



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health				
Grade Level(s):	12				
Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i> x
Course Description:	<p>Health 12 is designed to address significant health issues affecting the current and future lives of the students. Health 12 will present topics such as abstinence, pregnancy prevention, sexually transmitted diseases, HIV/AIDS, chronic diseases (such as diabetes, cancer and cardiovascular disease), nutrition issues (such as fad diets and disease prevention) and organ and tissue donation and implantation.</p> <p>The students will examine their family health history for signs and trends of chronic disease that may be hereditary. In addition, the student will participate in activities evaluating their choices and behaviors as they relate to an overall healthy lifestyle.</p>				
Grading Procedures:	<p>Summative (40%) – Tests, Projects, Final</p> <p>Formative (30%) – Classwork</p> <p>Supportive (30%) – Quiz, Collaborative</p>				
Primary Resources:	<p>Textbook: Comprehensive Health</p> <p>www.g-wonlinetextbooks.com</p> <p>NJSLS</p>				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Jessica Tanski & Stephanie Knorr (Taraschi)
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Under the Direction of:	Steve Gregor & Kevin Murphy

Written: January 2019

Revised: August 2022 _____

BOE Approval: _____

Unit 1 Title: Abstinence & Pregnancy Prevention**Unit Description:**

The Abstinence & Pregnancy Prevention Unit will address the issue of pregnancy prevention as it relates to the student's future plans, goals and an overall healthy lifestyle.

Unit Duration: 12 days**Desired Results****Standard(s):****2.1 Personal and Mental Health:**

- Personal Growth and Development- The decisions one makes can influence an individual's growth and development in all dimensions of wellness
- Pregnancy and Parenting- There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
- Social and Sexual Health- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- Social and Sexual Health- There are many factors that influence how we feel about ourselves and the decisions that we make

2.3 Safety:

- Health Conditions, Diseases and Medicines- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Alcohol, Tobacco and Other Drugs- Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

Indicators:

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Students will know:

1. Basic structure and function of the male and female reproductive systems.
2. Common diseases of the human reproductive systems.
3. Abstinence is the only strategy that will eliminate the risk of an unplanned pregnancy.
4. The challenge of obtaining affordable and adequate
5. Health care insurance is a serious issue facing many Americans.

Understandings:

Students will understand that...

Abstinence is the only strategy that completely eliminates the risk of an unplanned pregnancy.

Controlling fertility is an essential part of adulthood.

There are factors that influence the choice, use, and effectiveness of contraceptives.

Contraceptives vary in the amount of STD and HIV/AIDS protection they provide.

Contraceptives often have side effects.

Essential Questions:

What are the benefits of choosing abstinence as a lifestyle choice?

What options are there to prevent pregnancy?

What is Health Insurance and why do we need it?

Affordable healthcare is a challenge for many Americans.

To maintain our health it is important to be proactive and have access to healthcare.

Assessment Evidence

<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade. • Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. • Homework/Classwork
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<p>Benchmarks: Teacher made Quizzes Health 12 Benchmark Assessment (Test)</p>
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Learning Plan

<p>Learning Activities: Review Game with Partner: Teacher's Questions Current Event Articles Textbook Vocabulary Group Discussion Abstinence Power Point ABC News Family Secrets: Teen Pregnancy (IMC) Teacher generated worksheets</p> <p>Resources: Teacher made activities Textbook: Comprehensive Health Chapter 1, 13, 23 Behavior Change Workshop</p>

<p>Critical Thinking Questions Comprehensive Health Textbook Videos online with Discussion Questions Digital Transparency Centers for Disease Control www.cdc.gov www.mayoclinic.com www.kahoot.com www.kidshealth.org</p>

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.2 : Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 : Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4 : Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast various methods of contraception used in our society. • Analyze uniqueness of health promotion concepts. • Predict disease and health conditions that may occur in one's life and speculate potential prevention and treatment. • Predict the possible long-term effects of adolescent sex on future education, career plans, and various dimensions of wellness.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and define abstinence and pregnancy prevention strategies.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions

	<ul style="list-style-type: none"> • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections
<p>Indicators: Science: 5.4.12.F.1 5.3.12.A.6 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 Technology: 8.1.8.A.1 8.1.12.B.1 LAL: RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9 Math: S.IC.3</p>

