

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Comprehensive Health Education**  
**Grade 9**

August 20, 2019

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

<b>HEALTH EDUCATION</b>		<b>Unit #1 · Wellness</b>		<b>Unit #1 · Wellness</b>		<b>Unit #1 · Wellness</b>	
<b>DEVELOPING</b>		<b>GRADE 10</b>		<b>GRADE 11</b>		<b>GRADE 12</b>	
<p><b>Human Body</b></p> <p>Personal Hygiene</p> <p><b>Unit #2: Alcohol, Tobacco, &amp; other Drugs</b></p> <p>Drugs and Alcohol</p> <p>Refusal Skills</p> <p><b>Unit #3 Family Life/Sexuality</b></p> <p>Sexually Transmitted Infections</p> <p>HIV/AIDS</p> <p>Abstinence</p> <p>Birth control Methods</p> <p>Families</p> <p>Abuse and Violence</p> <p><b>Unit# 4: Community Health skills</b></p> <p>Interpersonal Skills</p> <p>Communication</p> <p>Conflict Resolution</p> <p>Prejudice</p> <p>Respect &amp; Tolerance</p> <p>Accident/Fire Prevention</p>	<p>Organ Donation</p> <p><b>Unit #2: Alcohol, Tobacco, &amp; other Drugs</b></p> <p>Drinking, Driving and Drugs</p> <p>MADD and SADD</p> <p><b>Unit #3 Family Life/Sexuality</b></p> <p><b>Unit# 4: Community Health skills</b></p> <p>New Jersey Driver License System</p> <p>Driver Safety Rules and Regulations</p> <p>Defensive Driving</p> <p>Driving Privileges and Penalties</p> <p>Sharing the Road</p> <p>Vehicle Information</p> <p>Road Signs</p> <p>Emergency Situations</p> <p>Driving Violations &amp; Fines</p>	<p>Nutrition</p> <p>Fitness</p> <p>Stress &amp; Coping Skills</p> <p>Emotional Health</p> <p>Mental Illness</p> <p>Suicide Prevention</p> <p><b>Unit #2: Alcohol, Tobacco, &amp; other Drugs</b></p> <p>Over-the-Counter Medications</p> <p><b>Unit #3 Family Life/Sexuality</b></p> <p><b>Unit # 4 Community Health Skills</b></p> <p>CPR&amp;AED</p> <p>First Aid</p> <p>Choking</p> <p>Wounds/Bleeding</p> <p>Poisoning</p> <p>Head trauma</p> <p>Bone &amp; Joint Emergencies</p> <p>Cold &amp; Heat Injuries</p> <p>Injury Prevention</p> <p>Lyme Disease</p>	<p>Independent Life Skills</p> <p><b>Unit #2: Alcohol, Tobacco, &amp; other Drugs</b></p> <p>Use of Date Rape Drugs</p> <p>Drugs and Pregnancy</p> <p><b>Unit #3 Family Life/Sexuality</b></p> <p>Review of Male &amp; Female Reproductive Systems</p> <p>Testicular Cancer &amp; Breast Cancer-Self-Exams</p> <p>Healthy Relationships</p> <p>Rape, Dating/ Domestic Violence</p> <p>Sexual Assault</p> <p>Abstinence</p> <p>Pregnancy Prevention</p> <p>Parenting</p> <p>Teen Pregnancy</p> <p>Real-Life Baby Project</p> <p><b>Unit# 4: Community Health Skills</b></p> <p>Review of Sexually Transmitted Infections</p> <p>Review of HIV/AIDS</p> <p>Health Care System</p> <p>Sexual Harassment</p>				

## Course Description

Health 101 is a nine-week required course, offered during a student's freshmen year. The emphasis of the curriculum is to explore and develop interpersonal skills that will last throughout one's lifetime. This course helps guide students toward self-understanding and awareness, focusing on how decisions affect the physical, mental, social and emotional health of both us, and our community. In addition the benefits of self-care are promoted through the exploration of the body systems, disease prevention, and minimizing negative effects that result from risky behaviors. Abstinence is stressed, along with a drug-free lifestyle. The unit of family is explored, identifying healthy and unhealthy components. Lastly, the meaning of respect and tolerance, along with how it relates to both ourselves and others is emphasized. Students are required to use computer applications both to gather and organize information. Student achievement is determined by subjective and objective evaluation procedures including, but not limited to, class participation, projects, practical demonstration, written quizzes and examinations.

