

Ocean Academy Charter High School
Curriculum Guide
Grade 11



Original Adoption:	August, 2026
Created by:	Elise Dugan, Amy LaBarca & PE Committee

Ocean Academy Charter High School Health Education Curriculum	
Content Area: Health Education	
Course Title: Substance Abuse	Grade Level: 11
Unit 1: Substance Use and Responsible Decision Making	About 7 days
Unit 2: Alcohol	About 9 days
Unit 3: Drug Education and Healthy Choices	About 9 days

Introduction

OCEAN ACADEMY CHARTER HIGH SCHOOL Unit 1 Overview	
Content Area: Health	
Unit 1 Title: Substance Use and Responsible Decision Making	Duration: 7 days
Target Course/Grade Level: Grade 11	

Unit 1 Introduction:
<u>NJDOE Comprehensive Health and Physical Education</u> Making informed decisions is an important part of maintaining personal health and well-being. The choices individuals make, particularly when faced with peer pressure or situations that require quick decisions, can have lasting effects on their quality of life. Students will explore how personal values, knowledge, and responsible decision-making skills can guide healthy choices. Students will also examine the purpose and effects of commonly used medications. A drug is any substance that can produce physical, mental, or emotional changes in the body. The unit will address

common over-the-counter and prescription medications, including analgesics, sedatives, and stimulants, while emphasizing the importance of understanding dosage, possible side effects, allergies, and psychoactive effects.

The harmful effects of tobacco use will also be explored. Nicotine is an addictive substance that can affect both the body and brain, making tobacco use difficult to stop. Students will examine the health risks associated with smoking and smokeless tobacco, as well as the dangers of exposure to secondhand smoke. Through these topics, students will develop a greater understanding of how substance use and personal choices can influence long-term health.

Disciplinary Concepts for CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

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

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Alcohol, Tobacco and Other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community

-Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards

in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

- Consent (N.J.S.A. 18A:35)
- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Suicide Prevention (N.J.S.A. 18A: 6-111)

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information

regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Practices for Comprehensive Health and Physical Education

Ocean Academy Charter High School
Curriculum Guide
Grade 11

Relationship	Self -Awareness
- Acting as responsible and contributing member of society - Building and maintaining healthy relationships - Communicating clearly and effectively (verbal and nonverbal) - Resolving conflict	- Attending to personal health, emotional, social and physical well-being - Engaging in an active lifestyle - Making decisions - Managing-self - Setting goals - Using technology tools responsibly
Unit 1 Focus Standards NJDOE Comprehensive Health and Physical Education	
Disciplinary Concepts: Alcohol, Tobacco, and Other Drugs (ATD) Dependency, Substances Disorder, and Treatment (DSDT) Personal Safety (PS) Personal Growth and Development (PGD) Health Conditions, Diseases and Medicines (HCDM) Emotional Health (EH)	
Core Ideas	Performance Expectations
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.	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.
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	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

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	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.
• Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.	• 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).
• 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.	• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to 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.	• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
• The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	• 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.
• Mental health conditions affect individuals, family members, and communities.	• 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
• Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	• 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).

Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

- RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 1 Computer Science and Design Thinking

Standards Below are examples only remove them if they do not apply

Disciplinary Concepts

Engineering Design (ED)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas

Performance Expectations

Ocean Academy Charter High School
Curriculum Guide
Grade 11

Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 1 NJSLS-CTE	
Anchor Standards Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. 9.3.12.ED-TT.5: Establish a positive climate to promote learning 9.3.12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.
<u>Unit 1 Career Readiness, Life Literacies, and Key Skills</u> Standards 9.1, 9.2, and 9.4 - 9.1 is financial literacy and may not apply	
Disciplinary Concepts Career Awareness- 9.2 Creativity and Innovation 9.4 Critical Thinking and Problem-solving 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Unit 1 Evidence of Student Learning	
Performance Tasks/Use of Technology: - Research and create a presentation on the effects and risks of a selected drug or substance - Analyze real-world scenarios involving substance use and responsible decision-making - Develop an infographic or public service announcement focused on drug awareness and prevention - Compare the short- and long-term effects of different substances	Other Assessments: Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation - Reflections/ Journal - Class Discussion Summative: - Student participation - Final Exam - Final Project Alternative - Partner Evaluations

