferences to increase knowledge and teaching skills in the following areas:
 - 1. course content
 - 2. instructional methodologies and strategies with a focus on differentiated learning
 - 3. technology
 - 4. diversity
- B. Observing and collaborating with colleagues both in and out of the content area.
- C. Reading content related journals, articles and best practices.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive |

| | |
|--|--|
| <p>healthy relationships</p> | <p>communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> |
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |

| | |
|--|--|
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Making decisions</p> | <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> |
| <p>Managing-self</p> | <p>Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid</p> |

| | |
|------------------------------------|---|
| | risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place

to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem

Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B -

Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
TECHNOLOGY**

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX VII

**Integrated Accommodations and Modifications for Special Education
Students, English Language Learners, Students at Risk of School
Failure, Gifted and Talented Students, and Students with 504 Plans
(N.J.A.C. 6A: 8)**

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |

| |
|---|
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |

| |
|---|
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

| |
|------------------------------|
| List sequential steps |
| Provide folders to hold work |

| |
|---|
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |

| |
|------------------------------------|
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |

| |
|---------------------------------|
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

| |
|---|
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| <u>COMPREHENSIBLE INPUT</u> |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| <u>STRATEGIES</u> |

| |
|--|
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| <u>INTERACTION</u> |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

| |
|---|
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |

| |
|--|
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |

| |
|--|
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |

| |
|--|
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |

| |
|---|
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| <u>SOCIAL/EMOTIONAL</u> |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |

| |
|----------------------------------|
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

| |
|--|
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| <u>CURRICULUM</u> |
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| <u>INSTRUCTION</u> |
| <u>Grouping</u> |

| |
|---|
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

Health Grade 12 24 Approved BOE 4/05/2016

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICAL EDUCATION K-5

School.....Elementary
Department.....Physical Education
Length of Course...Full Year (K=30min/week, 1st-5th = 30min/2x wk)
Grade Level.....Kindergarten - 5
Prerequisite.....None
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Physical Education Department strives to provide all students with the opportunity to learn skills which promote a physically active lifestyle. Students meet once per week for 30 minutes in Kindergarten and twice per week in grades 1-5 and are introduced to a wide variety of games and activities of short duration, individual and partner activities. The foundation of the program is based on students learning about movement skills and concepts, physical fitness, and lifelong fitness. As students participate in movement challenges that are success oriented, they think, reason, perform, discover and create. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions. Helping students to conceptualize the benefits of lifelong fitness is also an important goal of the Westfield Public Schools K-5 Physical Education program. Achieving this requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. Important skills in which students will develop proficiency are self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives are aligned with the NJ Student Learning Standards for Comprehensive Health and Physical Education.

Students:

- A. Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running) including differentiating non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.LF.2

- B. Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges including differentiating for manipulative movements (e.g., throwing, catching, dribbling)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.5

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.PF.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.PF.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.1

- C. Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment including demonstrating kindness towards self and others during physical activity to create a safe and caring environment

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.6

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.7

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.LF.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.6

- D. Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.PF.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.2.PGD.1

- E. Demonstrate strategies and skills that enable team and group members to achieve goals

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.PF.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.MSC.8

- F. Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.LF.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.LF.3

- G. Identify physical activities available outside of school that are in the community

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.LF.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.LF.5

- H. Differentiate between healthy and unhealthy eating habits

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.2.N.3

- I. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.4

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.5

- J. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.MSC.7

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.PF.2

- K. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.PF.3

- L. Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.PF.4

- M. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.PF.5

- N. Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment and proactively engage in movement and physical activity for enjoyment individually or with others

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.LF.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.LF.3

- O. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.LF.2

- P. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.N.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.5.N.2

III. CONTENT, SCOPE AND SEQUENCE

The primary objectives of K-5 physical education are to develop and enhance movement skills, to conceptualize key aspects of practicing physical fitness both individually and in groups and to appreciate the value of lifelong fitness.

Students are instructed in the areas of:

GRADES K-2

A. Movement Skills and Concepts

1. Effective execution of movements
 - a. non-locomotor movements
 - b. locomotor movements
 - c. elements of movement dimensions
 - d. manipulative skills
2. Feedback from others and self-assessment impacts performance and movement skills and concepts
 - a. correct movements (form)
 - b. refining movement skills (form) to be correct

B. Physical Fitness

1. The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance) physical, social, emotional, and intellectual benefits of regular physical activity respecting others of all skill levels and abilities during participation

C. Lifelong Fitness

1. Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
movement vocabulary (that is flexible and adaptable for personal physical activity and wellness) physical activity for enjoyment individually or with others

Grades 3-5

A. Movement Skills and Concepts

1. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities
 - a. rules, etiquette, procedures, and sportsmanship
 - b. offensive, defensive, and cooperative strategies
 - c. managing emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others

B. Physical Fitness

1. The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance)
 - a. skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance) developing short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

C. Lifelong Fitness

1. Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
 - a. increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)
 - b. Personal and community resources can support physical activity

D. Nutrition

1. Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness-healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
 - a. healthy meal plan
 - 1) nutritional content
 - 2) value, calories
 - 3) cost
 - b. personal nutrition health goal (that addresses strengths and needs)

IV. INSTRUCTIONAL TECHNIQUES

To accommodate the varying developmental levels and learning styles of students, a variety of differentiated approaches are necessary to engage our students and meet the needs of diverse learners. Strategies will be employed to meet the needs of diverse learners. The teacher may use, but is not limited to, the following techniques:

- A. Physical and tactile demonstrations and presentations
- B. Practice
- C. Opportunities for large and small group instruction
- D. Minimal lecture & discussion
- E. Field day

- F. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Evaluation is based on teacher observation of:

- A. Student participation
- B. Successful identification and performance of gross motor skills
- C. Assessment with use of rubrics
- D. Various assessment games

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Annual meetings to review curriculum, pacing and related assessments
- B. Opportunities to collaborate with colleagues through peer observations
- C. Planning time to develop differentiated lessons and alternate assessments
- D. Attendance at relevant workshops, seminars and courses.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |

| | |
|--|--|
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |

| | |
|------------------------------------|---|
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VI

NEW JERSEY COMPETENCIES FOR SOCIAL EMOTIONAL LEARNING

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |

| |
|---|
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |
| Provide a desktop list of tasks |
| Give one paper at a time |

| |
|---|
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |

| |
|--|
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |

| |
|--|
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| LESSON DELIVERY |

| |
|--|
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |

| |
|--|
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

| |
|--|
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |

| |
|---|
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICAL EDUCATION 6-8

Schools All Intermediate Schools
Department Physical Education
Length 3/4 of the year
Grade Level. Grades 6-8
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Intermediate Physical Education program will transition sixth grade students into Physical Education as an everyday course. It will progressively provide students with the essential knowledge and skills used to enjoy, promote, support and maintain wellness as they advance into the seventh and eighth grades.

Based upon the NJSLS for Comprehensive Health & Physical Education, by the end of eighth grade, these health literate and physically educated students will be able to take responsibility for their fitness and overall wellness. Students will develop psychomotor, cognitive and affective skills through the execution of fundamental movement and fitness skills/activities. Through active involvement in varied lessons, activities, games, sports, dance, they will develop a greater breadth of skill and appreciation of their fitness/movement and progressively acquire an understanding of cooperative, offensive and defensive strategies. Students will be encouraged to set goals, participate in physical activity and to do their personal best for their lifetime. Ultimately, these activities will promote healthy behaviors that foster positive self esteem, character, acceptance, and sportsmanship.