### 9<sup>th</sup> Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	12
Unit 2: Alcohol, Tobacco and other Drugs	12
Unit 3: Family Life/Sexuality	11
Unit 4: Community Health Skills	10

### 9<sup>th</sup> Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<b>Unit 1: Wellness</b>	<ul style="list-style-type: none"> <li>• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>• 2.2 Integrated Skills: All</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Human Body Systems</li> <li>• Personal Hygiene</li> <li>• Personality</li> </ul>	

	<p>students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> <li>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</li> <li>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> </ul>		
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p> <p><b>Unit 2: Alcohol, Tobacco &amp; other Drugs</b></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> <li>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and</li> </ul>	<ul style="list-style-type: none"> <li>Drugs &amp; Alcohol</li> <li>Refusal Skills</li> </ul>	

	<p>medicines and apply these concepts to support a healthy, active lifestyle</p> <ul style="list-style-type: none"> <li>• 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p> <p><b>Unit 3: Family Life/Sexuality</b></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> <li>• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>• 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>• 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</li> <li>• 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually Transmitted Infections</li> <li>• HIV/AIDS</li> <li>• Abstinence</li> <li>• Birth Control Methods</li> <li>• Families</li> <li>• Abuse and Violence</li> </ul>

	relationships and sexuality and apply these concepts to support a healthy, active lifestyle		
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> <li>• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>• 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>• 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</li> <li>• 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Communication Skills/Styles</li> <li>• Conflict Resolution</li> <li>• Prejudice</li> <li>• Respect &amp; Tolerance</li> <li>• Accident &amp; Fire Prevention</li> </ul>	
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><b>Unit 4: Community Health Skills</b></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>	

## Curricular Units

Unit 1: Wellness-Decisions, Body Systems, Hygiene & Personality			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
Hygiene 2.1.9.A	Determine the impact of marketing techniques on the use of personal hygiene products, practices and services	<p>Personal concerns vocabulary</p> <p>Immunization timetable</p> <p>When to visit a health care provider and for what handout</p> <p>Student based research paper on ear piercing/tattoo parlors and the risk of HIV/AIDS contractions</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a></p> <p>exit cards</p>
Body Systems 2.1.12.C	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies	<p>Body systems vocabulary</p> <p>Group smart board projects presenting each of the body systems</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a></p> <p>exit cards</p>
Personality 2.4.12.B  2.1.12.A	<p>Discuss topics regarding gender identity, sexual orientation and cultural stereotyping</p> <p>Analyze the role of personal responsibility in maintaining personal, family, community and global wellness</p>	<p>Gender vocabulary</p> <p>Gender roles vs. gender identity in the workplace handout</p> <p>Personality vocabulary</p> <p>Erik Eriksson's eight stages of life &amp; Maslow's Hierarchy of Needs Poster</p> <p>"Castaway" movie with questionnaire</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a></p> <p>exit cards</p>



		Have students write a scenario that requires refusal skills. Then have the class act out the scenario utilizing a previously identified refusal skill technique.	
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Unit 1 Assessment Plan			
Formative Assessment		Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>• In-class assignments</li> <li>• Think, pair, share</li> <li>• Homework</li> <li>• Class discussions</li> <li>• Do Now</li> <li>• Peer Review</li> <li>• Informal Observations/Dialogues</li> <li>• Written Responses</li> <li>• Journals</li> <li>• Checklists</li> <li>• Examinations of Student Work</li> </ul>		<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Exit Tickets</li> <li>• Peer Assessments</li> <li>• Self-Assessment/Reflection</li> <li>• Portfolios</li> <li>• Tests and quizzes</li> <li>• Projects</li> <li>• Research Projects</li> <li>• Presentations</li> <li>• Essays</li> </ul>	

