TOWNSHIP OF UNION PUBLIC SCHOOLS

Comprehensive Health Education
Grade 10

August 20, 2019

24

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.

Course Description

Drivers Education Health 201 is a nine-week course, offered during a student's sophomore year. This thirty-hour course meets New Jersey Motor Vehicle Commission's training course criteria, and focuses on key points of safe and defensive driving. Emphasis is placed on the effects that attitude, behavior and responsibility have on both driving safety and privilege, with special attention to speeding, the distracted driver and driving under the influence. Understanding of driving techniques, rules and regulations are also explored.

Students are given information in the following areas: drug-alcohol education and organ donation.

Students use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information-gathering, information-organizing and problem solving.

Student achievement is determined by subjective and objective evaluation procedures including, but not limited to, class participation, practical demonstrations, written quizzes and examinations. At the conclusion of this course, students are given the New Jersey Division of Motor Vehicle Knowledge test, requiring a passing score of at least 80%.

10th 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

10th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Wellness		• Organ Donation	

	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 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 • 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		
Suggested Resources *Provide links to specific resources/activities*	Classroom Textbook, Google Classroom, Teacher Resources		
Unit 2: Alcohol, Tobacco & other Drugs	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy,	• Drinking, Driving, and Drugs • MADD and SADD	

	active lifestyle. • 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 • 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		
Suggested Resources *Provide links to specific resources/activities*	Classroom Textbook, Google Classroom, Teacher Resources		
Unit 3: Family Life/Sexuality	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 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	• Stress management in terms of driving • Family effects of bad decisions while driving	

	• 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		
Suggested Resources *Provide links to specific resources/activities*	Classroom Textbook, Google Classroom, Teacher Resources		
Unit 4: Community Health Skills	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 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 • 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	• New Jersey License System • Driver Safety Rules & Regulations • Defensive Driving • Driving Privileges & Penalties • Sharing the Road • Vehicle Information • Road Signs • Emergency Situations • Driving Violations & Fines	

	lifestyle		
Suggested Resources *Provide links to specific resources/activities*	Classroom Textbook, Google Classroom, Teacher Resources		

Curricular Units

Unit 1: Wellness			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Organ Donation 2.1.12.D.5 2.1.12.D.4 2.2.12.A.1 2.1.12.D.1	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety Develop a rationale to persuade peers to comply with traffic safety laws and avoid drivers distractions Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. Determine the benefits of organ donation and how many people it can positively impact.	Prepare an informational pamphlet on organ donation and distribute it to peers. Have students interview 2 adults about an actual or potential road rage scenario and identify positive choices to a safe outcome.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Unit 1 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work	• Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Special Education / 504** *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Gifted and Talented** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers • Use of cognates to increase comprehension Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share	Examples of Strategies and Practices that Support Students with Disabilities: ***Refer to students' IEP for specific modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

• Cooperative learning groups • Teacher think-aloud		

Unit 1 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices
K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 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	• CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • 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.

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

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
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.	• Math • Language Arts • Science • Art • Music

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.	

Unit 2: Alcohol, Tobacco & Other Drugs			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
2.1.12.D.3 2.2.12.B.1	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	Contact an insurance company and find out how license suspensions and tickets affect the cost of insurance. Using the internet research the actual cost of a DUI from the ticket through to surcharges. Prepare a poster displaying costs to be displayed in school.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.1.12.D.3 2.1.12.D.5 2.2.12.B.1 2.2.12.D.1	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.	Create a list of Myths about alcohol and driving. After reviewing information on website, drivered.glencoe.com. Create a list of facts to dispute these myths. Read a story about a teen's tragedy with drinking and driving. Write a reaction in journal.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.1.12.D.4 2.2.12.D.1	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters. Plan and implement an advocacy strategy to stimulate action on a	Have a police officer guest speak and share the negative effects of driving violations and unpaid fines on both drivers themselves and the community.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html

	state, national, or global health issue, including but not limited to, organ/tissue donation.	Have students plan a faculty verses staff baseball game to raise both awareness and funds to support SADD, encouraging both parental and community involvement. Student prepared flyers with facts about teens; alcohol and driving should be distributed.	exit cards

Unit 2 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work	• Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Special Education / 504** *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Gifted and Talented** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers	Examples of Strategies and Practices that Support Students with Disabilities: ***Refer to students' IEP for specific modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction

• Use of cognates to increase comprehension Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud	products • Testing accommodations • Authentic assessments	• Real-world problems and scenarios

Unit 2 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices
K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 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.	• CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • 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.

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

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

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

- Math
- Language Arts
- Science
- Art
- Music

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.

Unit 3: Family Life & Sexuality			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
2.2.12.B.1 2.1.12.E.4	Predict the short and long-term consequences of good and poor decision-making on oneself, friends, family, and others. Develop a personal stress management plan to improve/maintain wellness.	Worksheet on Drivers Manual Chapter 8. Create a variety of scenarios where stress can increase the risk of a driving accident and/or injury, while sharing the road with others	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Unit 3 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work	• Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Special Education / 504** *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Gifted and Talented** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descripto	Examples of Strategies and Practices that Support Students with Disabilities: ***Refer to students' IEP for specific modifications and accommodations**	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting

rs • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers • Use of cognates to increase comprehension Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud	• Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments	• Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices
K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 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	• CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • 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.

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

- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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
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	• Math • Language Arts • Science • Art • Music

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.
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 4: Community Health Skills			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
2.1.12.D.5 2.2.12.C.2	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.	Create a poster that includes 3 tips for new drivers from the website drivered.glencoe.com Assign each group a step on the GDL to complete and have them list the steps for completion. (Obtain examination permit; go from provisional license to basic, etc.) Review sheet for Drivers ed. Manuel Chapter 1 & 2	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	Have students set up simulated motor vehicle station and go through the procedure of obtaining a title, registration, license plates, inspection, and insurance. Research the risks of drivers not being properly insured, along with the threat it poses to others.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	Have students set up simulated Motor vehicle station and go through the procedure of obtaining a title, registration, license plates, inspection, and insurance. Research the risks of drivers not being properly insured, along with the threat it poses to others.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety	Simulate various emergency-driving situations. Have students act	www.pecentral.org/bp/index.html

2.1.12.D.6 2.1.12.D.1	laws and avoid driving distracters. Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.	out methods to avoid accidents' along with proper procedure following an accident.	www.pecentral.org/mediacenter/videos.html exit cards

Unit 4 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists Examinations of Student Work	• Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Special Education / 504** *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Gifted and Talented** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be	Examples of Strategies and Practices that Support Students with Disabilities: ***Refer to students' IEP for specific**	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons

found at: https://wida.wisc.edu/teach/cando/descriptors • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers • Use of cognates to increase comprehension Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud	**modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments	• Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices
K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 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.	• CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • 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.

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	• CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.
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
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.	• Math • Language Arts • Science • Art • Music

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.
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.	