II. OBJECTIVES

The Westfield Physical Education Department is aligned with the New Jersey Student Learning Standards and incorporates activities in health and skill related skill fitness, strategy, and dance. By the end of the Eighth Grade, the physical education students shall be able to

- A. Apply, control, analyze and refine fundamental movement and sports skills in isolation and applied settings, demonstrating control of motion in relationship between force, flow, time and space.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.MSC.1, 2, 4
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.LF.3
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.LF.5

- B. Create and demonstrate planned movement sequences, individually and with others for physical activities based on strategic, biomechanical, environmental and rhythmic principles.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.MSC.3

- C. Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.MSC.6

- D. Demonstrate inclusion, safe behavior, self management, etiquette and sportsmanship when working individually, as well as with small and large groups.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.MSC.5, 7
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.PF.2

- E. Summarize the short and long-term physical, social, and mental/emotional health benefits of regular physical fitness activity and the lifetime value of assuming responsibility for one's personal health.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.PF.1
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.LF.2,4

- F. Execute the primary principles of training (FITT) using available technology to measure, monitor, and implement one's personal fitness plan.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.PF.3,4

- G. Use evidence to predict how varied internal (attitude, interests, nutrition, sleep) and external factors (environment, lifestyle, anabolic steroids, health related fitness status) impact personal fitness and health and develop strategies to overcome these barriers.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.PF.5
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.LF.2, 4, 6

- H. Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.LF.1

- I. Reflect upon interests, personal attributes and goals and explore career options in wellness, physical activity and health professions.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.8.LF.7

III. CONTENT, SCOPE AND SEQUENCE

Students will progressively continue to improve upon their movement patterns, relationships and body awareness that provides the basis of physical literacy. The diversity of activities found in physical education is emphasized, with students having the opportunity to engage in meaningful movement, activity, team and individual sports, fitness, and dance.

A. Body Management

1. Movement Patterns
 - a. Non-Locomotor Movements
 - b. Locomotor Movements
 - c. Manipulative Movements
2. Moving in Relationship
 - a. Person to apparatus
 - b. Person to objects
 - c. One person to another
3. Mechanical Principles
 - a. Spatial Awareness
 - b. Stability
 - c. Motion
 - d. Force
 - e. Principles related to projectiles
 - f. Momentum

B. Dimensions of Dance & Movement

1. Space
 - a. Shape
 - b. Level
 - c. Direction
 - d. Pathways
 - e. Focus
 - f. Size
2. Time
 - a. Beat
 - b. Tempo
 - c. Accent
 - d. Rhythmic Pattern
 - e. Duration

3. Fundamental Elements
 - a. Force=Energy
 - b. Heavy/Light
 - c. Tensed/Relaxed
 - d. Bound/Flowing
 - e. Manipulative
 - f. Marking /Covering of space
4. Purpose of Dance/Sports
 - a. Ceremonial
 - b. Recreational
 - c. Artistic
 - d. Competition
 - e. Fitness

C. Skill Related Fitness Development & Assessments

1. Agility
2. Balance
3. Power
4. Coordination
5. Speed
6. Reaction time

D. Health Related Fitness Development & Assessments

1. Body composition
2. Flexibility
3. Muscular strength
4. Muscular endurance
5. Cardiovascular endurance

E. Training Principles

1. FITT (Frequency, Intensity, Time, Type)
2. Specificity
3. Overload
4. Progression
5. Aerobic
6. Anaerobic

F. Sportsmanship

1. Teamwork
2. Cooperation
3. Attitude
4. Communication
5. Reflection
6. Safety
7. Etiquette

G. Wellness/Sports Related Career Exploration

H. Health & Skill Related Fitness Activities and Cooperative Games

1. Suggested activities are not limited to:

- a. Pin Ball
- b. Fuzzy Ball
- c. Great Escape
- d. Boulder Dash
- e. Kickball Basketball
- f. Speedball
- g. Tchoukball
- h. Mat Ball
- i. Capture the Flag
- j. Handball
- k. Wall Ball

2. Megaball

- a. Four Square

I. Team Sports

1. Soccer

- a. Skills
 - 1) Kick
 - 2) Dribble
 - 3) Trap
 - i. Sole of Foot
 - ii. Knee
 - iii. Single Leg

- 4) Dribble and pass
 - 5) Throw in
 - 6) Penalty Kick
 - 7) Corner Kick
 - 8) Dodging
 - b. Rules, Positions & Strategies for safe, effective play
 - 1) Basic Defense and Offensive strategies
 - 2) Basic Goalkeepers privileges
 - 3) marking
 - c. Lead Up Games:
 - 1) Sideline Soccer
 - 2) World Cup
 - 3) Modified Soccer
2. Volleyball
- a. Skills
 - 1) Forearm Pass
 - 2) Overhead Pass/Set
 - 3) Spike
 - 4) Block
 - 5) Serves: Overhead, Underhand
 - 6) Rotation
 - b. Rules, Positions & Strategies for safe, effective play
 - 1) covering a block
 - 2) basic offensive & defensive strategies
 - c. Lead Up Games
 - 1) Modified Volleyball
3. Softball
- a. Basic Skills
 - 1) Batting
 - i.. Batting a pitched ball
 - ii. Batting off tee
 - 2) Catching
 - 3) Throwing
 - i. Overhand
 - ii. Underhand
 - 4) Fielding
 - i. Flies
 - ii. Grounders
 - iii. Pitching

- 5) Base running
 - b. Rules, Positions & Strategies for safe, effective play
 - c. Lead up Games
 - 1) Modified Softball
- 4. Floor Hockey/Pillow Polo
 - a. Basic Skills
 - 1) Stick Handling
 - 2) Dribbling
 - 3) Passing
 - 4) Face Off
 - 5) Receiving
 - 6) Goaltending
 - 7) Shooting
 - i. Penalty shots/power play
 - ii. Shooting on the move
 - b. Rules, Positions & Strategies for safe, effective play
 - 1) Basic strategies for Defensive and Offensive Play
 - c. Lead Up Games
 - 1) Modified Floor Hockey
 - 2) Knockpin
- 5. Flag Football/ 2-hand Touch
 - a. Basic Skills
 - 1) Grip
 - 2) Throwing
 - 3) Catching
 - b. Rules, Positions & Strategies for safe, effective play
 - 1) Basic to Advanced Pass & Combo Routes
 - 2) Basic Offensive and Defensive positions
 - 3) Offensive & Defensive Strategies
 - c. Lead up games
 - 1) Modified football
 - 2) Ultimate football
 - 3) Capture the football
- 6. Basketball
 - a. Basic Skills
 - 1) Ball handling
 - 2) Dribbling

- 3) Passing & Receiving
 - i. Bounce pass
 - ii. Chest pass
 - iii. Baseball throw
- 4) Shooting
 - I. Free throw
 - ii. Lay-up
 - iii. Jump shot
 - iv. BEEF technique
- b. Rules, Positions & Strategies for safe, effective play
 - 1) Basic offensive and defensive strategies
 - 2) Give & Go
 - 3) Pick & Roll
- c. Lead up Games
 - 1) Modified Basketball
 - 2) Knock out
 - 3) small sided games