Unit 1 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support English Language Learners:            * All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including</li> </ul>	<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Students with Disabilities:            *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> </ul>	<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> </ul>	

<p>graphic organizers</p> <ul style="list-style-type: none"> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
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Unit 1 Connections		
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Technology Standards</p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible</p>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul>	

<p>solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p><b>5-8</b></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media</p> <p><b>9-12</b></p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</p>	
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Student Learning Standards</p>
<p><b>K-4th</b></p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> <li>• Science</li> <li>• Art</li> <li>• Music</li> </ul>

## **K-8th**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

## **K-12th**

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information,

explain statistical analysis, and to translate, interpret and summarize research and statistical data.	
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Unit 2: Alcohol, Tobacco & Other Drugs			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Drugs 2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, Marijuana, inhalants, anabolic steroids and other drugs) on individuals and communities in the United States and other countries	Drug vocabulary Side effects of commonly used medicines handout True Life Video	<a href="http://www.pccentral.org/bp/index.html">www.pccentral.org/bp/index.html</a>
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale and possession of illegal substances	Group power point projects covering the different types of drugs Scenariosusa.com video	<a href="http://www.pccentral.org/mediacentre/videos.html">www.pccentral.org/mediacentre/videos.html</a> exit cards
2.3.12.B.3	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis	Contracted a disease through needles story Suicide impact on teens handout	
2.1.12.E.2	Develop a personal stress management plan to improve/maintain wellness	Suicide survivors story	

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>In-class assignments</li> <li>Think, pair, share</li> <li>Homework</li> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Open ended questions</li> <li>Exit Tickets</li> <li>Peer Assessments</li> <li>Self-Assessment/Reflection</li> </ul>

<ul style="list-style-type: none"> <li>• Do Now</li> <li>• Peer Review</li> <li>• Informal Observations/Dialogues</li> <li>• Written Responses</li> <li>• Journals</li> <li>• Checklists</li> <li>• Examinations of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Tests and quizzes</li> <li>• Projects</li> <li>• Research Projects</li> <li>• Presentations</li> <li>• Essays</li> </ul>
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Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b>  <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>	<p><b>Special Education / 504</b>  <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>	<p><b>Gifted and Talented</b>  <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>
<p>Examples of Strategies and Practices that Support English Language Learners:          *All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities:  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p><b>5-8</b></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors</p>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul>

related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

**9-12**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the 21st Century Life and Skills

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the NJ Student Learning Standards

**K-4th**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**K-8th**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

**K-12th**

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

• Math

• Language Arts

• Science

• Art

• Music



- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-STUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

**Unit 3: Family Life & Sexuality**

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Families 2.1.12.E.3</p> <p>2.2.12.B.2</p>	<p>Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.</p> <p>Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers</p>	<p>Have students identify some family rituals. Then go through what rituals they would like to continue with their future family. (Ex. Eating dinner as a family etc.)</p> <p>Make a list of ways to maintain respect within a family.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a></p> <p>exit cards</p>
<p>Families 2.1.12.E.3</p> <p>2.2.12.B.2</p>	<p>Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.</p> <p>Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers</p>	<p>Have students identify some family rituals. Then go through what rituals they would like to continue with their future family. (Ex. Eating dinner as a family etc.)</p> <p>Make a list of ways to maintain respect within a family.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a></p> <p>exit cards</p>

**Unit 3 Assessment Plan**

Formative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<ul style="list-style-type: none"> <li>• In-class assignments</li> <li>• Think, pair, share</li> <li>• Homework</li> <li>• Class discussions</li> <li>• Do Now</li> <li>• Peer Review</li> <li>• Informal Observations/Dialogues</li> <li>• Written Responses</li> <li>• Journals</li> <li>• Checklists</li> <li>• Examinations of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Exit Tickets</li> <li>• Peer Assessments</li> <li>• Self-Assessment/Reflection</li> <li>• Portfolios</li> <li>• Tests and quizzes</li> <li>• Projects</li> <li>• Research Projects</li> <li>• Presentations</li> <li>• Essays</li> </ul>

**Unit 3 Suggested Modifications/Accommodations/Extension Activities**

<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners:                      * All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities:                      *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

**Unit 3 Connections**

<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> </ul>

- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

### 5-8

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

### 9-12

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

When possible, provide links to specific samples/ documents/ assignments/etc.  
Refer to the 21st Century Life and Skills

Refer to the 21st Century Life and Skills

**Specific Standards That May Apply:**

**K-4th**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**K-8th**

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

**K-12th**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.  
Refer to the NJ Student Learning Standards

Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art
- Music

<p>9.3.HU-FAM.2 Identify community resources to provide family and community services.</p> <p>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.</p> <p>9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.</p> <p>9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering &amp; Mathematics Career Pathways:</p> <p>9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.</p>	
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Unit 4: Community Health Skills			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Accident and Fire</p> <p>2.1.12.E.3</p>	<p>Examine how a family may prepare and take measure to prevent a crisis situation involving and accident or fire.</p> <p>Evaluate the scene/situation to gain a better understanding of what a safe environment consists of.</p>	<p>Have the students identify some examples of ways to prevent accidents/fires.</p> <p>Describe a situation and have students determine preparation steps in order to ensure their safety.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p>Interpersonal</p> <p>2.2.12.A.1</p>	<p>Demonstrate strategies to prevent, manage or resolve interpersonal conflicts</p> <p>Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle</p>	<p>"How to improve self-confidence" handout</p> <p>Rating ones personal values chart</p> <p>Emotions vs. actions role-play.</p> <p>Dealing with conflicts vocabulary</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p>2.2.12.A.2</p>	<p>Predict the short and long term</p>	<p>Conflict resolution strategies- pros</p>	

2.2.12.B.1	consequences of good and poor decisions making on oneself, friends, family and others	vs. cons Internet research project seeking different support groups that are available to teens I.e.: Gang Violence, Bullying, etc. HELP Strategy Small group work utilizing Decision making scenarios including sexting and cyber bullying	
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<b>Unit 4 Assessment Plan</b>	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>In-class assignments</li> <li>Think, pair, share</li> <li>Homework</li> <li>Class discussions</li> <li>Do Now</li> <li>Peer Review</li> <li>Informal Observations/Dialogues</li> <li>Written Responses</li> <li>Journals</li> <li>Checklists</li> </ul> Examinations of Student Work	<ul style="list-style-type: none"> <li>Open ended questions</li> <li>Exit Tickets</li> <li>Peer Assessments</li> <li>Self-Assessment/Reflection</li> <li>Portfolios</li> <li>Tests and quizzes</li> <li>Projects</li> <li>Research Projects</li> <li>Presentations</li> <li>Essays</li> </ul>

<b>Unit 4 Suggested Modifications/Accommodations/Extension Activities</b>		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Examples of Strategies and Practices that Support English Language Learners: * All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a>	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations <ul style="list-style-type: none"> <li>Use of visual and multisensory formats</li> <li>Use of assisted technology</li> </ul>	Examples of Strategies and Practices that Support Gifted and Talented Students: <ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> </ul>

<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prompts</li> <li>• Modification of content and student products Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
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Unit 4 Connections		
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Technology Standards</p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple</p>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global</li> </ul>	



<p>perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p><b>5-8</b></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media</p> <p><b>9-12</b></p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</p>	<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the 21st Century Life and Skills</p> <p><b>Specific Standards That May Apply:</b></p> <p><b>K-4th</b></p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p>competence.</p>
<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Student Learning Standards</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> <li>• Science</li> <li>• Art</li> <li>• Music</li> </ul>		

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

#### **K-8th**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

#### **K-12th**

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career