



Burlington County Institute of Technology

Medford Campus

Westampton Campus

Health Curriculum

Department: Health & PE

Credits: 1.25

Revised: February, 2023

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Course Description

1. Health I

This curriculum is designed to provide the student with a foundation of information for making healthy lifestyle choices and to provide an understanding of how poor choices can lead to consequences that affect their lives and future. Subtopics include abstinence, sexuality, sexual abuse, commitment and family, reproductive systems, pregnancy/labor/childbirth, contraceptives and STDs.

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Curriculum Maps

Unit 1: Male and Female Reproductive System, Pregnancy

Desired Outcomes

Standards

- 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 syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 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.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
- 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.10: Analyze the short- and long-term consequences of sharing sexually explicit images



Enduring Understandings:

- 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.
- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
- There are many factors that influence how we feel about ourselves and the decisions that we make.
- Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.
- 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.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

Students will know:

Essential Questions:

- What is the function of the male and female reproductive system?
- What is the pathway the sperm travels?
- Where does fertilization and implantation take place?
- How will learning about influences on sexuality assist in your choices regarding sexual orientation?
- Why is it important to be comfortable with your sexuality?
- What are the short and long term consequences of sharing sexually explicit images?
- What are the signs and symptoms of pregnancy?
- What are the changes that occur during each trimester of pregnancy?
- How does puberty affect the body?
- What is ovulation and when does it occur?
- What changes occur during each trimester?
- What are the three stages of labor?
- What are the do's and don'ts during pregnancy?
- What development changes does the fetus go through during each trimester?
- What are reasons why a mother may have a cesarean section?
- What birthing options are available for women?

Students will be able to:



- Male and female reproductive system
- Puberty
- Ovulation and Menstruation
- Fertilization and Implantation
- Signs and symptoms of pregnancy
- Prenatal Care
- Growth and development of fetus throughout each trimester
- Stages of labor
- Birthing options
- Fetal-alcohol syndrome
- Safe Haven Laws: (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4)
-

- Explain the function of the male and female reproductive system.
- Explain menstruation, puberty and changes in the body that occur.
- Explain the ovulation process.
- Describe the different trimesters within pregnancy.
- Explain what the mother will experience in each stage of pregnancy.
- Explain proper prenatal care.
- Describe the fetal development in each trimester.
- Understand the birth process.
- Identify the three stages of labor.
- Describe the difference between natural birth and a cesarean.
- Define crowning, breech birth, ectopic pregnancy, epidural, dilation, placenta.
- Explain the effects of drug and alcohol use during pregnancy.

Assessment Evidence

Suggested Performance Tasks:

- Powerpoint, lecture, and project.
- Quizzes/Tests on the parts of the male and female reproductive systems, conception, labor and delivery.
- Miracle of Life video
- Identify the male and female reproductive parts and their functions.
- Pregnancy Group Project

Required District/State Assessments:

-

Suggested Formative/Summative Assessments:

- Tests and Quizzes
- Powerpoint presentations
- Completion of worksheets
- Individual/Group Projects



- Kahoot
- Teacher observation using scoring rubrics
- Jamboard
- Nearpod

Learning Plan

Learning Activities:

- Male and Female diagram challenge
 - *Label the parts of the male and female reproductive system*
- Pathway of sperm group challenge
 - *Students will be put into groups and given a specific part of the male reproductive system. They will be asked to get in the proper order in which sperm travels.*
- Show and discuss the video Miracle of Life.
 - *Discuss the stages of fetal development.*
- Pregnancy Group Project
 - *Students will be put into groups and complete a powerpoint on pregnancy signs and symptoms, changes in each trimester, benefits of exercise, and prenatal care. Students will then present as a group.*

Textbook:

Related Standards

Interdisciplinary connections

- Social Studies: 8 Billion and Growing
 - ⇒ 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.