Integration of 21st Century Skills
<p>Indicators: Power Point Presentations VCR/DVD LCD Projector Kahoot, Quizlet Computers/Net Books Internet EBooks Video Conferencing</p>

Mobile Apps
Students Personal Mobile Devices
Web 2.0 Tools Web 3.0 Tools

Unit 2 Title: Sexually Transmitted Infections, HIV, AIDS**Unit Description:**

The Sexually Transmitted Disease (STD) and Sexually Transmitted Infections (STI) Prevention Unit will address the issue of sexually transmitted diseases & infections as they relates to the student's future plans, education, goals and an overall healthy lifestyle. Infectious Diseases will be discussed including; Lyme Disease, Colds, Influenza, Meningitis and MRSA, as well as provide important information concerning HIV/AIDS transmission, testing and treatment. Current statistics will be discussed, allowing the student to develop an understanding of the scope of the epidemic, locally, nationally and worldwide.

Unit Duration: 15 days**Desired Results****Standard(s):****2.1 Personal and Mental Health:**

- **Pregnancy and Parenting-**
 - There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
 - There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
- **Social and Sexual Health-**
 - Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
 - There are many factors that influence how we feel about ourselves and the decisions that we make
- **Community Health Service and Support-**
 - Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
 - Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.

2.3 Safety:

- **Health Conditions, Diseases and Medicines-**
 - Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
 - Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- **Personal Safety-**
 - Consideration of the short-and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences
 - State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- **Alcohol, Tobacco and Other Drugs-** Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

Indicators:

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP,PEP).
- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

1. The student will be able to discuss abstinence as a strategy to prevent sexually transmitted disease infection.
2. The student will be able to list the common symptoms of sexually transmitted diseases.
3. The student will be able to describe the potential damage to the male and female reproductive system if a STD/STI is left untreated.
4. The student will be able to articulate the importance of seeking medical attention if a person suspects a STD.
5. The student will be able to explain the importance of regular STD screening for those who are sexually active and the need for prenatal STD screening for pregnant women.
6. The student will be able to discuss common viral and bacterial infectious diseases, how they spread and the damage they can do to the human body
7. The student will be able to explain the “HIV/AIDS Timeline” as it describes the current average progression of the infection and disease.
8. The student will be able to list the body fluids that can transmit the Human Immunodeficiency Virus (HIV).
9. The student will be able to discuss current HIV/AIDS statistics: locally, nationally and globally.
10. The student will be able to identify how a person is tested for HIV infection.

Understandings:

Students will understand that...

Abstinence is the only strategy that completely eliminates the risk of a sexually transmitted disease or infection.

19 million Americans are infected with STD/STIs each year.

Essential Questions:

What are the benefits of choosing abstinence as a lifestyle choice?

What are STDs & STIs?

What are infectious diseases?

What are you doing to protect yourself from HIV/AIDS infection?

<p>Some STD/STIs have no symptoms. 3. Some STD/STIs have no cure.</p> <p>Some STD/STIs are dangerous even fatal.</p> <p>Some STD/STIs will complicate a pregnancy or harm a fetus.</p> <p>STD/STIs can change your life and relationships.</p> <p>Viral infections: Rhinoviruses, Influenza, Epstein Barr, Hepatitis A, B & C</p> <p>Bacterial infections: Lyme’s Disease, Staphylococcus aureus, Streptococcus</p> <p>Condoms are an effective but not foolproof way of protecting yourself from HIV infection.</p> <p>HIV is spread by sex, blood and mother to baby.</p> <p>There are accurate tests to determine if a person is infected.</p> <p>The virus attacks and destroys the human immune system. AIDS is a result of a damaged immune system that leaves the infected person vulnerable to opportunistic infections.</p> <p>HIV/AIDS infection has spread globally, nationally and locally, and continues to rise.</p>	<p>What is the difference between HIV and AIDS?</p> <p>How widespread is the HIV/AIDS epidemic?</p>
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Assessment Evidence	
<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won’t count towards their grade. • Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. • Homework/Classwork

Benchmarks:

Teacher made Quizzes

Health 12 Benchmark Assessment (Test)

Learning Plan

Learning Activities:

Review Game with Partner: Teacher's Questions

Current Event Articles

Textbook Vocabulary

Group Discussion

STI and HIV/AIDS Power Point

Teacher generated worksheets

Resources:

