



TOMS RIVER REGIONAL SCHOOLS

Physical Education/Health

Health

8th

Date created: August 2022
Board Approval: 8/17/22
Revised:

Philosophy, Mission and Vision

Philosophy:Quality Health and Physical Education involves every student, and meets every student at his or her level of ability. The goal of our program is to provide activities where self-expression, self-confidence, and physical and mental poise can be attained through perseverance and mastery of physical, mental, and social tasks.

Mission:Through a sequential K-12, standards based health and physical education program, our mission is to promote lifelong learning through physical activity, exercise, & sport while supporting students in making health conscious decisions, meeting challenges, and participating in mentally positive behaviors.

Vision:Health and Physical Education is a comprehensive developmental program focused on the education of the whole person. Our program is an integral part of the total education process and has the same goals that give purpose to all learning experiences. The interdisciplinary nature of physical education provides opportunities for all students to achieve the knowledge, skills, and values that will develop and enhance their sense of wellness, as well as, improve their health to maximize the quality of their lives.

Course description and/or program overview: Lifetime fitness depends upon understanding how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. Every health-related decision has short-term and long-term consequences and affects the ability to reach health goals. Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue. There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behavior. Substance abuse is caused by a variety of factors. Furthermore, the values acquired from family, culture, personal experiences, and friends impact all types of relationships. Personal lifestyle habits and genetics influence overall development and growth. Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

UNITS	PACING GUIDE
Personal Growth and Character Development	7 Days
Social and Sexual Health (Opt-out)	7 Days
Pregnancy and Parenting (Opt-out)	7 Days
Emotional Health (Opt-out)	12 Days
Alcohol, Tobacco, and Other Drugs	14 Days

Unit 1 Overview
Personal Growth/Character Development

Unit Summary: Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. Learning how to manage feelings and emotions, and educating yourself on safety will promote a healthy lifestyle.

Enduring Understandings:
Summarize the meaning of mental and emotional health
Explain emotional awareness
Demonstrate how to express your emotions in a healthy way
Describe negative and positive characteristics of oneself

Identify ways to create healthy friendships/relationships

Essential Questions:

What are ways to cope with anger and stress?

What are different forms of meditation?

How can you promote Physical, Mental, and Social well-being?

List ways to meet overall wellness

List good qualifications of a good friend along with negative characteristics

Why is it important to identify positive and negative characteristics in yourself?

Standards

2.1.8.CHSS.1:

Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

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 movements 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 Life and Careers

21st Century Themes/Careers:

21st Century Themes include: 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

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 networks 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>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p>	

Unit Objectives:
Identify ways to manage emotions/stress
Identify positive and negative qualities through the health triangle
List qualities in a good friendship/relationships
Social Emotional and Physical well being
Wellness

Skills:
Promoting social and emotional well being
Understanding overall wellness and how it is achieved

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● Glencoe Health - Green 	<ul style="list-style-type: none"> ● Kids Health ● Shape America
Accommodations/Modifications	Assessment

<p>(ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p>(All forms must be identified)</p>
<p>Special Ed</p> <ul style="list-style-type: none"> ● 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 <p>504</p> <ul style="list-style-type: none"> ● 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 ● Encourage student to attend Homework Habitat <p>ELL</p> <ul style="list-style-type: none"> ● 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 dictionaries. ● Adaptation of time ● Number of items reduced ● Support/skill/participation levels ● Alternate ways of demonstrating competency ● Teacher/peer tutoring ● Cooperative learning 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Teacher Observation ● Homework ● Class Participation ● Skill Performance ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Fitness 500 Testing ● Discussions ● Written Assessments ● Fitness testing ● Preparation ● Participation and Sportsmanship Rubric ● Q&A <p>Summative Assessments</p> <p>Skill Performance</p> <ul style="list-style-type: none"> ● Teacher observation ● Fitness Testing ● Preparation ● Participation and Sportsmanship Rubric ● SGO-General <p>Written Assessments</p> <ul style="list-style-type: none"> ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Content Tests & Quizzes <p>Benchmark</p> <ul style="list-style-type: none"> ● Quarterly ● SGO ● Fitness Testing <p>Alternative</p> <ul style="list-style-type: none"> ● Oral Testing ● Adapted Version of Written Assessment

- 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

Unit 2 Overview
Social and Sexual Health (Opt Out Option)

Unit Summary:

Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Enduring Understandings:

Puberty is part of adolescence when the reproductive system becomes mature.
 Many physical changes happen to males and females during puberty.
 Mental changes occur during puberty.
 Define gender identity, sex, gender expression, and sexual orientation.
 Describe how gender is identified and expressed.
 Sexual abstinence is the refusal to take part in sexual activity.
 There are many contraceptives available for birth control.
 Contraception has a role in preventing pregnancy and the spread of STIs.
 STI’s are infections that can be damaging to the male and female reproductive systems.
 Screening for STIs will protect the communal spread of infection.
 Breast and Testicular exams are preventative health measures.