7. Ultimate Frisbee

- a. Basic Skills
 - 1) Grip
 - 2) Basic backhand & sidearm throws
 - 3) Catching
 - i. Pancake
 - ii. Two-hand catch
 - iii. One-hand catch
- b. Rules, Positions & Strategies for safe, effective play
 - 1) Basic Offensive and Defensive strategies
- c. Lead up games
 - 1) Modified Ultimate Frisbee games
 - 2) Throw and catch with self
 - 3) Throw for accuracy
 - 4) Throw for distance

J. Racquet Sports

1. Badminton, Ping Pong, Pickelball, Indoor Tennis

a. Basic Skills

- 1) Grip
- 2) Footwork
- 3) Forehand
- 4) Backhand
- 5) Serve
- 6) Drop Shot
- 7) Overhead, clear
- 8) Smash
- 9) Volley

b. Rules, Positions & Strategies for safe, effective play

- 1) Basic Singles and Doubles strategies
- 2) Etiquette

c. Lead up Games

- 1) Modified Games
- 2) Hand tennis

K. Individual Activities

1. Track and Field

a. Skills

- 1) Dash
- 2) Relay
- 3) Distance - Run, Walk
- 4) Long Jump
- 5) hurdles
- 6) shot put

b. Rules, Positions & Strategies for safe, effective play

c. Lead up activities

2. Archery

a. Basic Knowledge & Skills

- 1) Equipment
- 2) Safety and Rules
- 3) Six Steps of Shooting
 - i. Stance
 - ii. Nock the Arrow
 - iii. Pinch & Pull
 - iv. Draw

- v. Anchor & Aim
- vi. Release, Follow through, & Reflect
- 4) Retrieving Arrows
- b. Lead up Games
 - 1) Balloon Shoot
 - 2) Post-It games
- F. Recreational/Lifetime Activities
 - 1. Suggested activities are not limited to:
 - a. Bocce Ball
 - b. Kan Jam
 - c. Knock Hockey
 - d. Horseshoes
 - e. Kickball
 - f. Walking
 - g. Bowling
 - h. Frisbee golf
 - i. Corn Hole/Baggo

IV. INSTRUCTIONAL TECHNIQUES

Comprehensive strategies cater to the diverse student population. The instructional techniques accommodate differences in student learning style, interest, and readiness. Strategies are consistent with psychomotor, cognitive, and affective development of learners at this level. At this level, instructional techniques include but are not limited to:

- A. Teacher directed modeling & whole-group instruction
- B. Flexible grouping for skill acquisition and game-play
- C. Technology based instruction
- D. Student directed application
- E. Problem solving
- F. Peer/Reciprocal Teaching
- G. Self-Check
- H. Divergent

V. EVALUATION

A variety of assessment techniques and instruments are utilized to gauge students' understanding and plan for instructional needs. Student performance will be evaluated by:

- A. Fitness Self-Assessments
- B. Demonstration of good sportsmanship and positive attitude.
- C. Demonstrate safety and respect for rules/equipment/expectations during skill development, game play, and assessments.
- D. Active participation.

VI. PROFESSIONAL DEVELOPMENT

A key component to effective implementation of the physical education curriculum is the inclusion of ongoing, professional development. The following are recommended components of professional development in physical education:

- A. Attendance at in -district and out of district professional development seminars, workshops, learning communities, and courses relevant to the physical education program to learn and share ideas regarding instructional strategies relevant to course objectives and materials with district colleagues.
- B. Embedded professional development opportunities including observations of colleagues' classes to gather and share ideas
- C. Observance of physical education lessons in other school districts and share ideas learned from the observation(s) with district colleagues
- D. Collaboration with colleagues to develop, implement, and evaluate data from common assessments
- E. Membership in professional organizations

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |

| | |
|--|--|
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social</p> |

| | |
|---|--|
| | <p>and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Making decisions</p> | <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> |
| <p>Managing-self</p> | <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> |
| <p>Setting goals</p> | <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> |
| <p>Using technology tools responsibly</p> | <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p> |

APPENDIX III
NEW JERSEY STUDENT LEARNING STANDARDS FOR
ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms
LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems
LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior
LS3.A - Inheritance of Traits
LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation
LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns
CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity
CCC4 - Systems and system models
CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function
CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |

| |
|---|
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

| |
|--|
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

| |
|--|
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |

| |
|---|
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |

| |
|--|
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |
| <u>Compacting</u> |

| |
|---|
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICAL EDUCATION 9

School Westfield High School
Department.....Physical Education
Length of Course..... 3 Marking Periods / 4 days a week
Credit.....3
Prerequisite None
Grade Level.....9
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The goal of physical education is to develop an active, healthy student capable of using movement skills and concepts that offer opportunities for individual and group success. Students engage in units that focus on self awareness, self management, responsible decision making, social awareness and relationship skills. This holistic approach in physical education combines movement skills and strategies, physical fitness, and lifelong fitness in an inclusive environment to support the students’ social and emotional well being.

Physical Education 9 builds on the foundation of skills implemented in elementary and middle school physical education. Students participate in an introduction to adventure education, which is an adventure-based, experiential program that requires students to make informed, critical judgments through participation in problem solving activities and a low-element challenge course. Safe, efficient and effective movement that develops a healthy lifestyle is promoted in a variety of units including individual lifelong activities, introduction to fitness concepts, and team oriented sports.

II. OBJECTIVES

The following objectives are aligned with the 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education, Visual and Performing Arts, Social Studies, 21st Century Life and Careers, Technology Standards, and the New Jersey Student Learning Standards for English Language Arts. Students participate in a wide range of learning activities that develop team and individually refined motor skills, personal fitness and teamwork challenges and reflect Westfield’s expectation for achievement.

Students:

Movement Skills and Concepts

- A. Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.1
- B. Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.2
- C. Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). Individual and team execution requires interaction, respect, effort, and a positive attitude.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.3
- D. Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.4
- E. Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.5

Physical Fitness

- A. Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.1
- B. Respect and appreciate all levels of ability and encourage with care during all physical activities.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.2
- C. Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.3
- D. Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.4
- E. Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.5

Lifelong Fitness

- A. Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.1
- B. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.2
- C. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.3
- D. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.4
- E. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.5
- F. Implement a financial plan for participation in physical activity in the community for self and family members.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.6
- G. Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.7
- H. Identify personal and community resources to explore career options related to physical activity and health.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.8

Nutrition Core

- A. Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.1
- B. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.2
- C. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.3
- D. Implement strategies and monitor progress in achieving a personal nutritional health plan.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.4

- E. Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.5

II. CONTENT, SCOPE AND SEQUENCE

Students begin their physical education experience with prescribed physical activities. The focus in grade 9 is on problem solving, critical thinking and skills that promote cooperation and teamwork. Through adventure education students explore issues that arise when working with diverse populations. Students are refining gross motor skills, proper decision making skills and implementing the use of proper team play for readiness in 10th grade physical education.