Teacher made activities

Textbook: Comprehensive Health Chapter 12,13,14

Behavior Change Workshop

Critical Thinking Questions

Comprehensive Health Textbook Videos online with Discussion

Questions Digital Transparency

Centers for Disease Control www.cdc.gov

Kaiser Health News www.kaiserhealthnews.org

www.kahoot.com

www.kidshealth.org

www.mayoclinic.com

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 : All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 : Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 : Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4 : Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast bacterial and viral STI's. • Analyze any lifelong repercussions from acquiring an STI. • Compare and contrast effectiveness of STI prevention strategies.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and define the various STI's and the difference between HIV and AIDS
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions

	<ul style="list-style-type: none"> • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Science: 5.4.12.F.1 5.3.12.A.6 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2

Technology: 8.1.8.A.1 8.1.12.B.1

LAL: RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Math: S.IC.3

Integration of 21st Century Skills

Indicators:

Power Point Presentations

VCR/DVD LCD Projector

Kahoot, Quizlet

Computers/Net Books

Internet

EBooks

Video Conferencing

Mobile Apps
Students Personal Mobile Devices
Web 2.0 Tools Web 3.0 Tools

Unit 3 Title: Organ and Tissue Donation/Transplantation**Unit Description:**

The student will be exposed to the topic of organ and tissue donation and transplantation. The “New Jersey Hero’s Act” (N.J.S.A. 18A:7F-4.3) will be discussed and students will understand their option of declaring on a driver’s license their decision about donation. The students will be made aware of the number of Americans waiting on transplant lists for a lifesaving organ.

Unit Duration: 3 days**Desired Results****Standard(s):****2.1 Personal and Mental Health-**

- Personal Growth and Development-The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.
- Community Health Services and Support- Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.

2.3 Safety-

- Personal Safety-

- Consideration of the short-and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse

Indicators:

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).

2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

<p>Understandings: <i>Students will understand that...</i></p> <p>They can designate on their unrestricted driver's license or on-line that they would like to register as an organ donor.</p>	<p>Essential Questions:</p> <p>Are you a registered organ donor?</p> <p>Why is organ donation important?</p>
<p>There are currently over 100,000 Americans awaiting transplants.</p> <p>There are often myths and misconceptions regarding organ donation and transplantation. It is important to separate fact from fiction.</p>	<p>What are some myths or misconceptions regarding organ and tissue donation and transplantation?</p>
<p>Assessment Evidence</p>	
<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade. • Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. • Homework/Classwork
<p>Benchmarks: Teacher made Quizzes Health 12 Benchmark Assessment (Test)</p>	
<p>Learning Plan</p>	

Learning Activities:

Class Discussion/Worksheet: The Jason Ray Story

Guest Speakers: The Gift of Life

Program Pretest and Class Discussion: Do You Know the Facts Worksheet

Poster/Flyer/Bumper Sticker for Organ & Tissue Donation Awareness

In the News/Current Event Articles

Resources:

Guest Speaker – www.giftoflife.org

Teacher made activities

Critical Thinking Questions

Centers for Disease Control www.cdc.gov

www.unos.org

www.donatelifenj.org

www.mayoclinic.com

www.webmd.com

www.kidshealth.org

www.kahoot.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 : All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 : Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle..

4.0	Students will be able to: <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> • Predict outcome of an increase or decrease of organ donors in our society. • Analyze risk factors for organ donors and recipients.
2.0	Students will be able to: <ul style="list-style-type: none"> • Explain the organ donation process.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign leadership roles in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
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Struggling Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies: <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary
English Language Learners	<ul style="list-style-type: none"> • Locate boldface heads in the sections • Explain that boldface heads divide the text by topic • Provide reading strategies <ul style="list-style-type: none"> • Read boldface headings • Predict what will be covered in the section of the text • Read the text section • Review their predictions • Refer to guided questions and comprehension questions • Encourage use of glossary of terms and dictionary, as well as Google translate or other translation service. • Utilize the following link for more resources: <ul style="list-style-type: none"> • http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
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Interdisciplinary Connections

Indicators:

Science: 5.3.12.A.6 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2

Technology: 8.1.8.A.1 8.1.12.B.1

LAL: RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Math: S.IC.3

21st Century Skills & Careers: 9.1.12.A.1 9.1.12.C.4 9.1.12.E.1 9.1.12.E.2 9.4.12.A.54

Integration of 21st Century Skills

Indicators:

Power Point Presentations

VCR/DVD LCD Projector

Computers/Net Books

Internet

EBooks

Video Conferencing

Mobile Apps

Students Personal Mobile Devices

Web 2.0 Tools Web 3.0 Tools

Unit 4 Title: Preventing Cardiovascular Disease, Diabetes, and Cancer**Unit Description:**

The student will examine their current health related behaviors and habits as they relate to the common chronic “lifestyle” diseases facing many Americans. The focus will be on re-enforcing the student’s positive behaviors and improving the negative behaviors. This unit will include; Cardiovascular Disease, Diabetes and Cancers.

Unit Duration: 6 days**Desired Results****Standard(s):**

2.1 Personal and Mental Health:

- Personal Growth and Development- The decisions one makes can influence an individual’s growth and development in all dimensions of wellness

2.3 Safety:

- Health Conditions, Diseases and Medicines
 - Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
 - Public health policies are created to influence health promotion and disease prevention and can have global impact.
- Alcohol, Tobacco and Drugs- Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

Indicators:

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
- 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.
- 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

Students will be able to:

- List the four key risk factors associated with chronic diseases.
- Compare and contrast the four major types of cardiovascular disease.

- Analyze their current diet and create a personalized plan for improving nutrition and reducing the risk of chronic disease.
- Describe how to use My Plate, food labels and Dietary Guidelines to design a healthful diet.
- List the risk factors for CVD.
- Explain the First Aid procedures for Heart Attack, Stroke and Cardiac Arrest.

<p>Understandings: <i>Students will understand that...</i></p> <p>Heart attacks, High Blood Pressure and Stroke are examples of CVD (cardiovascular disease).</p> <p>Healthy lifestyles choices can greatly reduce your chance of developing CVD.</p> <p>Diabetes is a life threatening condition that experts anticipate may affect 1 in every 3 children born in the year 2000.</p> <p>Cancer is the second leading cause of death in the United States.</p> <p>There are many types of cancer; Young people should be aware of, Breast, Testicular, Lung, Colon and Skin Cancers and how to reduce the risk of developing them.</p>	<p>Essential Questions:</p> <p>What is Cardiovascular Disease?</p> <p>What are the major types of cardiovascular disease?</p> <p>Are your health habits helping or hurting your chance of developing CVD?</p> <p>What are some practical strategies for reducing your risk for CVD?</p> <p>What is Diabetes?</p> <p>How do I reduce my risk of developing diabetes?</p> <p>What is Cancer?</p> <p>What are the risk factors for the common cancers?</p> <p>How do I reduce my risk of developing cancer?</p>
Assessment Evidence	
<p>Performance Tasks: Teacher Observation Class Notes Classwork Homework</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade. • Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented. • Homework/Classwork
<p>Benchmarks: Teacher made Quizzes Health 12 Benchmark Assessment (Test)</p>	
Learning Plan	

Learning Activities:

Review Game with Partner: Teacher's Questions
Current Event Articles
Textbook Vocabulary
Group Discussion
Power Point
Teacher generated worksheets

Resources:

Teacher made activities
Textbook: Comprehensive Health Chapter 1,2,3,4
Behavior Change Workshop
Critical Thinking Questions
Comprehensive Health Textbook Videos online with Discussion
Centers for Disease Control www.cdc.gov
Kaiser Health News www.kaiserhealthnews.org
American Red Cross
American Heart Association
American Cancer Society
www.mayoclinic.com
www.webmd.com
www.skincancer.org
www.kidshealth.org

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 : All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 : Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 : Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

4.0	Students will be able to: <ul style="list-style-type: none"> In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare and contrast environmental, genetic, and behavioral risk factors. Predict outcomes of participation in behavioral risk factors.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify and define cardiovascular and metabolic diseases. Identify and define risk factors for increasing likelihood of cardiovascular and metabolic disease.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Assign leadership roles in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and/or video
Struggling Learners	<ul style="list-style-type: none"> Locate boldface heads in the sections Explain that boldface heads divide the text by topic Provide reading strategies: <ul style="list-style-type: none"> Read boldface headings Predict what will be covered in the section of the text Read text section Review their predictions Refer to guided questions and comprehension questions Encourage use of glossary of terms and dictionary
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Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Technology 8.1.8.A.1 8.1.12.B.1 8.1.12.C.1

Science 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 5.3.12.A.6 5.4.12.F.1

LAL RI.CCR.11-12.1 RI.CCR.11-12.2 W.CCR 11-12.2 W.CCR 11-12.6 SLCCR 11-12.4 LSCCR 11-12.5 L CCR 11-12.1 L CCR 11-12.2 RST CCR 11- 12.1 RST CCR 11- 12.2 WHST 11-12.6 WHST 11-12.7 WHST 11-12.9

Math S.IC.3

21st Century Skills & Careers 9.1.12.A.1 9.1.12.C.4 9.1.12.E.1 9.1.12.E.2 9.4.12.A.54 9.4.12.H.63

Integration of 21st Century Skills

Indicators:

Power Point Presentations

VCR/DVD LCD Projector

Kahoot, Quizlet

Computers/Net Books

Internet

EBooks

Video Conferencing

Mobile Apps
Students Personal Mobile Devices
Web 2.0 Tools Web 3.0 Tools

Unit 5 Title: Healthy Relationships**Unit Description:**

The Healthy Relationships Unit will present information regarding the importance of effective communication in human relationships. The effect of alcohol use/abuse on healthy and unhealthy relationships will be discussed. "Red Flag" signs of dangerous/unhealthy relationships will be presented. This unit may include information on Bullying/Cyber Bullying, Dating Violence, Domestic Violence (NJSA 18A:35-4.23) and Sexual Harassment.

Unit Duration: 6 days**Desired Results****Standard(s):**

2.1 Personal and Mental Health

- Emotional Health: Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Social and Sexual Health: Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others
- Social and Sexual Health: There are many factors that influence how we feel about ourselves and the decisions that we make

2.3 Safety

- Personal Safety:
 - State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse
 - Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem

Indicators:

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).

2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

Students will be able to:

List and discuss the skills needed to communicate effectively.

Describe the effects of alcohol on behavior and the impact it has on relationships. (NJSA 18A:40A-1)

Discuss the different relationships we have with others and the characteristics of healthy and unhealthy relationships.

Discuss the statistics on Domestic Violence/Dating Violence.

List resources and strategies to help someone involved in an unhealthy violent relationship.

Develop strategies to protect themselves from common unintentional injuries.

Understandings:

Students will understand...

Good communication includes being able to articulate your honest thoughts and feelings, being a good listener, and being aware of how body language can affect how others interpret what is being said.

Essential Questions:

What are the characteristics of effective communication?

How do you communicate?

Are you a good listener?

Healthy relationships are based on trust, respect, and communication. Dysfunctional relationships are characterized by physical or verbal abuse, manipulation, disrespect or cruelty.

The characteristics of an effective communicator.

The characteristics of a healthy relationship.

The warning signs of unhealthy relationships.

The reality of Domestic and Dating violence in the United States.

Effective prevention and intervention strategies to address domestic violence and dating violence.

How to develop strategies to protect oneself from unintentional injuries.

How can a person effectively resolve conflicts?

What are the characteristics of healthy relationships?

What kinds of relationships do humans have?

What do healthy relationships look like?

What do unhealthy relationships look like?

What are the warning signs of an abusive relationship?

Where can you get help for yourself or a friend/family member who is in a dangerous relationship?

Assessment Evidence

Performance Tasks:

- Teacher Observation
- Class Notes
- Classwork
- Homework

Other Evidence:

- Informal Observation: Teacher will make random checks for comprehension through questions and answers, study guides, and pop quizzes that won't count towards their grade.
- Teacher Created Test/Quizzes: Students must pass formal quizzes and test on all information discussed and/or presented.
- Homework/Classwork

Benchmarks:

- Teacher made Quizzes
- Health 12 Benchmark Assessment (Test)

Learning Plan

Learning Activities:

Current Event Articles

Textbook Vocabulary

Group Discussion

Teacher generated worksheets

Teacher Lecture - PowerPoint

Small Group

Research Posters - Awareness Campaigns/Education

Resources:

Teacher made activities

Textbook: Comprehensive Health Chapter 15,16,17,18,19

Behavior Change Workshop

Critical Thinking Questions

Guest Speaker: Washington Township Fire Department

Comprehensive Health Textbook Videos online with Discussion

www.cdc.gov

www.webmd.com

www.skincancer.org

www.kidshealth.org

www.kahoot.com

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast family change that leads to stress. • Analyze the importance of maintaining individuality in a any relationship
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and define characteristics of a healthy relationship.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
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Unit Modifications for Special Population Students

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