Essential Questions:

What are the changes that occur in males and females during puberty and adolescence?
 How do you define how gender is identified and expressed?
 What are the different methods of birth control?
 How does a person protect themselves from contracting an STI?

How do you treat STI's?

How can breast and testicular self exams be part of a regular health routine?

Standards

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.3: Identify the state and federal laws related to minor's access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

2.1.8.SSH.10: Identify short and long term contraception and safer sex methods that are effective and describe how to access and use them

2.1.8.SSH.11: Develop a plan to eliminate or reduce an unintended pregnancy and STIs.

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs.

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STI transmission.

Interdisciplinary Connections

Other Cross-Curricular Opportunities

Opportunities for SEL

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.3 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.4 Use improvisation to discover new movements to fulfill the intent of the choreography.

1.1.2.A.5 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning

21st Century Life and Careers

21st Century Themes/Careers:

21st Century Themes include: 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

Technology

Technology Standards:

- 8.1.P.A.6 Use an input device to select an item and navigate the screen
- 8.1.P.A.7 Navigate the basic functions of a browser.
- 8.1.P.A.8 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.9 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.10 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social networks 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>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p>	
---	--

<p>Unit Objectives:</p> <p>Identify the difference between gender expression, gender identity and sexual orientation.</p> <p>List the methods of birth control in preventing pregnancy and the spread of STIs.</p> <p>Identify the most common types of STIs and how to treat them.</p> <p>Understand the community support systems in place for sexual health.</p> <p>List the benefits of abstinence.</p> <p>Understand the importance of breast and testicular self-exams in preventative health</p>
--

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> Glencoe Health - Green 	<ul style="list-style-type: none"> Kids Health Shape America
<p>Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p>Assessment (All forms must be identified)</p>
<p>Special Ed</p> <ul style="list-style-type: none"> Adaptation of time Number of items reduced 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Teacher Observation Homework Class Participation

- 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
- Encourage student to attend Homework Habitat

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 dictionaries.
- 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

- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Fitness 500 Testing
- Discussions
- Written Assessments
- Fitness testing
- Preparation
- Participation and Sportsmanship Rubric
- Q&A

Summative Assessments

Skill Performance

- Teacher observation
- Fitness Testing
- Preparation
- Participation and Sportsmanship Rubric
- SGO-General

Written Assessments

- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Content Tests & Quizzes

Benchmark

- Quarterly
- SGO
- Fitness Testing

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Unit 3 Overview Pregnancy and Parenting (Opt Out Option)

Unit Summary: This unit will focus on pregnancy and parenting, starting with the stages of pregnancy through the contributing factors that influence a healthy pregnancy and birth of a child. Students will explore the contributing factors that affect the challenges associated with parenthood.

Enduring Understandings:

Prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

A variety of factors can affect the social, emotional and financial challenges associated with parenthood.

Recognize pregnancy facts and myths

Summarize the stages of pregnancy from fertilization to birth

Essential Questions:

What are the stages of pregnancy?

What are ways to prevent pregnancy?

How do you get pregnant? What are the signs and symptoms of being pregnant?

What are the prenatal practices to deliver a healthy baby?

How will pregnancy affect a teen emotionally, socially and physically?

Standards

2.1.8.CHSS.3: Identify the state and federal laws related to minor's access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

2.1.8.PP.4: Predict the challenges that may be faced by adolescent parents and their families.

2.1.8.PP.5: Identify resources to assist with parenting.

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STI transmission.

Interdisciplinary Connections
 Other Cross-Curricular Opportunities
Opportunities for SEL

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.5 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.6 Use improvisation to discover new movements to fulfill the intent of the choreography.

1.1.2.A.6 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning

21st Century Life and Careers

21st Century Themes/Careers:

21st Century Themes include: 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

Technology

Technology Standards:

- 8.1.P.A.11 Use an input device to select an item and navigate the screen
- 8.1.P.A.12 Navigate the basic functions of a browser.
- 8.1.P.A.13 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.14 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.15 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social networks 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

<p>well-being.</p> <ul style="list-style-type: none"> ● 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 <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p>	<p>social media or in an online community.</p>

Unit Objectives:
Describe the three stages of pregnancy.
Understand the importance of prenatal care throughout a pregnancy.
Understanding the responsibility of becoming a parent (financial, physical, social and emotional responsibilities).

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● Glencoe Health - Green 	<ul style="list-style-type: none"> ● Kids Health ● Shape America
<p>Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p>Assessment (All forms must be identified)</p>
<p>Special Ed</p> <ul style="list-style-type: none"> ● 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 <p>504</p> <ul style="list-style-type: none"> ● 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 ● Encourage student to attend Homework Habitat <p>ELL</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Teacher Observation ● Homework ● Class Participation ● Skill Performance ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Fitness 500 Testing ● Discussions ● Written Assessments ● Fitness testing ● Preparation ● Participation and Sportsmanship Rubric ● Q&A <p>Summative Assessments</p> <p>Skill Performance</p> <ul style="list-style-type: none"> ● Teacher observation ● Fitness Testing ● Preparation ● Participation and Sportsmanship Rubric ● SGO-General <p>Written Assessments</p> <ul style="list-style-type: none"> ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Content Tests & Quizzes

<ul style="list-style-type: none"> • 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 dictionaries. • 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 <p>At-risk</p> <ul style="list-style-type: none"> • MTSS – Parent phone calls, constant contact with Administration, CST, Guidance • Provide incentives on a daily/weekly basis for positive participation/behavior <p>Gifted & Talented</p> <ul style="list-style-type: none"> • Differential Instruction • Individual Fitness Goals 	<p>Benchmark</p> <ul style="list-style-type: none"> • Quarterly • SGO • Fitness Testing <p>Alternative</p> <ul style="list-style-type: none"> • Oral Testing • Adapted Version of Written Assessment
---	---

Unit 4 Overview (Opt-out)
Emotional Health

Unit Summary:
Emotional Health encompasses the views, feelings, and expressions about oneself. Personal health includes a person’s physical, emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. How you feel about yourself can affect the decisions you could make. Decision making plays a role in relationships (friendships and romance).

Enduring Understandings:
Characteristics of healthy dating
Identify types of dating abuse
List ways to protect yourself from human trafficking
Define consent.
Identify state and federal laws regarding consent.
Identify risks and protective factors of suicide

Essential Questions

Compare and contrast a healthy and unhealthy relationship?
What are signs of an unhealthy dating relationship?
What are the types of abuse in a relationship?
What are warning signs of abuse?
What is the meaning of consent?
What federal and state laws are related to consent?
What are ways others can help in preventing suicide?

Standards

2.1.8.CHSS.2: Describe the state and federal laws related to the age of consent, minor's ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)
2.3.8.PS.2: Define sexual consent and sexual agency.
2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness.
2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Interdisciplinary Connections

Other Cross-Curricular Opportunities
Opportunities for SEL

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.7 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.8 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.7 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning

21st Century Life and Careers

21st Century Themes/Careers:

21st Century Themes include: 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.

Technology

Technology Standards:

- 8.1.P.A.16 Use an input device to select an item and navigate the screen
- 8.1.P.A.17 Navigate the basic functions of a browser.
- 8.1.P.A.18 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.19 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.20 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social networks to discuss a resolution to a problem or issue.
- 8.1.12.C.1 - Develop an 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.

- 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Unit Objectives:

Promoting healthy relationships.

Identifying abuse in a relationship.

Promoting respect and tolerance in all relationships.

Ways to protect yourself from sex trafficking.

Understanding Consent.

Suicide Prevention Safety

Skills:

- Allowing students to explore different healthy outlets for anger and anxiety
- Comprehending healthy friendships, unhealthy friendships, and the different type of friendships you may have with others
- Comprehend the cycle of abusive behavior
- Recall the different types of abuse in dating
- Comprehending the definition of consent and the federal and state laws surrounding consent.
- Comprehend what suicide prevention looks like.

Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● Glencoe Health Book - Green 	<ul style="list-style-type: none"> ● Kids Health ● Shape America
<p align="center">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p align="center">Assessment (All forms must be identified)</p>
<p>Special Ed</p> <ul style="list-style-type: none"> ● 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 <p>504</p> <ul style="list-style-type: none"> ● 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 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Teacher Observation ● Homework ● Class Participation ● Skill Performance ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Fitness 500 Testing ● Discussions ● Written Assessments ● Fitness testing ● Preparation ● Participation and Sportsmanship Rubric ● Q&A <p>Summative Assessments</p> <p>Skill Performance</p> <ul style="list-style-type: none"> ● Teacher observation ● Fitness Testing

<p>necessary by the teacher</p> <ul style="list-style-type: none"> ● 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 ● Encourage student to attend Homework Habitat <p>ELL</p> <ul style="list-style-type: none"> ● 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 dictionaries. ● 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 <p>At-risk</p> <ul style="list-style-type: none"> ● MTSS – Parent phone calls, constant contact with Administration, CST, Guidance ● Provide incentives on a daily/weekly basis for positive participation/behavior <p>Gifted & Talented</p> <ul style="list-style-type: none"> ● Differential Instruction ● Individual Fitness Goals 	<ul style="list-style-type: none"> ● Preparation ● Participation and Sportsmanship Rubric ● SGO-General <p>Written Assessments</p> <ul style="list-style-type: none"> ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Content Tests & Quizzes <p>Benchmark</p> <ul style="list-style-type: none"> ● Quarterly ● SGO ● Fitness Testing <p>Alternative</p> <ul style="list-style-type: none"> ● Oral Testing ● Adapted Version of Written Assessment
---	---

Unit 5 Overview

Alcohol, Tobacco, and Other Drugs

Unit Summary: This unit will explore how alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as

cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Enduring Understandings:

Students will be able to define various types of legal and illegal drugs
Recall the health risks of alcohol, vaping, tobacco, and marijuana
List the short and long term effects of illegal drugs on the brain and body
Explain strategies for preventing drug abuse
Gain knowledge of the role of alcohol in accidents and violence
Comprehend refusal skills to resist peer pressure to abuse drugs and alcohol
Understand how advertisements and media influence decisions about drugs and alcohol
List treatment methods for someone addicted to drugs and alcohol

Essential Questions:

What are the different types of illegal drugs and what are the negative health effects associated with each?
What is addiction?
What are the health risks of using alcohol, vapes, tobacco, and marijuana?
What factors do you think explain why people misuse or abuse drugs?
What is tolerance?
What are some signs and symptoms of alcohol use or misuse?
What are the different options/resources for treating alcohol and drug abuse?

Standards

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives

of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

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.9 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.10 Use improvisation to discover new movements to fulfill the intent of the choreography.

1.1.2.A.8 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning

21st Century Life and Careers

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.

Technology

Technology Standards:

8.1.P.A.21 Use an input device to select an item and navigate the screen

8.1.P.A.22 Navigate the basic functions of a browser.

8.1.P.A.23 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.24 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.25 Demonstrate the ability to access and use resources on a computing device.

- 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

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

8.1.12.C.1 - Develop an 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.

Unit Objectives:

Identify the various types of legal drugs and age to use
 Define Tobacco, Vaping, Alcohol, Marijuana
 Understand how peer pressure and advertisements effect alcohol and drug use
 Understand the dangers of drinking and driving/using drugs
 Define various methods of ingesting nicotine
 Identify the various types of illegal drugs/drug abuse
 Define cocaine, ecstasy, steroids, heroin, party drugs, prescription drugs, methadone

Skills:

Identify various types of legal and illegal drugs
 Explain the health risks of alcohol, vaping, tobacco, and marijuana
 Explain the short and long term effects of illegal drugs on the brain and body
 Explain strategies for preventing drug abuse
 Assess the role of alcohol in accidents and violence
 Demonstrate refusal skills to resist peer pressure to abuse drugs and alcohol
 Explain how advertisements and media influence decisions about drugs and alcohol
 Explain treatment methods for someone addicted to drugs and alcohol

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● Glencoe Health Book 	<ul style="list-style-type: none"> ● NJShape ● Shape America ● HealthMovesMinds (SEL)
<p>Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p>Assessment (All forms must be identified)</p>
<p>Special Ed</p> <ul style="list-style-type: none"> ● Adaptation of time ● Number of items reduced ● Support/skill/participation levels ● Alternate ways of demonstrating competency ● Teacher/peer tutoring ● Cooperative learning ● Modified assignments 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Teacher Observation ● Homework ● Class Participation ● Skill Performance ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Fitness 500 Testing

504

- Differentiated instruction
- 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
- Encourage student to attend Homework Habitat

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 dictionaries.
- 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

- Discussions
- Written Assessments
- Fitness testing
- Preparation
- Participation and Sportsmanship Rubric
- Q&A

Summative Assessments

Skill Performance

- Teacher observation
- Fitness Testing
- Preparation
- Participation and Sportsmanship Rubric
- SGO-General

Written Assessments

- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Content Tests & Quizzes

Benchmark

- Quarterly
- SGO
- Fitness Testing

Alternative

- Oral Testing
- Adapted Version of Written Assessment