Movement Skills and Concepts

A. Developing Proficiency of Sport-Oriented Gross Motor Skills

1. Locomotion
2. Striking
3. Striking in opposition
4. Kicking
5. Catching
6. Throwing
7. Jumping
8. Eye- hand coordination
9. Eye-foot coordination
10. Agility
11. Reaction time

Physical Fitness

A. Fitness - A Basic Foundation

1. Heart rate assessment
2. Cardiorespiratory endurance
3. Muscular strength
4. Muscular endurance
5. Flexibility
6. Body composition
7. Benefits of exercise
8. Rhythm of fitness

B. Guidelines for Exercise

1. What to consider before starting a program
 2. Proper attire
 3. Exercising in differing weather conditions
 4. Safety precautions for exercise
 5. Benefits of warm up and cool down
 6. Procedures of warm up and cool down

Lifelong Fitness

- A. Adventure Education
 - 1. Introductory games
 - 2. Full Value Contract
 - 3. Lead-up to low elements and challenges
 - 4. Initiatives
 - 5. Trust activities
 - 6. Cooperative challenges
 - 7. Group problem solving
 - 8. Low elements

III. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process, promote collaboration on team building and accommodate the readiness levels, interests and learning styles of all learners.

Such techniques include:

- A. Lecture
- B. Teacher directed questioning
- C. Demonstration modeling proper technique
- D. Small group discussion
- E. Large group discussion
- F. Independent practice
- G. Flexible grouping
- H. Multimedia instructional technology
- I. Student generated presentations
- J. Differentiated tasks
- K. Team Challenges/Problem based initiatives
- L. Guided observation
- M. Research and analysis
- N. When appropriate, outside presenters and field trips relevant to physical education may also be used to enhance in-class learning

- O. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

IV. EVALUATION

Student knowledge and understanding of content areas are evaluated through the use of the following techniques:

- A. Ongoing informal methods
 - 1. Assessment of individual student's physical active participation
 - 2. Discussion
- B. Periodic assessment
 - 1. Baseline and benchmark assessments
 - 2. Skills checklist
 - 3. Rubric
 - 4. Written and oral reports
 - 5. Written tests
 - 6. Class preparation
 - 7. Journals
 - 8. Projects
 - 9. Interim reports
 - 10. Alternative Assessment (Medical Excuse Program)

V. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including the following:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to professional books and software to enhance development
- C. Opportunities to confer with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment
- D. Professional conferences, physical education organizations, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual professional or place of study to further develop
- F. Visit school districts with innovative physical education programs.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. |

| | |
|---|---|
| | They identify who, when and where, or how to seek help for oneself or others when needed. |
| Communicating clearly and effectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. |
| Resolving conflict | Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring. |
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |

| | |
|------------------------------------|---|
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

APPENDIX III
NEW JERSEY STUDENT LEARNING STANDARDS FOR
ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group

Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |

| |
|---|
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |

| |
|--|
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| SIOP COMPONENTS AND FEATURES |
| PREPARATION |

| |
|--|
| Write content objectives clearly for students |
| Write language objectives clearly for students |
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |

| |
|---|
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| LESSON DELIVERY |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |

| |
|--|
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |

| |
|--|
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |

| |
|--|
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |

| |
|---|
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICAL EDUCATION 10

School Westfield High School
Department.....Physical Education
Length of Course..... 3 Marking Periods / 4 days a week
Credit.....3
Prerequisite None
Grade Level.....10
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The goal of physical education is to develop an active, healthy student capable of using movement skills and concepts that offer opportunities for individual and group success. Students engage in units that focus on self awareness, self management, responsible decision making, social awareness and relationship skills. This holistic approach in physical education combines movement skills and strategies, physical fitness, and lifelong fitness in an inclusive environment to support the students' social and emotional well being. Driver Education is a primary focus that works to develop the student's awareness to become a defensive driver.

Physical Education 10 builds on the foundation of skills implemented in 9th grade physical education. Principles and elements of fitness, individual and team motor skills and driver education are a primary focus. Safe, efficient and effective movement that develops a healthy lifestyle is promoted in a variety of units including individual lifelong sports and team oriented sports.

Driver education enables students to recognize and describe automobile driving primarily as a mental, physical, and social learning experience involving the interaction of people, vehicles, and the environment in a rather complex roadway transportation system. Students engage in lessons that develop an understanding and an appreciation of the automobile, its mechanical analysis, laws of energy and motion, safety practices, policies and reforms, dangers of alcohol, drug abuse, distractions and traffic laws and regulations of New Jersey Motor Vehicle Code.

This comprehensive driver education program allows students to practice positive decision-making skills necessary to reduce collisions, and provide a foundation for safe behaviors through the knowledge and practice of basic skills which promote safe and responsible driving.

II. OBJECTIVES

The following objectives are aligned with the 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education, Visual and Performing Arts, Social Studies, 21st Century Life and Careers, Technology Standards, and the New Jersey Student Learning Standards for English Language Arts. Students participate in a wide range of learning activities that develop team and individually refined motor skills, personal fitness and teamwork challenges and reflect Westfield's expectation for achievement.

Students:

Movement Skills and Concepts

- A. Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.1

- B. Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.2

- C. Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Individual and team execution requires interaction, respect, effort, and positive attitude.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.3

- D. Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.4

- E. Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.5

Physical Fitness

- A. Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.1

- B. Respect and appreciate all levels of ability and encourage with care during all physical activities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.2

- C. Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.3

- D. Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.4

- E. Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.5

Lifelong Fitness

- A. Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.1

- B. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.2

- C. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.3

- D. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.4

- E. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.5

- F. Implement a financial plan for participation in physical activity in the community for self and family members.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.6

- G. Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.7

- H. Identify personal and community resources to explore career options related to physical activity and health.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.8

Nutrition Core

- A. Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.1

- B. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.2

- C. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.3

- D. Implement strategies and monitor progress in achieving a personal nutritional health plan.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.4

- E. Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.5

Driver Safety

- A. Demonstrate an understanding of the rules of the road and safety practices when driving

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3 12. PS.1

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3 12. PS.3

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3 12. PS.4

III. CONTENT, SCOPE AND SEQUENCE

Students in grade 10 continue their physical education experience with prescribed physical activities. The focus is on the continuing development of movement skills and strategies and fitness concepts. Refined motor skills are introduced in grade 10 and applied in a variety of team oriented activities. The marking period course of study is dedicated to Driver Education. It includes cognitive development relating to the understanding of the natural laws of motion and car control, traffic laws and regulations of the New Jersey Motor Vehicle Code and driving a vehicle in adverse conditions.

Also included are the physical, psychological, and legal aspects, effects, and consequences of the use of alcohol and drugs as related to driving. Students have the opportunity to take the written portion of their learner's permit test during this course.