Ocean Academy Charter High School
Curriculum Guide
Grade 11

• Evaluate reliable sources and identify misinformation related to drug use • Complete interactive drug education activities and digital assessments • Analyze videos, news reports, and case studies related to substance use • Conduct a research-based project examining the impact of drugs on individuals, families, and communities • Create a digital awareness campaign promoting healthy choices and prevention • Use Google Docs, Slides, and Forms to research, collaborate, present, and assess learning • Utilize educational videos and interactive digital platforms to reinforce key concepts	
Unit 1 Knowledge and Skills	
Essential Questions: • How can individuals make informed and responsible choices when using medications? • What are the potential effects of tobacco use on overall health? • How can healthy strategies help us manage stress and challenging situations? • What makes the misuse of medication different from medication abuse? • In what ways can tobacco and vaping impact physical, emotional, and social well-being? • What are the similarities and differences between vaping and traditional tobacco use?	
Unit Enduring Understandings	Unit Learning Targets (Objectives)
<i>Students will know...</i> • Tobacco, vaping, and e-cigarette use can have lasting effects on physical,	<i>Students will be able to...</i> • Describe healthy strategies for managing stress and responding to challenging

Ocean Academy Charter High School
Curriculum Guide
Grade 11

emotional, and social well-being. • Understanding the risks associated with medication misuse can help individuals make safer and more responsible health decisions. • Healthy alternatives to smoking can provide effective ways to manage stress and difficult emotions. • Both prescription and over-the-counter medications can pose health risks when they are not used properly or as directed.	situations. • Compare the effects and potential risks associated with smoking, vaping, and e-cigarette use. • Examine how tobacco and nicotine use can influence physical, emotional, and social health. • Classify common types of medications and explain how their effects may vary from person to person.
Unit 1 Instructional Plan	
Suggested Activities	Resources
• Apply a decision-making model to real-life situations. • Explain how personal values influence healthy choices. • Identify how current health behaviors can affect future quality of life. • Distinguish between drug use, misuse, and abuse. • Describe common types and purposes of over-the-counter and prescription medications. • Identify factors that can influence how medications affect the body. • Explore non-drug alternatives for managing pain. • Examine the short- and long-term health effects of smoking. • Compare secondhand and sidestream smoke exposure. • Identify health conditions associated with tobacco use. • Practice effective ways to respond to unwanted tobacco exposure. • Explore strategies and resources for overcoming nicotine dependence.	• Textbook • YouTube videos • Nonfiction articles from Newsela and ReadWorks
Unit 1 Suggested Options for Differentiation	
<i>Multilingual Learners</i> • Pair ML student with student who speaks English and understands/ able to communicate with	

student's native language

- Simplify content
- Google Translator
- Google Classroom in native language, if available
- Communicate with ESL teacher

Special Education

- Modify speed of lesson
- Simplify movements
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with breaks from class when needed
- Provide a variety of size manipulatives to accommodate student needs
- Allow access to CST/counselor

Students with 504 Plans

- Modify speed
- Simplify movements
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with breaks from class when needed
- Provide a variety of size manipulatives to accommodate student needs
- Allow access to CST/counselor

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo
- Challenge with extra assignment(s)
- Ask student to share their work/discoveries with peers
- Pair with a peer who can benefit from his/her expertise

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Communicate with...
 - Family
 - Guidance
 - CST
 - Administration
 - The student

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions

- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 1 Core Instructional and Supplemental Materials:

- Chromebooks
- Notebooks
- Textbooks
- Pen/Pencils

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

Ocean Academy Charter High School
Curriculum Guide
Grade 11

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Teacher Notes:

Ocean Academy Charter High School
Unit 2 Overview

Content Area: Health Education

Unit 2 Title: Alcohol

Duration: 9 days

Target Course/Grade Level: Grade 11

Unit 2 Introduction:

Alcohol use can have significant effects on a person's physical health, brain development, emotions, relationships, and ability to make responsible decisions. In this unit, students will examine both the immediate and long-term consequences of alcohol use and explore how alcohol can influence judgment, coordination, and other skills necessary for safe decision-making. Students will also consider how alcohol use can affect not only the individual but also families, friends, and the broader community.