Technology (NJSLS Career Readiness, Life Literacies, and Key Skills)

- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

NJ SEL Competencies

- Responsible Decision Making

Climate Change

- [8 Billion and Growing: World Population Milestones Throughout History](#)

Culturally Relevant Connections

- Use Media that Positively Depict a Range of Cultures:
 - Find age-appropriate media outlets from different cultures and languages to use in your curriculum. These outlets can be used to teach a differing perspective on a current or historical event.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Graphic organizers

ELL:

- Graphic Supports
- Interactive Supports

Enrichment

- Extended learning goals:
 - ⇒ [At Risk Teen Pregnancy Prevention Project](#)



Unit 2: STDs and Contraceptives

Desired Outcomes

Established Goals: NJSL

- 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.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.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).
- 2.3.12.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)

Enduring Understandings:

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- Healthy individuals demonstrate the ability to

Essential Questions:

- What is abstinence? Which is the only method that 100% protects you from STI?
- What is the most effective to least effective contraceptives and describe why?
- Which STD's are treatable and which are curable?
- How does decisions regarding sexual activity have long lasting effects on ones future lifestyle?



identify who, when, where and/or how to seek help for oneself or others.

- 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.

- What does STD stand for?
- How do vaccines prevent or control diseases?
- What is the only 100% effective form of contraceptive?
- Which common forms of STD's are bacterial and which are viruses?
- Why is it important for people to get tested if they think they may have contracted an STD?
- How can STD's be transmitted?

Students will know:

- The importance of abstinence
- Contraceptive use and options available
- The difference between surgical, barrier, and hormonal contraceptives.
- How STI's spread, the treatment, and how to prevent.
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

Students will be able to:

- What is abstinence? Which is the only method that 100% protects you from STI?
- What is the most effective to least effective contraceptives and describe why?
- Which STD's are treatable and which are curable?
- How do decisions regarding sexual activity have long lasting effects on one's future lifestyle?
- What does STD stand for?
- How do vaccines prevent or control diseases?
- What is the only 100% effective form of contraceptive?
- Which common forms of STD's are bacterial and which are viruses?
- Why is it important for people to get tested if they think they may have contracted an STD?
- How can STD's be transmitted?

Assessment Evidence



Suggested Performance Tasks:

- PowerPoint, lecture, and project

Required District/State Assessments:

-

Suggested Formative/Summative Assessments:

- Tests and Quizzes.
- PowerPoint presentations for projects.
- Completion of worksheets and handouts.
- Individual/Group Projects
- Kahoot
- JamBoard
- Nearpod

Learning Plan

Learning Activities:

- STI Transmission Activity
- (Prepare index cards, one per learner, with the following letters written very small on the back corner: - 2 cards—write “S” (which stands for STI) - 1 card—write “A” (which stands for Abstinence) - 2 cards—write “M” (which stands for Monogamy, meaning having sex faithfully with only one partner after both have been tested) - 2 cards—write “C” (which stands for condom) - All remaining cards—write “U” (which stands for unprotected). When you begin the lesson, quietly tell the learner you give the index card with an “A” on it to not sign anyone else’s index card, even if asked. Quietly tell the two learners who you give the index card with an “M” on it to only sign each other’s index cards and no one else, even if asked.) Students will notice how quickly an STI can be spread.
- Girl Positive video- Students will watch the video and complete a writing assignment.
- STI Project - Students will be in groups. Each group will choose one STI and will complete a project based off of the rubric.

Textbook:



Related Standards

Interdisciplinary connections

- Social Studies: 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

Technology (NJSLs Career Readiness, Life Literacies, and Key Skills)

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

NJ SEL Competencies

- Self-Awareness, Responsible Decision Making

Climate Change

- [Family Planning: Why it Matters](#)

Culturally Relevant Connections

- Justice (Family Planning)
- Using cooperative learning structures. Much information about different cultural and ethnic heritages cannot be attained through reading books. Only by knowing, working with, and personally interacting with members of diverse groups can students really learn to value diversity, utilize it for creative problem-solving, and develop an ability to work effectively with diverse peers (Johnson & Johnson, 2000).

Accommodations



Special Education/ 504/ At Risk Students
Accommodations & Modifications:

- Extended time
- Short, manageable tasks
- Study guides

ELL:

- Use whole group and pairs for lessons.
- Use physical models

Enrichment

- Extended learning goals:
⇒ [CDC Lesson](#)

Unit 3: Drugs and Alcohol

Desired Outcomes

Established Goals: NJSL

- 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.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
- 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.



- 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
- 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
- 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Enduring Understandings:

- The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.
- 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.
- Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.
- Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for

Essential Questions:

- What can help me avoid drug use, misuse, and/or abuse?
- What are the legal consequences of using alcohol, tobacco, illegal drugs or the misuse of prescription drugs?
- How does someone become addicted to drugs, and what are the signs of addiction?
- Why is it important to know the effects and dangers of alcohol, tobacco and other drugs?
- How will addictions affect a person's role in society?
- How does short term and long term chemical abuse affect dependence on the body?
- What refusal strategies can be used to avoid an unsafe situation?
- How does alcohol affect our driving skills?
- What are some of the influences of why people



recovery.

drink?

- Compare the physical and mental consequences of tobacco use.
- Discuss the benefits of a tobacco free lifestyle
- Develop strategies for preventing tobacco use

Students will know:

- Effects of tobacco on the body
- Drugs: Depressants and stimulants and their effects on the body
- Drug classifications
- Addiction
 - Risk factors
 - Signs and symptoms
 - Getting help
- Opioids
 - Define opioids
 - Dangers of misuse and abuse
 - Addiction
 - Opioid crisis
- Marijuana
 - Medical vs recreational
 - How it affects the body
- Alcohol
 - Alcoholism
 - Long-term and short-term health risks
 - Dangers of drinking and driving
- Drug use affecting social health
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A.

Students will be able to:

- Identify the risk of alcohol abuse and how it affects the body
- List the consequences for underage drinking.
- List the harmful substance in tobacco and tobacco smoke
- Examine the harmful effects of tobacco use on the body
- Compare the physical, mental, legal consequences of tobacco use Discuss the benefits of a tobacco free lifestyle
- Develop strategies for preventing tobacco use
- Examine the reasons why some teens choose to smoke
- Examine laws, policies, and practices that help prevent tobacco related disease
- Identify factors that influence decisions about alcohol use and your health
- Examine the physical, mental/emotional, social and legal consequences of alcohol use



18A:40A-1)

Assessment Evidence

Suggested Performance Tasks:

- PowerPoint, lecture, project
- Informative Youtube clips (Long term effects of drug and alcohol use)
- Video - Alcohol - Drugged High on Alcohol

Required District/State Assessments:

-

Suggested Formative/Summative Assessments:

- Tests and Quizzes.
- PowerPoint presentations for projects.
- Completion of worksheets and handouts.
- Individual/Group Projects
- Kahoot
- JamBoard
- Nearpod

Learning Plan

Learning Activities:

- Group Skit
 - Through role playing, demonstrate refusal strategies regarding alcohol, tobacco and/or drugs and the benefits of choosing not to use them.
- Anti-Vaping Poster
 - Students will research facts about vaping and design a creative poster that brings awareness to the risks associated with vaping.
- Group Research Project
 - Students will be given a specific drug group (stimulants, opiates, inhalants, club drugs) to research and present the effects on the body, as well as trends and statistics.
- Alcohol - Drugged High on Alcohol



- Students will watch a video about the scary reality of what excess alcohol consumption and binge drinking can do to you. Students will reflect on the video by answering questions.
- <https://www.hollywoodhighschool.net/apps/video/watch.jsp?v=119466>

Textbook:

Related Standards

Interdisciplinary connections

- ELA/Research: NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Technology (NJSL Career Readiness, Life Literacies, and Key Skills)

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

NJ SEL Competencies

- Social Awareness, Responsible Decision Making

Climate Change

- N/A



Culturally Relevant Connections

- Use Media that Positively Depict a Range of Cultures: Find age-appropriate media outlets from different cultures and languages to use in your curriculum. These outlets can be used to teach a differing perspective on a current or historical event.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Graphic Organizers
- Partnering
- Extra Response Time

ELL:

- Honor students' background knowledge
- Pictures and photographs

Enrichment

- Extended learning goals:
⇒ [Is this Legit? Accessing Valid and Reliable Health Information](#)

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Resources

Textbook: Carter, John, et al, Algebra 1, Glencoe, McGraw-Hill, 2010 (Medford) and 2012 (West)

POR Textbook: Randall, Kennedy, & Hall, Algebra 1, Prentice Hall, Pearson, 2011 (ISBN: 978-0-7854-6917-9)

Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.