Movement Skills and Concepts

- A. Applying Gross Motor Skills into Team Activities

1. Locomotion
2. Striking
3. Kicking
4. Catching
5. Throwing
6. Jumping
7. Eye–hand coordination
8. Eye-foot coordination
9. Agility
10. Reaction time

- B. Developing Proficiency of Individually Oriented Fine Motor Skills

1. Manipulation
2. Eye-hand coordination
3. Eye-foot coordination
4. Refinement of tactile response
5. Pace

C. Development of the Strategies in Team Play

1. Passing
2. Defensive play
3. Offensive play
4. Specific situational play

Physical Fitness

A. Guidelines for Exercise

1. Proper attire
2. Exercising in differing weather conditions
3. Safety precautions for exercise
4. Benefits of warm up and cool down
5. Procedures of warm up and cool down

B. Fitness - Building Blocks of Physical Fitness

1. Heart rate assessment
2. Cardio respiratory endurance
3. Muscular strength
4. Muscular endurance
5. Flexibility
6. Benefits of exercise
7. Rhythm in fitness

C. Building block of lifelong fitness

1. Primary muscle groups
2. Secondary muscle groups
3. Body composition
4. Proper technique in lifting
5. Fitness center etiquette
6. Navigating a fitness center
7. Following a fitness plan
8. Proper use of fitness equipment

Personal Safety

Drivers Education

A. You Are the Driver

1. Three parts of the Highway Transportation System (HTS)
2. HTS regulations
3. Technology and roadway safety
4. Social, physical and mental skills involved in the driving task
5. Driving and the impact on environment
6. Idling your vehicle
7. The Graduated Driver Licensing (GDL) program
8. Obtaining various permits and licenses
9. Six points of ID
10. Replacing lost and stolen permit or license

11. Keeping licenses current
 12. Road test
 13. What to do when stopped by the police
 14. Organ donation
- B. Signs, Signals and Roadway Markings
1. Shapes and colors used for traffic signs
 2. Regulatory signs
 3. Guide signs and international signs
 4. Warning signs
 5. Green, yellow and red lights
 6. Flashing red or yellow signals
 7. Pedestrians and traffic control officers
 8. Differences between broken and solid yellow and white lines
 9. Differences between a shared left turn lane and a left turn lane
 10. Various roadway markings (i.e. highway exit ramps, railroad and school crossing, parking restrictions, rumble strips and raised roadway markings)
- C. Basic Vehicle Control
1. Instruments, controls and devices
 2. Headlight regulations
 3. Checks to make when preparing to drive
 4. Hand positioning and hand over hand steering
 5. Properly entering and exiting a vehicle
 6. Correct positioning of the seat and mirrors
 7. Proper acceleration and braking control
 8. NJ speed limits
 9. Safe corridors
 10. Driving a vehicle with automatic transmission
 11. Driving a vehicle with manual transmission
- D. Performing Basic Vehicle Maneuvers
1. Mirror usage
 2. Steps for backing a vehicle
 3. Hand signals and when to use them
 4. Making right and left turns
 5. Keeping to the right
 6. Proper lane changes
 7. Blind spots
 8. Passing and being passed
 9. Performing turns (3 point turn/K-turns, U-turns) and using a driveway
 10. Performing parking maneuvers (angle, perpendicular and parallel)
 11. Reference points to use when parking your vehicle
 12. Parking uphill and downhill with and without a curb
 13. Parking regulations

- E. Managing Risk with the Identify, Predict, Decide, Execute (IPDE) Process
 - 1. Risk factors encountered when driving
 - 2. The four steps of IPDE
 - 3. The structure of the Zone Control System
 - 4. Open zone and closed zone
 - 5. Orderly visual search pattern
 - 6. Identifying and predicting driving behavior using the Zone Control System

- F. Natural Law and Car Control
 - 1. The effects of gravity on your car
 - 2. Energy of motion
 - 3. Traction control and driving
 - 4. Driving cars through curves
 - 5. Stopping distance
 - 6. The three seconds-plus rule
 - 7. Factors that affect braking distance
 - 8. Controlling force of impact
 - 9. Proper use of safety belts
 - 10. Maximize the benefit of air bags
 - 11. The proper use and positioning of child safety seats including the Child Restraint Law

- G. Negotiating Intersections
 - 1. Searching intersections
 - 2. Controlled and uncontrolled intersection approaches
 - 3. Turns at controlled and uncontrolled intersections
 - 4. Stopping regulations
 - 5. Proper procedures for crossing railroads
 - 6. Right-of-way rules
 - 7. Judging gaps
 - 8. Negotiating roundabouts

- H. Sharing the Roadway
 - 1. The effects of motorcyclist's actions
 - 2. Bicycle, moped and motor scooter guidelines
 - 3. Pedestrians in crosswalks
 - 4. Emergency vehicles
 - 5. Move over Law
 - 6. Trucks

- I. Driving in Adverse Conditions
 - 1. Reduced visibility
 - 2. Driving at dawn and dusk
 - 3. Night driving
 - 4. Low beam and high beam headlights
 - 5. Driving in rain
 - 6. Avoiding hydroplaning
 - 7. Driving in snow
 - 8. Snow and ice removal
 - 9. Correcting a rear wheel skid

10. Controlling your vehicle in windy conditions
11. Precautions for driving in extreme temperatures
12. Driving in construction zones

J. Handling Emergencies

1. Vehicle malfunctions
2. Tire blowouts
3. Failed brakes
4. Stuck accelerator
5. Steering failure
6. Driver errors
7. Returning to the roadway if your vehicle runs off the road
8. Using an emergency swerve
9. Roadway hazards
10. Minimizing damage caused by potholes
11. Escaping from a vehicle that is sinking in water
12. Preventing collisions
13. What to do if a collision occurs

K. Driving in Urban Traffic

1. Urban traffic adjustments
2. Covering the brake

L. Driving in Rural Areas

1. Characteristics of rural traffic
2. Animals on or along the roadway

M. Driving Highways

1. Low-risk driving strategies for highways
2. Entering and exiting a highway properly
3. Increasing following distances
4. Changing lanes on a highway
5. What to do if your vehicle becomes disabled
6. Toll plaza

N. Effects of Driver Condition and Managing Distractions

1. Emotions and driving
2. Physical senses and driving
3. Combating fatigue and highway hypnosis
4. Avoiding carbon monoxide exposure
5. Driving with permanent disabilities
6. Driver inattention and distractions
7. Internal distractions
8. External distractions

- O. Alcohol, Drugs and Driving
 - 1. Effects of alcohol on driving
 - 2. Blood alcohol concentration
 - 3. Effects of depressants, stimulants, and hallucinogenic drugs on a driver
 - 4. Effects of combining alcohol and drugs on a driver
 - 5. Traffic laws governing the use of alcohol
 - 6. Implied Consent Law
 - 7. Zero-tolerance levels of intoxication
 - 8. Good host rule
 - 9. Coping with peer pressure

- P. Driver Privileges and Penalties
 - 1. The driving privilege
 - 2. DUI and penalties
 - 3. Motor vehicle violations and the New Jersey Motor Vehicle Point System
 - 4. Insurance surcharges for moving violations
 - 5. The driver improvement program

- Q. Vehicle Information
 - 1. Vehicle title and registration
 - 2. License plates
 - 3. Vehicle inspection
 - 4. Insurance

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process, promote collaboration on team building and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

- A. Lecture
- B. Teacher directed questioning
- C. Demonstration modeling proper technique
- D. Small group discussion
- E. Large group discussion
- F. Independent practice
- G. Flexible grouping
- H. Multimedia instructional technology
- I. Student generated presentations
- J. Differentiated tasks
- K. Team Challenges/Problem based initiatives
- L. Guided observation

- M. Research and analysis
- N. When appropriate, outside presenters and field trips relevant to physical education may also be used to enhance in-class learning.
- O. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Student knowledge and understanding of content areas are evaluated through the use of the following techniques:

- A. Ongoing informal methods
 1. Assessment of individual student's physical active participation.
 2. Assessment of individual student's classroom participation.
 3. Discussion
- B. Periodic assessment
 1. Baseline and benchmark assessments
 2. Skills checklist
 3. Rubric
 4. Written and oral reports
 5. Written tests
 6. Class preparation
 7. Journals
 8. Projects
 9. Interim reports
 10. Alternative Assessment (Medical Excuse Program)

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including the following:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to professional books and software to enhance development
- C. Opportunities to confer with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment
- D. Professional conferences, physical education organizations, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual professional or place of study to further develop
- F. Visit school districts with innovative physical education programs

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members.

Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed. |

| | |
|--|--|
| <p>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> |
| <p>Resolving conflict</p> | <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> |
| <p>Attending to personal health, emotional, social and physical well-being</p> | <p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| <p>Engaging in an active lifestyle</p> | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and</p> |

| | |
|------------------------------------|--|
| | <p>maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| Making decisions | <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> |
| Managing-self | <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> |
| Setting goals | <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> |
| Using technology tools responsibly | <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p> |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group

Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX VI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans **(N.J.A.C. 6A: 8)**

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |

| |
|---|
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

| |
|--|
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |

| |
|--|
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

| |
|--|
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| LESSON DELIVERY |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| REVIEW/EVALUATION |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL) |
| ACADEMICS |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| <u>Literacy Support Interventions (Appendix B of IS forms)</u> |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |

| |
|---|
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or |

| |
|---|
| providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |

| |
|--|
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| SCHOOL REFUSAL/ELEVATED ABSENTEEISM |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |

| |
|---|
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICAL EDUCATION 11

School.....Westfield High School
Department.....Physical Education
Length of Course ..3 Marking Periods/4 days a week
Credit.....3
Prerequisite.....None
Grade Level.....11
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The goal of physical education is to develop an active, healthy student capable of using movement skills and concepts that offer opportunities for individual and group success. Students engage in units that focus on self awareness, self management, responsible decision making, social awareness and relationship skills. This holistic approach in physical education combines movement skills and strategies, physical fitness, and lifelong fitness in an inclusive environment to support the students' social and emotional well being.

Physical Education 11 builds on the foundation of skills implemented in grades 9 and 10. Principles and elements of fitness, individual and team motor skills, and cooperative team challenges are a primary focus. Grade 11 incorporates an advanced level of adventure education. This adventure-based program requires students to make informed, critical judgments to support efforts to reach higher goals and give leadership opportunities. Students participate in physical fitness, lifelong activities, and individual and team oriented sports that emphasize strategic play, as well as experiential activities.

II. OBJECTIVES

The following objectives are aligned with the 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education, Visual and Performing Arts, Social Studies, 21st Century Life and Careers, Technology Standards, and the New Jersey Student Learning Standards for English Language Arts. Students participate in a wide range of learning activities that develop team and individually refined motor skills, personal fitness and teamwork challenges and reflect Westfield's expectation for achievement.

Students:

Movement Skills and Concepts

- A. Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.1

- B. Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.2

- C. Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). Individual and team execution requires interaction, respect, effort, and a positive attitude.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.3

- D. Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.4

- E. Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.5

Physical Fitness

- A. Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.1

- B. Respect and appreciate all levels of ability and encourage with care during all physical activities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.2

- C. Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.3

- D. Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.4

- E. Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.5

Lifelong Fitness

- A. Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.1

- B. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.2

- C. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.3

- D. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.4

- E. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.5

- F. Implement a financial plan for participation in physical activity in the community for self and family members.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.6

- G. Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.7

- H. Identify personal and community resources to explore career options related to physical activity and health.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.8

Nutrition Core

- A. Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.1
- B. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.2
- C. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.3
- D. Implement strategies and monitor progress in achieving a personal nutritional health plan.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.4
- E. Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.5

III. CONTENT, SCOPE AND SEQUENCE

Grade 11 focuses on the continuing development of fitness concepts so that each student is provided with challenging work based on their individual ability. Refined motor skills are developed in grade 11, while gross motor skills continue to be incorporated into team and individual sports. Adventure education is an experiential course that builds on the foundation of the 9th grade adventure education course. It is designed to offer opportunities for students to work together to develop problem solving and critical thinking skills to promote cooperation, personal challenges, and teamwork.

Movement Skills and Concepts

- A. Applying Sport Oriented Gross Motor Skills into Team Activities
 - 1. Locomotion
 - 2. Striking
 - 3. Kicking
 - 4. Catching
 - 5. Throwing
 - 6. Jumping
 - 7. Eye-hand coordination
 - 8. Eye-foot coordination
 - 9. Agility
 - 10. Reaction Time
- B. Developing Proficiency of Individually Oriented Fine Motor Skills
 - 1. Manipulation
 - 2. Eye-hand coordination
 - 3. Eye-foot coordination
 - 4. Refinement of tactile response
 - 5. Pace

C. Development of Strategies in Game Play

1. Passing
2. Receiving
3. Defensive play
4. Offensive play
5. Specific situational play

Physical Fitness

A. Fitness Concepts

1. Components of fitness
2. Skill related component
3. Safety precautions

Lifelong Fitness

A. Adventure Education Activities

1. Introductory games
2. Full value contract
3. Lead up to low elements and challenges
4. Initiatives
5. Trust activities
6. Cooperative challenges
7. Group problem solving
8. Low elements
9. Belay Techniques
10. Safety equipment
11. High elements
12. Group and self-reflection
13. Application of lessons to real world

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process, promote collaboration on team building and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

- A. Lecture
- B. Teacher directed questioning
- C. Demonstration modeling proper technique
- D. Small group discussion
- E. Large group discussion
- F. Independent practice

- G. Flexible grouping
- H. Multimedia instructional technology
- I. Student generated presentations
- J. Differentiated tasks
- K. Team Challenges/Problem based initiatives
- L. Guided observation
- M. Research and analysis
- N. When appropriate, outside presenters and field trips relevant to physical education may also be used to enhance in-class learning
- O. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Student knowledge and understanding of content areas will be evaluated through the use of the following techniques:

- A. Ongoing informal methods
 1. Assessment of individual student's physical active participation
 2. Discussion
- B. Periodic assessment
 1. Baseline and benchmark assessments
 2. Skills checklist
 3. Rubric
 4. Written and oral reports
 5. Written tests
 6. Class preparation
 7. Journals
 8. Projects
 9. Interim reports
 10. Alternative Assessment (Medical Excuse Program)

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including the following:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to professional books and software to enhance development

- C. Opportunities to confer with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment
- D. Professional conferences, physical education organizations, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual professional or place of study to further develop
 - 1. Visit school districts with innovative physical education programs.