Students will investigate the laws and regulations surrounding alcohol use and examine the risks associated with drinking and driving. The unit will also explore the connection between alcohol use and mental health, including how substance use can contribute to or interact with emotional and behavioral challenges. Through discussion, research, scenarios, and other activities, students will develop an understanding of the consequences of alcohol use and the importance of making informed, responsible choices that support long-term health and well-being.

Unit 2 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

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

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Alcohol, Tobacco and Other Drugs-

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community

-Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

- Consent (N.J.S.A. 18A:35)
- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Suicide Prevention (N.J.S.A. 18A: 6-111)

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on

the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Relationship	Self -Awareness
- Acting as responsible and contributing member of society - Building and maintaining healthy relationships - Communicating clearly and effectively (verbal and nonverbal) - Resolving conflict	- Attending to personal health, emotional, social and physical well-being - Engaging in an active lifestyle - Making decisions - Managing-self - Setting goals - Using technology tools responsibly

Unit 2 Focus Standards <u>NJSLS CHPE</u>	
Disciplinary Concepts: Alcohol, Tobacco, and Other Drugs (ATD) Dependency, Substances Disorder, and Treatment (DSDT) Personal Safety (PS) Personal Growth and Development (PGD) Health Conditions, Diseases and Medicines (HCDM) Emotional Health (EH)	
Core Ideas	Performance Expectations
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.	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.
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	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.

Ocean Academy Charter High School
Curriculum Guide
Grade 11

• Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.	• 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).
• 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.	• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to 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.	• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
• The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	• 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.
• Mental health conditions affect individuals, family members, and communities.	• 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

Unit 2 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

- RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 2 [Computer Science and Design Thinking NJSL](#)

The following are examples and can be removed or changed

Disciplinary Concepts

Engineering Design

Interactions of Technology and Humans

Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements,	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability,

Ocean Academy Charter High School
Curriculum Guide
Grade 11

specifications, and constraints.	economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 2 NJSLS-CTE	
Core Ideas	Performance Expectations

Ocean Academy Charter High School
Curriculum Guide
Grade 11

Education and Training Career Cluster Teaching and Training	● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.
Unit 2 <u>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</u> NJSLS 9.2 and 9.3	
Disciplinary Concepts Career Awareness and Planning 9.2 Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Ocean Academy Charter High School
Curriculum Guide
Grade 11

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Cultivating online reputations for employers and academia requires separating private and professional digital identities	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Unit 2 Evidence of Student Learning

Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Google Slides - Cell phones - Edpuzzle - YouTube - ChromeBooks - Video Technology	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation - Reflections/ Journal - Class Discussion
---	---

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - Partner Evaluation
Unit 2 Knowledge and Skills	
Essential Questions: • In what ways can alcohol use influence judgment and everyday choices? • What impact can alcohol have on the developing brain? • How can alcohol consumption affect a person's overall health and well-being? • Why is drinking and driving especially dangerous? • What are the possible short- and long-term effects of alcohol use? • What relationship can exist between alcohol misuse and mental health?	
Unit Enduring Understandings	Unit Learning Targets (Objectives)
<i>Students will know...</i> • Alcohol use can affect relationships, emotional health, finances, physical health, and overall well-being. • Alcohol can interfere with brain function, judgment, coordination, and decision-making. • Excessive or prolonged alcohol use can result in serious short-term and long-term health consequences. • Understanding laws and regulations related to alcohol can help individuals make informed and responsible choices. • Alcohol misuse can have consequences that extend beyond the individual and affect families, friends, and communities. • Substance use and mental health can influence one another in complex ways.	<i>Students will be able to..</i> • Analyze how alcohol can affect the brain, body, emotions, and behavior. • Describe immediate and lasting consequences associated with alcohol use. • Examine how alcohol can influence judgment, reaction time, and decision-making. • Summarize laws and regulations governing alcohol use in the United States. • Explain the dangers and potential consequences of drinking and driving. • Evaluate how alcohol misuse can impact an individual and those around them. • Describe connections between alcohol use and mental health.
Unit 2 Instructional Plan	

Ocean Academy Charter High School
Curriculum Guide
Grade 11

Suggested Activities	Resources
● Alcohol and Decision-Making Scenarios: Analyze realistic situations involving alcohol use and identify possible risks, consequences, and healthier choices. ● Impairment Simulation Activity: Use impairment simulation goggles to complete simple coordination, balance, and reaction-time tasks, followed by a reflection on how intoxication can affect everyday activities. ● Binge Drinking Case Studies: Examine fictional scenarios involving binge drinking and identify immediate dangers, potential long-term consequences, and strategies for preventing risky situations. ● Alcohol and the Body Research: Research health conditions associated with long-term alcohol misuse and create a visual presentation, infographic, or digital fact sheet. ● Media Analysis: View age-appropriate clips or educational segments about alcohol addiction and evaluate how substance use can affect individuals, relationships, and communities. ● Refusal Skills Role-Play: Practice different communication techniques for responding to peer pressure, including assertive refusal, suggesting alternatives, and removing oneself from an unsafe situation. ● Stages of Alcohol Use and Dependence: Explore the progression of alcohol misuse and dependence through a case-study activity, identifying warning signs and possible opportunities for intervention. ● Alcohol Effects Investigation: Create a body-system chart showing how alcohol can influence the brain, nervous system, coordination, judgment, and other areas of health.	● Online Applications(Eg. Edmodo Kahoot) ● Textbook ● YouTube videos ● Newsela and ReadWorks nonfiction articles/comprehension activities

- **Prevention and Support Resource Project:** Research healthy alternatives to alcohol use and identify trusted resources, support systems, and strategies for making responsible decisions.

Unit 2 Suggested Options for Differentiation

Multilingual Learners

- Pair ML student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Google Classroom in native language, if available
- Communicate with ESL teacher

Special Education

- Modify speed
- Simplify movements
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with breaks in class if needed
- Provide a variety of size manipulatives to accommodate student needs
- Allow access to CST/counselor

Students with 504 Plans

- Modify speed
- Simplify movements
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with breaks in class if needed
- Provide a variety of size manipulatives to accommodate student needs
- Allow access to CST/counselor

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo
- Challenge with extra assignment(s)
- Ask student to share their work/discoveries with peers
- Pair with a peer who can benefit from his/her expertise

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence

- Independence
- Enjoyment
- Communicate with...
 - Family
 - Guidance
 - CST
 - Administration
 - The student

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Chromebooks
- Notebooks
- Textbooks
- Pen/Pencils
- “Drunk Goggles”

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Ocean Academy Charter High School
Curriculum Guide
Grade 11

- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Teacher Notes:

- Progression/ Regression of students' skills

Ocean Academy Charter High School
Unit 3 Overview

Content Area: Health Education

Unit 3 Title: Drug Education and Healthy Choices

Duration: 9 Days

Target Course/Grade Level: Grade 11

Unit 3 Introduction:

Understanding the effects and risks of drug use is an important part of making informed decisions about personal health. In this unit, students will examine psychoactive substances and how they can influence the brain, mood, behavior, judgment, and relationships. Students will explore several categories of drugs, including stimulants, marijuana and hashish, inhalants, narcotics, sedative-hypnotics, hallucinogens, designer drugs, and anabolic steroids. The potential short- and long-term consequences associated with these substances will be discussed.

Students will also investigate the development of drug dependence and the challenges associated with addiction. Particular attention will be given to opioids and the serious impact opioid misuse has had on individuals, families, and communities. Students will learn about risk factors, warning signs, prevention strategies, and the importance of seeking professional support when substance use becomes difficult to control.

As part of the unit, students will become knowledgeable about a selected drug or substance through an independent research project. Each student will investigate their assigned topic using reliable sources and share their findings with classmates. Research may be presented through digital slideshows, visual aids, infographics, or other appropriate technology. This project will allow students to become informed about the risks associated with drug use and consider how education, healthy choices, and prevention can help reduce substance-related harm.

Unit 3 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

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

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Alcohol, Tobacco and Other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community

-Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

-Consent (N.J.S.A. 18A:35)

-Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

-Accident and Fire Prevention (N.J.S.A. 18A:6-2)

-Cancer Awareness (N.J.S.A. 18A:40-33)

-Dating Violence Education (N.J.S.A. 18A: 35-4.23a)

-Domestic Violence Education (N.J.S.A. 18A:35-4.23)

-Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

-Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)

-Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

-Suicide Prevention (N.J.S.A. 18A: 6-111)

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1.The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders

(AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Relationship	Self -Awareness
- Acting as responsible and contributing member of society - Building and maintaining healthy relationships - Communicating clearly and effectively (verbal and nonverbal) - Resolving conflict	- Attending to personal health, emotional, social and physical well-being - Engaging in an active lifestyle - Making decisions - Managing-self - Setting goals - Using technology tools responsibly
Unit 3 Focus Standards CHPE-NJSLS	
Disciplinary Concepts: Alcohol, Tobacco, and Other Drugs (ATD) Dependency, Substances Disorder, and Treatment (DSDT) Personal Safety (PS) Personal Growth and Development (PGD) Health Conditions, Diseases and Medicines (HCDM) Emotional Health (EH)	
Core Ideas	Performance Expectations
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.	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

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	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.
Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.	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).
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.	2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to 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.	2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
The decisions one makes can influence an individual's growth and development	2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain

Ocean Academy Charter High School
Curriculum Guide
Grade 11

in all dimensions of wellness.	development and impact physical, social, and emotional stages of early adulthood.
Mental health conditions affect individuals, family members, and communities.	2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	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).
Unit 3 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science	
- RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. - RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). - RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. - SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile,	

Ocean Academy Charter High School
Curriculum Guide
Grade 11

and analogy to manage the complexity of the topic.

- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 1 Computer Science and Design Thinking Standards

Disciplinary Concepts

- 8.2 Engineering Design
- 8.2 Interaction of Technology and Humans

Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	• 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	• 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). • 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	• 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number & Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Disciplinary Concepts Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World	
Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements,	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety,

Ocean Academy Charter High School
Curriculum Guide
Grade 11

specifications, and constraints.	reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Unit 3 NJSL5-CTE	
Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. 9.3.12.ED-TT.4: Identify materials and

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in
<u>Unit 3 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness- 9.2 Creativity and Innovation 9.4 Critical Thinking and Problem-solving 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Cultivating online reputations for employers and academia requires separating private and professional digital identities.	● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
With a growth mindset, failure is an important part of success.	● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and

Ocean Academy Charter High School
Curriculum Guide
Grade 11

	ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
Unit 3 Evidence of Student Learning	
Performance Assessments/Uses of Technology: - Conduct an individual drug research project using reliable online sources and present findings to the class. - Use Google Classroom to access assignments, research resources, project guidelines, and submit completed work. - Use Google Docs to organize research notes, record sources, and develop written components of the drug research project. - Create a Google Slides presentation highlighting the effects, risks, and consequences of a selected drug or substance.	Other Assessments: Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation - Reflections/Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project

Ocean Academy Charter High School
Curriculum Guide
Grade 11

- | | |
|--|--|
| <ul style="list-style-type: none">• Use Google Forms for pre-assessments, research reflections, and knowledge checks throughout the unit.• Analyze educational YouTube videos and complete guided questions related to drug use, addiction, prevention, and decision-making.• Complete Edpuzzle activities that require students to respond to questions while viewing drug education videos.• Use Chromebooks to research drug classifications, effects, warning signs, prevention strategies, and available support resources.• Use cell phones to complete approved research activities, interactive polls, surveys, and digital review activities.• Create a short drug awareness video or public service announcement using available video technology.• Evaluate websites and digital sources for accuracy, credibility, and reliability when conducting health research.• Create an infographic, informational poster, or other multimedia product focused on drug awareness and prevention. | |
|--|--|

Ocean Academy Charter High School
Curriculum Guide
Grade 11

Complete a case-study activity examining how drug use can affect an individual, family, and community.	
Unit 3 Knowledge and Skills	
Essential Questions: - How can substance use influence a person’s overall health and well-being? - What role does the media play in shaping attitudes and perceptions about drugs? - How can individuals manage stress and difficult situations without turning to substances? - What are the legal and illegal substances people may encounter, and how are they regulated? - How can drug use contribute to injuries, illness, or other serious health consequences? - What resources and support systems are available to individuals struggling with substance use?	
Enduring Understandings: <i>Students will know...</i> - Substance use can have lasting effects on physical, emotional, mental, and social health. - Media messages, peers, family, and other social influences can shape attitudes toward drug use. - Drug use may increase the risk of injury, disease, addiction, and other serious consequences. - Drugs can be grouped into different classifications based on their effects on the body and brain. - There are healthy and effective alternatives for managing stress and difficult emotions. - Seeking support from trusted individuals and professional resources can be an important part of addressing substance use and addiction.	Learning Targets: <i>Students will be able to..</i> - Describe how different substances can affect the body, brain, behavior, and relationships. - Examine how media and other influences can shape perceptions of drug use. - Compare various drug classifications and their potential effects. - Identify the possible short- and long-term consequences associated with substance use. - Demonstrate healthy strategies for coping with stress without relying on drugs. - Identify trusted resources and sources of professional help for individuals experiencing substance-related problems. - Distinguish between legal and illegal substances and explain why laws and regulations exist.
Unit 3 Instructional Plan	
Suggested Activities	Resources
Participate in structured class discussions and debates about drug use, prevention, addiction, and the impact of substance use on individuals	- Online Applications(Eg. Edmodo Kahoot) - Textbook - YouTube videos

Ocean Academy Charter High School
Curriculum Guide
Grade 11

and communities. - Analyze realistic scenarios involving peer pressure, drug use, and decision-making, and identify healthy alternatives and possible consequences. - Examine the short-term and long-term effects that different drugs can have on the brain, body, behavior, relationships, and overall health. - Investigate the process of substance dependence and identify factors that may contribute to the development of addiction. - Explore how substance misuse can affect families, schools, workplaces, communities, and society as a whole. - Research treatment and recovery options available to individuals experiencing substance dependence, including the role of medical and professional support. - Identify healthy strategies for managing stress, coping with challenges, and responding to peer pressure without using drugs. - Analyze current statistics and reliable health information related to opioid misuse and other substance-use concerns. - View appropriate educational videos or documentaries related to drug use and addiction and respond to guided questions demonstrating understanding of the material. - Reflect on the potential impact of substance addiction on individuals, families, friendships, and future opportunities through written responses or class discussion. - Practice refusal skills and effective communication strategies for responding to situations involving peer pressure or unwanted drug use. - Develop ideas for becoming informed and proactive members of the community by promoting drug	Newsela and ReadWorks nonfiction articles/comprehension activities
---	--

awareness, prevention, and healthy decision-making. 13. Work with a partner or small group to teach classmates about a selected drug, its effects, risks, and prevention strategies. 14. Receive individual or small-group feedback during the planning and development stages of research projects and presentations. 15. Participate in peer review activities to provide constructive feedback on research, presentation materials, and prevention projects. Research Project: ● Select or receive an assigned drug or substance and conduct an in-depth investigation using reliable and credible sources. ● Develop a research paper or comprehensive written report addressing the drug's classification, effects, risks, potential for dependence, and impact on individuals and society. ● Organize research findings into a digital presentation, infographic, poster, or other appropriate multimedia format. ● Present research findings to the class in a teaching-style presentation, using visual aids and technology to communicate important information clearly and accurately. ● Compare and contrast several types of drugs by examining their effects, risks, methods of use, potential for dependence, and consequences. ● Evaluate the credibility of sources used during the research process and distinguish reliable health information from misinformation. ● Conclude the project by identifying prevention strategies, healthy alternatives, and resources that can help reduce the risks associated with	
--	--

substance use.	
Unit 3 Suggested Options for Differentiation	
<i>Multilingual Learners</i> ● Pair ML student with student who speaks English and understands/ able to communicate with student's native language ● Simplify content ● Google Translator ● Google Classroom in native language, if available ● Communicate with ESL teacher <i>Special Education</i> ● Modify speed ● Simplify movements ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Provide student with breaks in class if needed ● Provide a variety of size manipulatives to accommodate student needs ● Allow access to CST/counselor <i>Students with 504 Plans</i> ● Modify speed ● Simplify movements ● Follow 504 plan ● Provide manipulatives or the opportunity to draw solution strategies ● Provide student with breaks in class if needed ● Provide a variety of size manipulatives to accommodate student needs ● Allow access to CST/counselor <i>Gifted and Talented</i> ● Challenge with additional movements ● Challenge with increased tempo ● Challenge with extra assignment(s) ● Decreased rest period ● Ask student to share their work/discoveries with peers ● Pair with a peer who can benefit from his/her expertise <i>Students at Risk of School Failure</i> ● Students Motivation ○ Interest ○ Build confidence ○ Independence ○ Enjoyment ● Communicate with... ○ Family ○ Guidance	

- CST
- Administration
- The student

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Chromebooks
- Notebooks
- Pens/Pencils

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

Ocean Academy Charter High School
Curriculum Guide
Grade 11

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Teacher Notes: