

Original Adoption:	August 2019
Created by:	Department PLC
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Revised by:	Department PLC

Board Approved 8/21/2019

Toms River Regional Schools Physical Education Curriculum	
Content Area: Health & Physical Education	
Course Title: Health	Grade Level: 11th Grade
Wellness & Fitness	15 days
Nutrition	15 Days
Drugs & Alcohol	5 Days
First Aid	10 Days

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 1 Title: Wellness and Fitness

Duration : 15 Days

Target Course/Grade Level: Health/11

Unit Summary:

The study of fitness and wellness allows students to understand different types of health and how they relate to fitness. Without an understanding of fitness and wellness, students will not have the ability to make good choices for a healthy productive life.

New Jersey Learning Standards

Focus Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.3	Determine the emotional, social and financial impact of mental illness on the family, community and state.
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
2.1.12.E.1	Predict the short-and long-term consequences of unresolved conflicts.
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.B.1	Predict the short-and long-term consequences of good and poor decision-making on oneself, friends, family and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, world-wide community.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.6.12.A.1	Compare the short-and long-term impact on wellness associated with physical inactivity.
Supporting and Additional Standards	
2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
2.6.12.A.5	Debate the use of performance-enhancing substances to improve performance.

Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- 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

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.
- 8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What constitutes total wellness? ● How can an individual assess his/her own personality as well as wellness needs? ● What is stress? ● How can an individual cope with stress? ● What is physical, social and mental health? ● How do risk factors affect components in health? ● How does fitness relate to wellness? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The role lifestyle factors play in maintaining an individual's wellness
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Health and wellness <ul style="list-style-type: none"> ● Health continuum ● Lifestyle factors ● Health Triangle <ul style="list-style-type: none"> ● Physical <ul style="list-style-type: none"> ▪ Personal care and healthy behaviors ● Social <ul style="list-style-type: none"> ▪ Skills for healthy relationships ▪ Family relationships ▪ Peer relationships/bullying ● Mental Health <ul style="list-style-type: none"> ▪ Personality types ▪ Stress ▪ Stressors ▪ Coping techniques ● Components of fitness <ul style="list-style-type: none"> ● Cardiovascular endurance ● Muscular strength ● Muscular endurance ● Flexibility ● Body Composition ● FIT principle ● Heart rate <ul style="list-style-type: none"> ● Resting ● Maximum heart rate ● Target heart rate ● Aerobic vs. anaerobic 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Understand the interdependency of the three components of total wellness ● Be cognizant of the factors which will influence their health, happiness, and longevity ● Define mental health ● Communicate personality types and establish the differences between type “A” and type “B” personalities ● Demonstrate their knowledge of stress and the skills that are involved in the process of coping with stress ● Identify and define the components of fitness and the FIT principle ● Define resting, maximum and target heart rate ● Identify aerobic and anaerobic exercises

Toms River Regional Schools
Evidence of Learning

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
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- Differentiated instruction

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
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- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition
- Guest speakers

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 2 Title: Nutrition

Duration 15 Days

Target Course/Grade Level: Health/11

Unit Summary:

The study of nutrition and its effects on the quality of life are essential for a student's lifelong fitness. Without an understanding of nutrition, students will not have the ability to lose, gain or maintain body weight throughout the course of their lives.

New Jersey Learning Standards

Focus Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

Supporting and Additional Standards

2.1.12.B.3	Analyze the unique contributions of each nutrient class to one's health.
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Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

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21st Century Themes/Careers:

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Students will also be exposed to **Career Ready Practices** which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
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- CRP12. Work productively in teams while using cultural global competence

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

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8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What constitutes a healthy diet? ● What is nutrition? ● What is my nutritional profile? ● How can I alter my nutritional profile? ● How can I use websites to update current nutritional trends? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Developing healthy eating habits ● Understanding the importance of consuming all of the essential nutrients on a daily basis ● Using technology (Dietary Analysis) can help regulate and maintain healthy eating habits
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to develop a nutritional profile ● How to determine and interpret one's body mass index ● Caloric intake levels necessary to maintain a healthy lifestyle. ● The role nutrients and vitamins play in an individual's overall health. ● The use of the food guide pyramid to make daily food selections. ● How to manage weight ● Common eating disorders 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Formulate their personalized diet program. ● Effectively read and assess food labels ● Develop a program that will enable them to lose, gain or maintain their weight ● Organize, analyze and answer nutritional questions that will affect their quality of life ● Access a bio-impedance scale, evaluate their body fat content and formulate changes to alter their body fat percentage

Toms River Regional Schools
Evidence of Learning

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Cooperative learning
- Modified assignments
- Differentiated instruction

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
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At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition
- The Quick Series Guide to Performance Nutrition
- Website: <https://www.fns.usda.gov/mypyramid>
- Website: <http://www.livestrong.com>
- Videos: “Supersize Me” and “Dying to be Thin”

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 3 Title: Drugs and Alcohol

Duration : 5 Days

Target Course/Grade Level: Health/11

Unit Summary:

The student will recognize how drug use and abuse and their effects on the body are essential components when evaluating an individual's quality of life.

New Jersey Learning Standards

Focus Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of medicine.
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale and possession of illegal substances.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
2.3.12.B.4	Correlate the use of alcohol and other drugs with the incidences of date rape, sexual assault, STI's, and unintended pregnancy.
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness and death.
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
Supporting and Additional Standards	
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family and community.

Primary Interdisciplinary Connections

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What constitutes a drug? ● What are the five categories of drugs? ● What is the history of the drug? ● What is drug use in comparison to drug abuse? ● What are the short and long-term effects of drug use on the body? ● Why do adolescents abuse drugs? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Consider how to use medicines safely and how to avoid the use of illegal drugs ● Pressures that exist in a social setting can determine an individual's decision to use drugs
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The dangers of using tobacco in any form. ● The risks and rights of nonsmokers ● Strategies for quitting tobacco use and ideas for advocating for smoke free environments ● The risks alcohol poses to all three aspects of the health triangle ● Useful strategies for refusing alcohol ● How to use medicines safely and how to avoid the use of illegal drugs ● The harmful effects of marijuana, inhalants, steroids and psychoactive drugs ● The harmful physical, mental/emotional, social and legal consequences of drug use 	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Evaluate the effects of drug use and abuse on the body ● Define substance abuse and recognize the health risks involved ● Recognize the differences between illegal and legal drugs ● Identify and assess community health services for getting help with the prevention and treatment of drug addiction and abuse

**Toms River Regional Schools
Evidence of Learning**

Formative

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- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
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- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
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Alternative

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- Modified assignments

Modifications

Special Ed

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- Individual Fitness Goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition

**Toms River Regional Schools
Unit Overview**

Content Area: Health

Unit 4 Title: First Aid

Duration : 10 Days

Target Course/Grade Level: Health/11

Unit Summary:

This is the study of first aid, CPR, and choking. Without the understanding of these treatments and procedures the student will not know how to provide intervention which may compromise the victim's health as well as others in their surrounding areas.

New Jersey Learning Standards

Focus Standards

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.C.1	Applying first-aid procedures can minimize injury and save lives
2.1.12.D.6	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.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address these issues.

Supporting and Additional Standards

2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community and global health.
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Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[Science Standards](#)

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

[Social Studies Standards](#)

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

[Mathematics Standards](#)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

[Visual and Performing Art Standards](#)

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to **Career Ready Practices** which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- 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

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● When to utilize CPR/AED procedures. ● What is the difference between a conscious and unconscious victim? ● How to treat basic injuries. ● How to treat severe injuries. ● What is RICE and when should this be utilized? ● What constitutes a non-communicable disease? ● How can non-communicable diseases be prevented? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Developing an understanding of communicable and non-communicable diseases allows for the ability to prevent, treat and control the transmission of these diseases
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● When to utilize CPR/AED. ● Techniques for using CPR/AED ● How to treat a choking victim. ● How first aid training can save lives. ● Common injuries. ● The symptoms, causes, treatments and prevention of common non-communicable diseases ● A few of the more common disabilities that result from physical and mental impairment ● The importance of eliminating barriers that hinder individuals with a disability 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the differences between communicable and non-communicable diseases ● Recognize the differences between bacteria and viruses ● Prevent basic diseases by using proper hygiene ● Understand ways to treat bacterial diseases ● Make recommendations to address issues facing those with disabilities

**Toms River Regional Schools
Evidence of Learning**

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Summative Assessments

- Projects (incorporating technology), notebooks
- Tests, quizzes, worksheets

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications**Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Cooperative learning
- Modified assignments

- Differentiated instruction

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Glencoe Health: Ninth Edition
- Guest speakers