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. |

| | |
|---|---|
| | They identify who, when and where, or how to seek help for oneself or others when needed. |
| Communicating clearly and effectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. |
| Resolving conflict | Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring. |
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |

| | |
|------------------------------------|---|
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and

Ideas NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D -

Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group

Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX VI

**Integrated Accommodations and Modifications for Special Education
Students, English Language Learners, Students at Risk of School
Failure, Gifted and Talented Students, and Students with 504 Plans
(N.J.A.C. 6A: 8)**

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

| |
|---|
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

| |
|---|
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |

| |
|---|
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

| |
|--|
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |

| |
|--|
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

| |
|--|
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |

| |
|--|
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |

| |
|--|
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICAL EDUCATION 12

School.....Westfield High School
Department.....Physical Education
Length of Course..3 Marking Periods/4 days a week
Credit.....3
Prerequisite.....None
Grade Level.....12
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The goal of physical education is to develop an active, healthy student capable of using movement skills and concepts that offer opportunities for individual and group success. Students engage in units that focus on self awareness, self management, responsible decision making, social awareness and relationship skills. This holistic approach in physical education combines movement skills and strategies, physical fitness, and lifelong fitness in an inclusive environment to support the students' social and emotional well being.

Physical Education 12 builds on the foundation of skills implemented in grades 9 through 11. The primary focus is on team and individual sport activities, recreational and leisure activities and designing an individualized fitness program. Emphasis is placed on tactical understanding of strategies, rules and regulations in game play.

II. OBJECTIVES

The following objectives are aligned with the 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education, Visual and Performing Arts, Social Studies, 21st Century Life and Careers, Technology Standards, and the New Jersey Student Learning Standards for English Language Arts. Students participate in a wide range of learning activities that develop team and individually refined motor skills, personal fitness and teamwork challenges and reflect Westfield's expectation for achievement.

Students:

Movement Skills and Concepts

- A. Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.1
- B. Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.2
- C. Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). Individual and team execution requires interaction, respect, effort, and a positive attitude.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.3
- D. Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.4
- E. Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.MSC.5

Physical Fitness

- A. Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.1
- B. Respect and appreciate all levels of ability and encourage with care during all physical activities.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.2
- C. Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.3
- D. Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.4
- E. Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.PF.5

Lifelong Fitness

- A. Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.1
- B. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.2
- C. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.3
- D. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.4
- E. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.5
- F. Implement a financial plan for participation in physical activity in the community for self and family members.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.6
- G. Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.7
- H. Identify personal and community resources to explore career options related to physical activity and health.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.LF.8

Nutrition Core

- A. Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.1
- B. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.2
- C. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.3

D. Implement strategies and monitor progress in achieving a personal nutritional health plan.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.4

E. Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.5

III. CONTENT, SCOPE AND SEQUENCE

Physical Education in grade 12 focuses on refined motor skills, mastery of team-oriented activities, and gross motor skills that allow students to build lifelong fitness skills. Students are expected to demonstrate good sportsmanship when working with others with an emphasis placed on the continuation of strategy in sports.

Movement Skills and Concepts

A. Introduction to Physical Education procedures and specific practices.

B. Development of the mastery of team-oriented gross motor skills in team play, individually- oriented refined motor skills and advanced motor skills (i.e. spiking, passing) and applying them into team and individual sports

C. Continuation of the Strategies in Team Play

1. Passing
2. Defensive play
3. Offensive play
4. Strategies

D. Development of Officiating Skills

Physical Fitness

A. Muscle Physiology

1. Origin and insertion of major muscle groups
2. Action of joints

B. Personal Development Training

1. Introduction and pre-assessment and application of health-related fitness items
2. Assessment of heart rate
3. Assessment and development of cardiorespiratory fitness
4. Assessment and development of muscular strength and endurance
5. Assessment and development of flexibility
6. Body composition
7. Incorporation of the principles of training
8. Technological advances in assessing fitness levels

C. Principles of Training

1. Overload
2. Progression
3. Specificity

D. Muscular Fitness

1. Definition of muscular fitness
2. Weight training myths
3. Developing muscle fitness
4. Variable weight training machines
5. Overload applied to muscular strength and endurance
6. Use of repetition and sets
7. Specificity

E. Body Composition

1. Define body composition
2. Weight maintenance

F. Incorporating Various Fitness Activities into a Personal Fitness Plan

1. Circuit training
2. Cardiorespiratory training
3. Flexibility
4. Weight training
5. Resistance training

Lifelong Fitness

A. Goal Setting

1. Short term
2. Long term

B. Personal Safety and Prevention of Injuries

C. Stress and Exercise

D. Careers in Physical Education or Fitness

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process, promote collaboration on team building and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

A. Lecture

B. Teacher directed questioning

C. Demonstration modeling proper technique

D. Small group discussion

E. Large group discussion

- F. Independent practice
- G. Flexible grouping
- H. Multimedia instructional technology
- I. Student generated presentations
- J. Differentiated tasks
- K. Team Challenges/Problem based initiatives
- L. Guided observation
- M. Research and analysis
- N. When appropriate, outside presenters and field trips relevant to physical education may also be used to enhance in-class learning
- O. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Student knowledge and understanding of content areas will be evaluated through the use of the following techniques:

- A. Ongoing informal methods
 1. Assessment of individual students physical active participation
 2. Discussion
- B. Periodic assessment
 1. Baseline and benchmark assessments
 2. Skills checklist
 3. Rubric
 4. Written and oral reports
 5. Written tests
 6. Class preparation
 7. Journals
 8. Projects
 9. Interim reports
 10. Alternative Assessment (Medical Excuse Program)

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including the following:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to professional books and software to enhance development
- C. Opportunities to confer with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment
- D. Professional conferences, physical education organizations, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual professional or place of study to further develop
- F. Visit school districts with innovative physical education programs

APPENDIX I

Comprehensive Health and Physical Education Practices

Standard 2.1- Personal and Mental Health

Standard 2.2 - Physical Wellness

Standard 2.3 - Safety

APPENDIX II

Comprehensive Health and Physical Education Practices

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| <u>Practice</u> | <u>Description</u> |
|--|---|
| Acting as responsible and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or |

| | |
|---|---|
| | others when needed. |
| Communicating clearly and effectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. |
| Resolving conflict | Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring. |
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and |

| | |
|------------------------------------|--|
| | <p>maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> |
| Making decisions | <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> |
| Managing-self | <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> |
| Setting goals | <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> |
| Using technology tools responsibly | <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p> |

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and

Ideas NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth's Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D -

Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group

Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/career/>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

| Special Education |
|--|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |

| |
|---|
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| MATERIAL/BOOKS/EQUIPMENT |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| INSTRUCTIONAL STRATEGIES |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |

| |
|---|
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| ORGANIZATION |
| Post assignments |
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |

| |
|---|
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |

| |
|--|
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| ENGLISH LANGUAGE LEARNERS |
| GRADING |
| <u>Standard Grades vs. Pass/Fail</u> |
| CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT |
| <u>Pre K-K WIDA CAN DO Descriptors</u> |
| <u>Grades 1-2 WIDA CAN DO Descriptors</u> |
| <u>Grades 3-5 WIDA CAN DO Descriptors</u> |
| <u>Grades 6-8 WIDA CAN DO Descriptors</u> |
| <u>Grades 9-12 WIDA CAN DO Descriptors</u> |
| <u>SIOP COMPONENTS AND FEATURES</u> |
| PREPARATION |
| Write content objectives clearly for students |
| Write language objectives clearly for students |
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, |

| |
|--|
| writing, listening, and/or speaking |
| BUILDING BACKGROUND |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| COMPREHENSIBLE INPUT |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| STRATEGIES |
| Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| <u>Use scaffolding techniques consistently throughout lesson</u> |
| <u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u> |
| INTERACTION |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |
| PRACTICE/APPLICATION |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

| |
|--|
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

| |
|--|
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| <u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u> |
| Attendance plan |
| GIFTED AND TALENTED STUDENTS |
| CURRICULUM |
| <u>Acceleration</u> |
| <u>Compacting</u> |
| Telescoping |
| Advanced Placement Courses |
| INSTRUCTION |
| <u>Grouping</u> |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |

| |
|---|
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

DISCOVERING LANGUAGE THROUGH CULTURE

GRADE 8

| | |
|-----------------------|------------------|
| Schools | Roosevelt/Edison |
| Department | World Languages |
| Length of Course..... | One Year |
| Grade Level | 8 |
| Date | |

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program that prepares our students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness promote cognitive development and academic achievement. The study of a world language promotes knowledge, understanding, and respect for the perspectives, practices, and products of different cultures.

Cultural references and the understanding of cultural contexts are essential for language learning. The Discovering Language through Culture (DLTC) course promotes language acquisition and the understanding of the multiple perspectives of Francophone or Spanish-speaking cultural groups represented by the target language. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

The DLTC course is a stand-alone class that provides intermediate-level students with the opportunity to develop language skills through a broader cultural approach. This level of awareness and knowledge foundation enables students to gain proficiency in intercultural communication and affords them invaluable insights into key phrases, colloquialisms, idioms, and other language idiosyncrasies often present in particular target cultural groups.

OBJECTIVES

Discovering Language through Culture - Grade 8 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Computer Science & Design Thinking, and Career Readiness, Life Literacies, and Key Skills.

Students:

A. Interpretive Communication Mode

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.1

New Jersey Student Learning Standards for ELA.SLI.

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Respond with physical actions and/or gestures to simple oral directions, commands, and requests

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.2

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

Recognize a few common gestures associated with the target culture(s)

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.3

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

B. Interpersonal Communication Mode

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.1

New Jersey Student Learning Standards for ELA.SLI.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.2

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.3

New Jersey Student Learning Standards for ELA.SLI

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

React to a few procedural instructions, directions, and commands in classroom situations

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.4

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

New Jersey Student Learning Standards for Social Studies 6.3

Enact a few culturally authentic gestures when greeting others and during leave-takings

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.5

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.6

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

C. Presentational Mode

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.1

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.2

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

New Jersey Student Learning Standards for Social Studies 6.3

Imitate a few culturally authentic gestures when greeting others and during leave-takings

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.3

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.4

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

II. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore grammatical forms, cultural perspectives, make connections, comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below, are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis of its functionality within the communicative approach.

Themes

A. Celebrations across the world

1. Typical holidays and festivities of the target culture(s) (suggested time 4-5 weeks)
 - a. why celebrations are important?
 - b. describe celebration customs and related traditions
 - c. identify common elements of celebrations across the world
 - d. explore celebrations in different sporting events, locally and abroad
2. My holidays (suggested time 4-5 weeks)
 - a. identify holidays celebrated in my community
 - b. describe how holidays are celebrated in our families
 - c. compare/contrast celebrations across the world

B. Where we live

1. Local communities (suggested time 4-5 weeks)
 - a. define how people live in Westfield, NJ
 - b. identify places in local communities where the target language is spoken
 - c. explore what type of events occur in local communities
2. Communities abroad (suggested time 4-5 weeks)
 - a. describe how people live in communities abroad where the target language is spoken
 - b. express likes/dislikes
 - c. explore what type of events occur in communities abroad
 - d. compare/contrast target language communities with our own

C. Leaders around the world

1. Leaders in my school and community (suggested time 4-5 weeks)
 - a. what does it mean to be a leader?
 - b. identify the qualities of a leader
 - c. identify leaders in school/district/community
 - d. categorize behaviors and attributes that make a leader
2. Leaders in the target countries (suggested time 4-5 weeks)
 - a. explore the meaning of “leader” in the target culture(s)
 - b. identify current presidents/prime ministers in target language countries
 - c. explore the types of government in the target countries
 - d. compare/contrast local leaders with leaders abroad

D. Music and Art

1. Entertainment (suggested time 4-5 weeks)
 - a. share what I like to do during my free time?
 - b. explore what people do for entertainment in the target culture(s)
 - c. explore authentic music from the target culture(s)
 - d. express likes/dislikes
 - e. explore music as part of history in the target countries
 - f. compare/contrast music across target countries
2. Cultural appreciation (suggested time 4-5 weeks)
 - a. explore the diversity of art in the target culture(s)
 - b. identify predominant characteristics of art in the target culture(s)
 - c. express likes/dislikes
 - d. explore art as part of history in the target countries
 - e. compare/contrast expressions of art across the world

Grammatical Structures

1. French
 - a. identify gender: masculine and feminine nouns
 - b. identify definite and indefinite articles
 - c. demonstrate possession using adjectives such as *mon/ma, ton/ta*
 - d. express need using the verb *avoir*
 - e. describe daily activities using verb *faire*
 - f. describe daily activities using regular -ER verbs
 - g. create negative sentences using *ne...pas*
2. Spanish
 - a. identifying gender: masculine and feminine nouns
 - b. knowing how numbers affect articles and adjectives
 - c. using definite and indefinite articles
 - d. demonstrating knowledge of subject pronouns and verb conjugations
 - e. knowing how to question and respond in the present tense
 - f. expressing affirmative and negative answers
 - g. using the simple future: *ir + a + infinitivo*
 - h. distinguishing between having feelings and possessions, with the verb *tener*

III. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. Instructional techniques include but are not limited to:

- A. Teacher-directed whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR)
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
 - 1. total physical response
 - 2. aural practice
 - 3. role-play
 - 4. classroom observations during coupled and group activities
 - 5. games
- B. Formal Assessments
 - 1. baseline assessments
 - 2. benchmark assessments
 - 3. oral presentations
 - 4. written quizzes and tests
 - 5. aural assessments
 - 6. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Visitation of colleagues within our own district
- E. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive Mode

- 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

- 7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode

- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4 State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-WL.pdf>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

| Practice | Description |
|---|---|
| Developing Questions and Planning Inquiries | Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies. |
| Gathering and Evaluating Sources | Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world. |
| Seeking Diverse Perspectives | Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. |
| Developing Claims and Using Evidence | Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights. |

| | |
|--|---|
| Presenting Arguments and Explanations | Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry. |
| Engaging in Civil Discourse and Critiquing Conclusions | Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus. |
| Taking Informed Action | After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change. |

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

STANDARD A.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

ANCHOR STANDARD 1: Anchor Standard 1: Generating and conceptualizing ideas.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX VIII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans **(N.J.A.C. 6A: 8)**

| Special Education |
|---|
| ENVIRONMENT |
| Preferential Seating |
| Adjust time for completion of assignments when needed |

| |
|---|
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |
| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

| |
|---|
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

| |
|---|
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| TEST/QUIZZES/TIME |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

| |
|--|
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |

| |
|--|
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| SOCIAL/EMOTIONAL |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |

| |
|--|
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| ATTENTION/FOCUS |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication