TOWNSHIP OF UNION PUBLIC SCHOOLS

Comprehensive Health Education
Grade 6

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.

6th Course Description

The material contained in this curriculum guide is intended to provide the instructor with a resource for improved instruction. The desire to better meet the needs of the students are of the utmost importance. The course of study is intended to serve only as a guide of the work to be covered during the school year.

All students will participate in one nine (9) week marking period of Life Skills Education, affording them the opportunity of experiencing a wide range of activities. Students will work on their development of the character by studying the following principles: respect, responsibility, trustworthiness, caring, fairness, integrity, and citizenship. In addition, students will be asked to complete an application of the principles through a service learning project.

6th Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	14
Unit 2: Alcohol, Tobacco and other Drugs	10
Unit 3:Family Life/Sexuality	11
Unit 4:Community Health Skills	10

6th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Wellness	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills; All	• Respect • Trustworthiness • Caring	

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, 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* **Unit 3: Family Life/Sexuality**	Classroom Textbook, Google Classroom, Teacher Resources	
	• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	• Citizenship
	• 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

Classroom Textbook, Google Classroom, Teacher Resources

- Responsibility
- Fairness
- Integrity
- Citizenship

- 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

Unit 4: Community Health Skills

Suggested Resources
Provide links to specific resources/activities

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.*
Respect 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Students will engage in role play activities utilizing their learned terminology	www.pecentral.org/bp/index.ht ml
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Students will research issues related to respect in current event articles.	www.pecentral.org/mediacente r/videos.html
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Students will give an oral presentation related to their experiences with respect.	exit cards
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.	Students will create letters that seek advice, classmates will respond.	
		Students will generate a list of behaviors that demonstrate respect and disrespect.	
Trustworthiness 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Divide class into groups to discuss and report out the five aspects of trustworthiness (honesty, reliability, courage, loyalty, good reputation).	www.pecentral.org/bp/index.ht ml
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Write an essay about a person you trust, include why you trust them.	www.pecentral.org/mediacente r/videos.html
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Have teams of students debate opposing sides of an issue that involves trust.	exit cards
2.2.6.C.2			

Standard	Skill/Benchmark	Activity	Resource
Caring 2.2.6.A.1	Predict situations that may challenge an individual's core ethical values.	Develop a checklist of evaluating the trustworthiness of another person.	www.pecentral.org/bp/index.html
	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Brainstorm the definition of caring.	www.pecentral.org/mediacenter/videos.html
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Create a list of Do's and Don'ts for caring. Plan service project to be handed in to a service club.	exit cards
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Create posters illustrating acts of caring. Analyze the caring actions of people in the news or on television.	
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.	Pair share about a situation that happened to them regarding how they cared for someone in their community.	

Unit 1 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/documents/assignments/etc.	*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	• Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

- Examinations of Student Work

English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/assignments/etc.*	*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 - Cooperative learning groups - Teacher think-aloud	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

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	*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.	- 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.

8.1.5.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

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
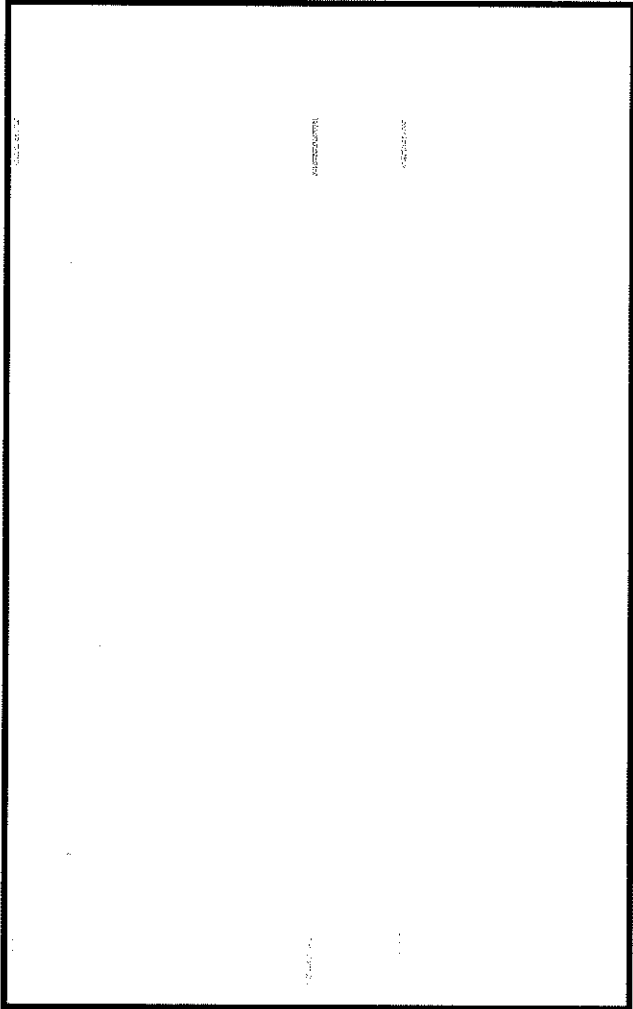
9-12

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

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

- Math
- Language Arts
- Science
- Art
- Music

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.*
Alcohol 2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	Reading Strategy. Finding the main ideas relating to alcohol abuse.	www.pecentral.org/bp/index.html
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.	Create a TV ad that encourages teens not to drink. Role play with group members.	www.pecentral.org/mediacenter/videos.html
	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	Make a poster encouraging teens not to use inhalants.	exit cards
2.3.6.B.5	Summarize the signs and symptoms of inhalant abuse.	"Using Inhalants" worksheet.	
2.3.6.B.6	Identify and compare information that is contained on the bottle of over the counter and prescription drugs.	Create pamphlet to educate other about dangers of drugs.	
		Write a script for a public service announcement explaining long and short term effects of alcohol.	
Drugs 2.2.6.B.1 2.3.6.A.2 2.3.6.B.4 2.3.6.B.4 2.3.6.B.6 2.3.6.B.7 2.3.6.C.4	Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.	Identify and compare information that is contained on the bottle of over the counter and prescription drugs.	www.pecentral.org/bp/index.html
		Examine data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors.	www.pecentral.org/mediacentr/videos.html
		Demonstrate through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs.	exit cards

Describe the different stages of alcoholism and drug addiction.

Unit 2 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/ documents/ assignments/etc.	*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)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*	*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	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

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

NJSLS - Technology	Unit 2 Connections	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards		*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.

- 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.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

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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

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- Math
- Language Arts
- Science
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- Music

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.*
Citizenship 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Storyboard the definition of hero and apply that response to citizenship.	www.pecentral.org/bp/index.ht ml www.pecentral.org/mediacente r/videos.html
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Write a complete and comprehensive definition of citizenship.	exit cards
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Complete a Venn diagram comparing and contrasting the term citizen with hero.	
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.	Interview a community member and identify their contributions to the community. Create an illustration depicting that individual's contribution to the community.	

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	- Open ended questions - Exit Tickets - Peer Assessments - Self-Assessment/Reflection - Portfolios - Tests and quizzes - Projects - Research Projects - Presentations

- Checklists
- Examinations of Student Work
- Essays

Unit 3 Suggested Modifications/Accommodations/Accomodations/Extension Activities

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

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/documents/ assignments/etc.	*When possible, provide links to specific samples/documents/ assignments/etc.*
Refer to the NJ Technology Standards	Refer to the NJ Career Readiness Practices

Unit 3 Connections

K-4

8.1.2.A.2 Create a document using a word processing application.

- 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.

8.1.5.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
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
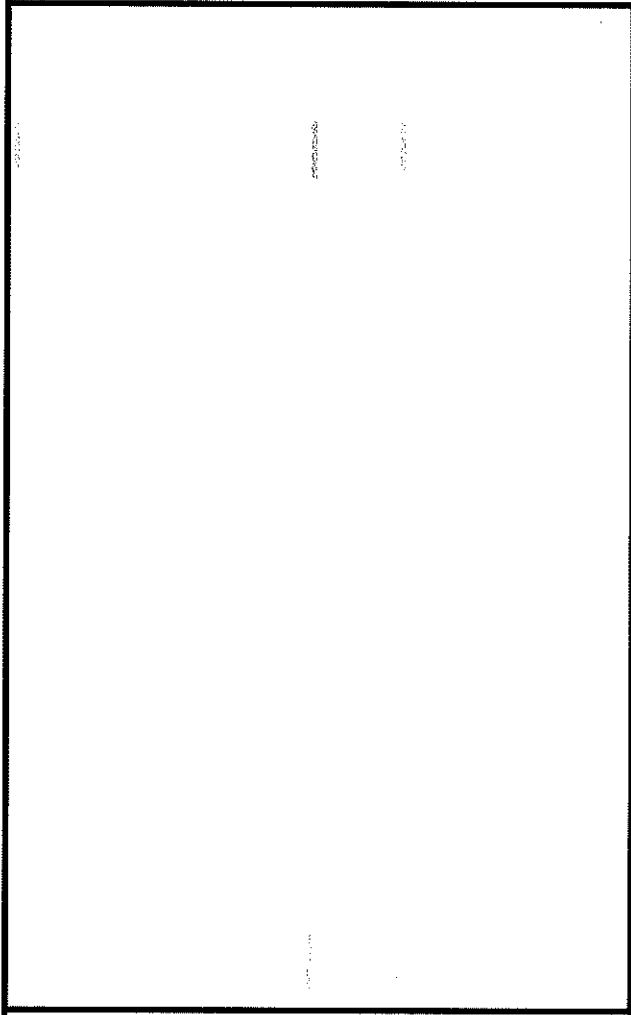
9-12
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

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

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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

Interdisciplinary Connections:

- Math
- Language Arts
- Science
- Art
- Music

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.*
Responsibility 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Class discussion on what responsibilities the students personally believe they have for themselves, family, school, and the community	www.pecentral.org/bp/index.ht ml
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Small group development of do and don't lists for being a responsible person.	www.pecentral.org/mediacente r/videos.html
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Role Play different scenarios to demonstrate general principles or guidelines that can be drawn from the incident about responsibility.	exit cards
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.		
Fairness 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Writing assignment: scenario proposed by instructor.	www.pecentral.org/bp/index.ht ml
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Develop lists of fairness and its relationship to being a good citizen.	www.pecentral.org/mediacente r/videos.html
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Discuss the decision of judge in a given case and how that judge was fair.	exit cards
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.	Research equal opportunities in the career or field you wish to work in.	
Integrity 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself	Matrix interview, "Are You a Person of Integrity?"	www.pecentral.org/bp/index.ht ml

		www.pecentral.org/mediacente r/videos.html
	Mix and match activity with various scenarios.	exit cards
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	
2.2.6.C.2	Conflict resolution simulation	
	Predict situations that may challenge an individual's core ethical values.	

Unit 4 Assessment Plan

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/ documents/ assignments/etc.	*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)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*	*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 rs	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	Examples of Strategies and Practices that Support Gifted and Talented Students: - Adjusting the pace of lessons - Curriculum compacting - Inquiry-based instruction

- 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 assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

NJSLS - Technology	Unit 4 Connections	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards		*When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices*

NJSLS - Technology

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

Career Readiness Practices

- 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.

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

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.

- Math
- Language Arts
- Science
- Art
- Music

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

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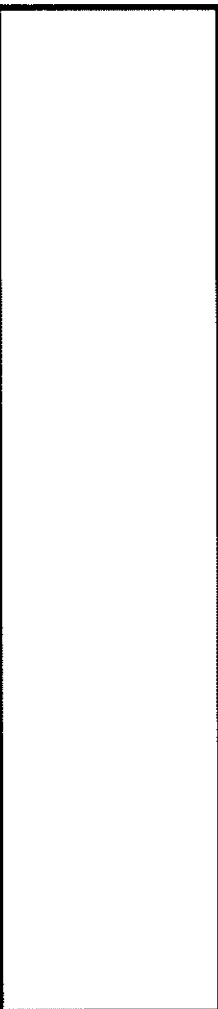
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