

BENWAY SCHOOL

Health and Wellness

Grade: 12

Credits: 5



Benway School

Unit 1

Content Area: Health

Unit Title: Relationships, Parenting, and Childbirth

Grade Level: 12

Unit Overview: Throughout this unit, students will come to understand...

- How to build and maintain strong and healthy relationships.
- The many types of relationships in life and the different role in each.
- How to compare and contrast family structures, values, rituals and traditions meet basic human needs.
- How to analyze personal independence, past experience and social responsibility influence the choice of friends in high school throughout adulthood.
- How relationships may evolve overtime, focusing on changes in friendships, family dating relationships and lifetime commitments such as marriage.

Recommended Pacing: 2-3 weeks

Student Learning Objectives	NJSLS
Illustrate short and long-term examples, as well as consequences, of both healthy and unhealthy decision making on friends, family and others	2.2.12.B.1 2.2.12.B.2
Illustrate short and long-term examples, as well as consequences, of both healthy and unhealthy decision making on friends, family and others	2.1.12.B.1 2.1.12.B.2
Compare and contrast the short- term versus long- term effects of people who are physically active versus people who are physically inactive and the implications on their personal wellness	2.6.12.A.1
New Jersey Student Learning Standards	Progress Indicator
Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	2.1.12.B.1
Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries	2.1.12.B.2
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	2.2.12.B.1
Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers	2.2.12.B.2
Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
New Jersey Student Learning Standards Technology	Indicator

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.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Compromise, congregate, custom, domestic, individual, participation, personal, privacy, reputation, friendship, mutual respect, caring, honesty, commitment, cooperation, prejudice, stereotypes, tolerance, hazing, nonverbal communication, body language, active listening, unhealthy relationships, neglect, violence, physical abuse, emotional abuse, verbal abuse, sexual abuse, stalking	
Evidence of Learning	
Suggested Assessments:	
<ul style="list-style-type: none"> ● Presentations ● Class discussions and debates 	

<ul style="list-style-type: none"> ● Make connections to the outside world and own life ● Homework ● Tests/quizzes ● Essays/compositions ● Reports ● Notebook assignments ● Peer evaluations ● Daily oral language ● Notebook Check ● Chapter Reviews 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Group Work ● Presentations ● Research Health information on computer or Health Journals ● Lesson Reviews ● Develop an action plan for a personal health goal ● Role Playing ● Class Debates ● Presenting and writing about current events 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● G-Suite ● Notebooks ● Computers ● Large presentation boards ● Smartboard ● Overhead projector ● Scissors ● Tape 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● Glencoe Health Textbook, McGraw-Hill Company ● www.NASPE.org ● www.NJAHPERD.org ● www.loveisrespect.org ● www.brainpop.com ● www.quizlet.com 	
<p>Modifications & Accommodations:</p> <p><i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i></p>	
<p><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p>	<p><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments

<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily

<ul style="list-style-type: none"> ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 2	
Content Area: Health	
Unit Title: Dating Violence	
Grade Level: 12	
Unit Overview: Throughout this unit, students will come to understand...	
<ul style="list-style-type: none"> ● How to determine effective prevention and intervention strategies to address domestic and dating violence. ● How to identify risk factors for abusive domestic or dating relationship. ● Where and how to seek help if they find themselves in an abusive relationship. 	
Recommended Pacing: 2-3 weeks	
Student Learning Objectives	NJSLS

Identify the short- and long-term consequences of making healthy and unhealthy decisions about the use of alcohol, tobacco, and drugs, and how they affect oneself, friends, family and others.	2.2.12.B.1
Compare and contrast the physical and behavioral effects that commonly abused substances have on the body of adolescents	2.3.12.B.1
Debate the various health, legal and financial consequences of the use, sale and possession of illegal substances	2.3.12.B.2 2.3.12.B.5
New Jersey Student Learning Standards	Progress Indicator
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	2.2.12.B.1
Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	2.3.12.B.1
Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.12.B.2
Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.	2.3.12.B.5
New Jersey Student Learning Standards Technology	Indicator
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.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4

Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Abuse, abuser, advocate, aggressive, anger, assault, batterer, bully, bullying, bystander, coercion, communication, conflict, consent, controlling, civil protection order (CPO), dating violence, digital abuse, dominant, domestic abuse, drugs, alcohol, dual arrest, emotional abuse, empathy, explosion, financial abuse, harassment, hatred, honeymoon phase, hotline, humiliation, insulting, intimacy, intimidation, isolation, jealousy, neglect, oppression, partner, physical abuse, power, rage, rape, restraining order, safe housing, sexual abuse, social abuse, stalking, survivor, tension buildup, threat, verbal abuse, victim, violence cycle	
Evidence of Learning	
Suggested Assessments:	
<ul style="list-style-type: none"> ● Presentations ● Class discussions and debates ● Make connections to the outside world and own life ● Homework ● Tests/quizzes ● Essays/compositions ● Reports ● Notebook assignments ● Peer evaluations ● Daily oral language ● Notebook Check ● Chapter Reviews 	
Learning Activities:	
<ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Group Work ● Presentations ● Research Health information on computer or Health Journals ● Lesson Reviews ● Develop an action plan for a personal health goal ● Role Playing ● Class Debates ● Presenting and writing about current events 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Text 	

<ul style="list-style-type: none"> ● G-Suite ● Notebooks ● Computers ● Large presentation boards ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● Glencoe Health Textbook, McGraw-Hill Company ● www.NASPE.org ● www.NJASPERD.org ● www.ncadv.org ● www.helpguide.org ● www.kidshealth.org ● www.quizlet.com 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
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- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions

- Model skills/techniques to be mastered
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- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
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- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

<ul style="list-style-type: none"> • Distribute study guide for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 3	
Content Area: Health	
Unit Title: Living on your own - Budgeting	
Grade Level: 12	
Unit Overview: Throughout this unit, students will come to understand... <ul style="list-style-type: none"> • The advantages and disadvantages of adult decisions (budgeting to afford: dwelling place, plan a wedding, have a child) based on career choices and appropriate decision-making skills. • Living on your own, marriage and parenting are significant events that cause numerous changes in one's life as an adult. • How to recognize the responsibilities and budgets need to live on your own successfully. 	
Recommended Pacing: 2-3 weeks	
Student Learning Objectives	NJSLs
Determine effective prevention and intervention strategies for dating and domestic violence.	2.4.12.A.5
Research and evaluate information that supports abstinence from sexual activity using reliable research data	2.4.12.B.2
Compare and contrast the factors (risk-reduction, risk elimination) that may influence the choice, use, and effectiveness of contraception.	2.4.12.B.3
Explore the factors that affect the decision to become a parent.	2.4.12.C.7
New Jersey Student Learning Standards	Progress Indicator
Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).	2.4.12.A.5
Evaluate information that supports abstinence from sexual activity using reliable research data.	2.4.12.B.2
Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	2.4.12.B.3
Analyze factors that affect the decision to become a parent.	2.4.12.C.7
New Jersey Student Learning Standards Technology	Indicator
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.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1

Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
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Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Budget, account, transaction, deposit, withdrawal, income, expenses, taxes, variable expenses, fixed expenses, savings, balance, late fee, payment, remit, statement, credit, finance charge, fine print, interest, credit rating, management, transcript, admissions, tuition, scholarships, financial aid, university, vocational school, community college, apprentice, major, minor, associate's degree, undergraduate, bachelor's degree, graduate school, master's degree, doctorate, occupation, application, resume, references, interview, employer, employee, minimum wage, trade, salary, hourly wage, benefits, colleague, rent, mortgage, renter's insurance, homeowners insurance, leasing, car payments, commuting expenses, wedding, proposal, contraceptives, baby costs	
Evidence of Learning	
Suggested Assessments:	
<ul style="list-style-type: none"> ● Presentations ● Class discussions and debates ● Make connections to the outside world and own life 	

- Tests/quizzes
- Essays/compositions
- Reports
- Notebook assignments
- Peer evaluations
- Daily oral language
- Notebook Check
- Chapter Reviews

Learning Activities:

- Differentiated Instructional Groups and Activities
- Small group/ large group discussion
- Investigation of key concepts & principles
- Group Work
- Presentations
- Research Health information on computer or Health Journals
- Lesson Reviews
- Develop an action plan for a personal health goal
- Role Playing
- Class Debates
- Presenting and writing about current events

Instructional Materials:

- Test
- G-Suite
- Notebooks
- Computers
- Smartboard
- Overhead projector
- Scissors
- Tape

Teacher Resources:

- Textbook
- Red Cross
- American Heart Association (AHA)
- School Trainer (Joanna Salway – AHA Certified Instructor)
- www.NASPE.org
- www.NJAHPERD.org
- www.moneymanagement.org
- www.makeuseof.com
- www.forbes.com
- www.twocents.lifehacker.com
- www.mint.com/budgeting
- www.quizlet.com

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments

<ul style="list-style-type: none"> ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
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Benway School
Unit 4
Content Area: Health
Unit Title: Healthy Communities and Health Care
Grade Level: 12
<p>Unit Overview: Throughout this unit, students will come to understand...</p> <ul style="list-style-type: none"> ● How health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. ● How to recognize and access appropriate health information, services, and products.

- The basics of health insurance, health related research, advertising and fraudulent claims.

Recommended Pacing: 2-3 weeks	
Student Learning Objectives	NJSLS
Compare and contrast the impact that competition may have on personal character development and how it may affect one's overall personal wellness.	2.2.12.C.1
Analyze the emotional and social impact of mental illnesses on society and how advances in medical technology for their diagnosis and treatment can improve one's quality of life.	2.1.12.C.3 2.1.12.C.4
Differentiate between healthy and unhealthy relationships (abuse and assault), what to do if assaulted, and how to protect oneself, using available resources.	2.1.12.D.2
New Jersey Student Learning Standards	Progress Indicator
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
New Jersey Student Learning Standards Technology	Indicator
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.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2

Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
<p>Fraud, primary care physician, inpatient care, outpatient care, home health care services, hospice, premium, deductible, insurance, health maintenance organization (HMO), preferred-provider organization (PPO), exclusive provider organization (EPO), health on the net (HON), Medicare, Medicaid, consumer, advertising, center of disease control (CDC), central district health department (CDHD), food and drug administration (FDA), national institutes of health (NIH), national institute of mental health (NIMH), word health organization</p>	
Evidence of Learning	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ● Presentations ● Class discussions and debates ● Make connections to the outside world and own life ● Tests/quizzes ● Essays/compositions ● Reports ● Notebook assignments ● Peer evaluations ● Daily oral language ● Notebook Check ● Chapter Reviews 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Group Work ● Presentations ● Research Health information on computer or Health Journals ● Lesson Reviews ● Develop an action plan for a personal health goal ● Role Playing ● Class Debates ● Presenting and writing about current events 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Text 	

- G-Suite
- Notebooks
- Computers
- Large presentation boards
- Smartboard
- Overhead projector

Teacher Resources:

- Glencoe Health Textbook, McGraw-Hill Company
- www.NASPE.org
- www.NJAPERD.org
- www.healthcare.gov
- www.thebenefitbrokers.com/health_insurance_101
- www.cdc.gov
- www.cdhd.ne.gov
- www.fda.gov
- www.nih.gov
- www.nimh.nih.gov
- www.who.int
- www.quizlet.com

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
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- Provide assessments at a higher-level of thinking

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments,
- Repetition and practice
- Model skills/techniques to be mastered
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- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

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Students at Risk of School Failure

Modifications for Classroom:

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Modifications for Assessments:

- Extended time on classroom tests and quizzes

Modifications for Assessments:

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