

Black Horse Pike Regional School District

Course Name: **9th grade Health**

Unit 1: Wellness

updated 2024

Unit 1 Overview

This section describes WHAT comprises the unit in terms of content and student learning.

This unit is designed to guide students' understanding of personal wellness, decision making, and nutrition. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about how decision making can impact their overall wellness. It allows space for students to explore their own personal values and how those values impact their decisions and well-being. This unit uses inquiry to engage students in learning processes that develop critical thinking about how to achieve a healthy lifestyle and what a healthy lifestyle means to them. Students will analyze and evaluate nutritional choices and determine what nutrients are necessary to sustain their healthy lifestyle. Students will create real world connections with their own personal health and well-being as well as compare experiences of others relevant to the culture of learners in the classroom. Students will have agency to create and develop personalized wellness plans that include managing emotions and utilizing resources throughout the school to assist them in achieving a healthy lifestyle. Assessment will engage students in decision making and be used to evaluate their understanding of key vocabulary and application of ideas to their own personal wellness.

Essential Questions:

These questions establish WHY students are learning about the particular content;

- How do we know how to make good decisions?
- How can a person's decisions impact their wellness?
- How do beliefs, ethics, or values influence different people's behavior?
- How do individuals develop values and beliefs?
- How do we learn to understand and respect diverse values of others?
- What does lifelong wellness look like to you?
- In order to achieve lifelong wellness, what should I plan for and what should I just let happen?
- What makes food healthy?
- How do my nutritional choices affect my overall wellness?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

1. *The decisions one makes can influence an individual's growth and development in all dimensions of wellness.*

- *Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. (2.1.12.PGD.1)*
- *Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. (2.1.12.PGD.2)*
- *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). (2.3.12.HCDM.6)*

STUDENTS WILL BE ABLE TO:

- Define each of the 7 dimensions of wellness
- Evaluate their own personal wellness
- Create a plan to maintain and improve the 7 dimensions of wellness to promote a balanced and healthy lifestyle.
- Develop an understanding of what a healthy active lifestyle looks like for them
- Define unhealthy and healthy behaviors
- Identify risky behaviors that high school aged students may encounter on a daily basis
- Identify personal values and establish a respect for the diverse values of others
- Understand how personal values impact decision making
- Develop decision making skills that support a healthy lifestyle

2. The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.

- Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. **(2.2.12.N.2)**
- Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. **(2.2.12.N.3)**
- Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide. **(2.2.12.N.1)**
- Implement strategies and monitor progress in achieving a personal nutritional health plan **(2.2.12.N.4)**.
- Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. **(2.2.12.N.5)**

STUDENTS WILL BE ABLE TO:

- Determine their daily caloric intake based on their personal goals and activity levels
- Identify current fad diets and evaluate their sustainability
- Understand how body image affects a person's eating habits and exercise behaviors
- Identify foods in each of the nutrient classes and how much to consume daily
- Utilize MyPlate.gov to create ideas of healthy food options.
- Evaluate food plans for a variety of people who have particular health conditions, demonstrating consideration of the impact organic and plant based foods would have on their health and lifestyle.
- Create a personalized plan that includes consideration of food choices and how to build healthy habits.

3. Healthy individuals demonstrate the ability to regulate participation in public forums to prevent damaging impact on character and are able to manage interpersonal conflicts in constructive ways.

- Describe strategies to appropriately respond to stressors in a variety of situations **(2.1.12.EH.3)**
- Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. **(2.1.12.EH.1)**
- Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. **(2.3.12.PS.2) (2.3.12.PS.10)**
- Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). **(2.3.12.PS.8)**
- Evaluate strategies to use social media safely, legally, and respectfully. **(2.3.12.PS.9)**
- Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

STUDENTS WILL BE ABLE TO:

- Analyze various ways to handle stress and support emotional health
- Examine how a family might cope with crisis or change (divorce, neglect, abuse, etc) and suggest ways to restore family balance and function.
- Understand how families can be composed of a variety of individuals and that not every family "looks" the same.
- Identify mental health resources available to help support an individual or family inside and out of school.
- Understand the importance of effective communication in personal and professional relationships.
- Evaluate examples of social media posts and text messages to analyze possible motivation and identify consequences.
- Develop skills to effectively communicate with diverse individuals, especially when using social media and other digital communication devices.

Assessments:

This section establishes HOW student learning will be evaluated.

Formative Assessments:

- Warm Up & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Classwork assignments
- Quiz: Health & Wellness; Decision Making/Risky Behaviors; Nutrition; Relationships

Summative Assessments:

- Personal Nutrition Assessment
- Test on Health and Wellness Unit

Instructional Strategies & Unit Resources:

Content:

Health and Wellness

- *Physical, Mental, Social*
 -  *Dimensions of Health-buncee examples*
- *7 Dimensions of Wellness*
 -  *7 Dimensions of Wellness*
 -  *7 Dimensions of Wellness Questions* (Interactive assignment. Dimensions of wellness will be hung up around the classroom and when the teacher asks each question students will walk and stand in front of the dimension that represents them for that specific question. Students can volunteer to explain why they selected that particular dimension. This activity teaches respect and promotes a deeper understanding of the dimensions of wellness.)

Values/Decision Making

-  *Me to a Tee*
-  *DECIDE Process*
-  *DECIDE Scenarios*

Families

-  *FamilyPP.ppt*
-  *Mrs. Doubtfire Day 1*  *Mrs. Doubtfire day 2*  *Mrs. Doubtfire Day 3*

Nutrition

- *6 Types of Nutrients*
 -  *Nutrition PP w/ video*
- *Reading Nutrition Labels/Portion Sizes*
 -  *Nutrition Label Guide*

- [Nutrition Label Worksheet](#)
- Making Healthy Choices
 - [Virtual Grocery Store](#) [Virtual Grocery Store Assignment](#)
 - Choice of Fat, Sick, and Nearly Dead or Supersize Me

Materials and Supplies:

Powerpoint/Google Slide presentations

Worksheets

Videos which include:

Super Size Me

That Sugar Film

Fat, Sick, and Nearly Dead

For additional resources: [Freshman Health Google Drive folder - Materials, & Assignments](#)

Vocabulary

Tier 2 (high-frequency words used throughout the unit) - Respect;-Diversity;-Health;-Wellness;-Personal; Relationships, Values

Tier 3 (discipline-specific words used throughout the unit): Physical;Emotional/Mental; Spiritual; Environmental;Intellectual;Occupational;Social; Nutrients

Accommodations & Modifications

Special Education and/or 504 Accommodations and Modifications for Assignments & Assessments:

- Extended time if needed
- Use of word bank and/or guided notes
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assignments or assessments visually appealing (proper amount of spaces between sections, enlarge font)
- Chunk sections of assignments or assessments and/or reduce the quantity of sections if needed
- Reduce quantity of written assignments if needed - Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

ELL Accommodations and Modifications for Assignments & Assessments:

- Provide a variety of concrete examples from familiar contexts
- Build background knowledge of content and vocabulary through familiar contexts prior to readings.
- Provide oral and written instructions.
- Word Bank with visual aids for understanding language
- Extended time, chunking of assignments.
- Provide a copy of notes with visual aids

G&T Accommodations and Modifications

- Provide assignment choices that require more detail and deeper understanding.
- Use inquiry-based practices and allow students opportunities to conduct additional research.
- Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

Language Arts:

W.SE.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Technology Literacy:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

21st Century Career:

9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

Unit 2 Overview

This unit is designed to guide students' understanding of the various types of drugs as well as their long and short term side effects. Students will be provided with information about the most commonly abused drugs in today's society and how they each affect the body. Decision making is a big part of the battle that teenagers struggle with in their attempts to live a healthy lifestyle. Making poor decisions can lead to an increased risk factor in their health. Instructional design and discussion seeks to guide students in their consideration of making good decisions in the face of peer pressure. Developing multiple perspectives about addiction and drug use can be the forefront of our stance against using drugs and alcohol, especially during adolescent years. Inquiry is used to engage students in learning processes that develop critical thinking about the susceptibility of drug use and its impact on an individual's health, family and society. Students will analyze and evaluate current trends and ways to avoid falling into the world of addiction, abuse, and dependency. Students will use real world connections from their own personal experiences in order to better understand how drugs and alcohol not only affect the user, but also everyone around them. Students will create a respectful environment so that their peers feel comfortable having discussions about these sensitive topics that may hit home. Assessment will engage students in demonstrating their understanding of the various types of drugs and their adverse effects. As well as, will be used to help individuals make the appropriate decisions about their overall health.

Essential Questions:

- Why do we sometimes take risks that can cause harm to ourselves or others?
- How do I overcome negative influences when making decisions about my personal health?
- Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?
- How do I make the "right" decision in the face of peer pressure, media, and other pressures?
- Why does one person become an addict and another does not?

Learning Targets & Standards

1. **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.**
 - *Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. (2.3.12.ATD.1)*
 - *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.2)*
 - *Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. (2.3.12.ATD.3)*
 - *Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. (2.3.12.HCDM.2)*

STUDENTS WILL BE ABLE TO:

- Identify the different types of drugs: Illegal, Legal, and Prescription
- Understand that all individuals regardless of race, gender, sexual orientation, ethnicity, etc. are susceptible to addiction.
- Differentiate between drug use, misuse, and abuse
- Explain and understand the side effects of the most commonly abused drugs/alcohol
- Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- Analyze the effects of vaping, e-cigarettes and why they are so commonly abused in schools and society.

2. Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

- *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.2)*
- *Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). (2.3.12.PS.1)*
- *Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. (2.3.12.DSDT.4)*

STUDENTS WILL BE ABLE TO:

- Demonstrate respect for their classmates by creating a safe, inclusive environment.
- Understand that drug use impacts not only the user, but also everyone in their surroundings (family, peers)
- Create a drug free message that is appropriate for their current age group and status.

3. The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

- *Evaluate the effectiveness of various strategies & skills that support an individual's ability to stop misusing and abusing drugs and remain drug-free (counseling, professional peer support group, and family counseling and support). (2.3.12.DSDT.5)*

STUDENTS WILL BE ABLE TO:

- Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- Research and understand the multiple resources that are available in our community and school

Assessments:

Formative Assessments:

- Warm Up & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Classwork assignments
- Quiz: Drugs and Alcohol, E-cigs/Vaping

Summative Assessments:

- Research Project & Presentation
- Test
- Canva anti-drug flyer (students will develop a flyer on canva that promotes a drug-free message.)

Instructional Strategies & Unit Resources:

Content :

Alcohol Alcohol.pptx Alcohol Notes.doc

- Types
- Physical and Psychological Effects
- Damage to the Body
- Alcoholism

Tobacco Tobacco

- Types
- Physical Effects on the Body

E-Cigarettes (Vaping)

- Types
- Effects on the Body

Drugs

- Legal and Illegal Drugs  Legal & Illegal Drugs.ppt  Commonly Abused Drugs.ppt
- Classifications
- Misuse, Abuse, and Addiction
- Unguarded - Chris Herren's Story:  Unguarded Chris Herren Questions.docx

Materials and supplies:

PowerPoint /Google slide presentations

Alcohol, Tobacco, E-cigarettes, and Drugs Worksheets

Videos which include:

- Addiction video:  Nuggets
- Unguarded - ESPN 30 for 30

[Freshman Health Google Drive folder - Materials, & Assignments](#)

Vocabulary

Organize Vocabulary Lists here.

Tier 2 (high-frequency words used throughout the unit)

Respect - non-discriminatory - susceptible - Consequences - Correlation - Perceptions - Short-term effects - Long-term effects

Tier 3 (discipline-specific words used throughout the unit)

Addiction - Prescription - Illegal -Over-the-counter -Treatment -Withdrawal -Dependency -Abuse -Misuse -Tolerance -Nicotine -Tobacco -Alcohol -BAC
-Opioids -Depressants -Stimulants

Accommodations & Modifications

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G&T Accommodations and Modifications

- Provide assignment choices that require more detail and deeper understanding.
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- Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

Language Arts:

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RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

Technology Literacy:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Life Literacies: Critical Thinking & Problem-Solving

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)

21st Century Career: 9.3.LW-ENF.14 Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

Unit 3 Overview

This section describes WHAT comprises the unit in terms of content and student learning.

This unit is designed to guide students' understanding of the reproductive systems and sexually transmitted infections.. Students will be provided with the structure and function of the biological male and female reproductive systems. Instructional design and discussion seeks to guide students in understanding the importance of learning how our body's work in order for early detection and disease prevention for certain reproductive illnesses. Students will also identify a variety of sexually transmitted infections, their signs and symptoms, and how they can be treated and prevented. Prevention methods include abstinence and various forms of contraception. This unit will encourage students of all genders, identities, and orientations to analyze research about abstinence, sexual activity, and contraception. Developing multiple perspectives on this topic will allow students to apply this information to support a healthy lifestyle. Inquiry is used to engage students in learning processes that develop critical thinking about how to maintain a healthy lifestyle and avoid risky behavior that could affect reproductive health. Students will analyze and evaluate sexual decision making and how it aligns with their own personal values. Students will apply this information to their everyday lives while making proper decisions regarding their bodies and sexual behaviors. Students will create a respectful environment so that their peers feel comfortable having discussions about these sensitive topics. Assessment will engage students in demonstrating their understanding of the structure and function of the reproductive systems and STIs.

Essential Questions:

- What is the importance of knowing the anatomy and physiology of the male and female reproductive systems?
- How do you know when the time is right for you to become sexually active?
- Why does the United States have such a high incidence of sexually transmitted infections?
- How do I make the "right" decisions in the face of peer, media and other pressures?
- How will providing information on contraception help in the decision-making process when dealing with issues involving sexual activity?
- Why is it important to understand the reproductive system even if I don't identify with or am not sexually active with a certain gender?

Learning Targets & Standards

1. **There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.**
 - *Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).(2.3.12.HCDM.1)*
 - *Evaluate the benefits of biomedical approaches to prevent STIs (e.g.,hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). (2.3.12.HCDM.3)*
 - *Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams) (2.1.12.PP.1)*
 - *Analyze the benefits of abstinence from sexual activity using reliable resources. (2.1.12.SSH.6)*
 - *Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. (2.1.12.SSH.7)*

STUDENTS WILL BE ABLE TO:

- Understand the importance of a variety of contraceptive methods.
- Understand that abstinence is the only 100% effective way to prevent STIs and unwanted pregnancy.
- Analyze the different preventative reproductive health tests.
- Apply appropriate decision making skills to prevent participating in risky behaviors.

2. Identifying the structure and function of all reproductive systems is critical in understanding how our bodies work.

- *Describe the human sexual response cycle, including the role of hormones and pleasure. (2.1.12.SSH.8)*

STUDENTS WILL BE ABLE TO:

- Identify the structure of the female reproductive system
- Identify the structure of the male reproductive system
- Understand the functions of the female reproductive system
- Understand the function of the male reproductive system
- Apply information about home health screenings to their own personal health

3. Considering factors that impact one's identity and personal health is crucial to understanding potential consequences, to managing conflicts, and to advocating for changes that support safe pathways for personal decisions and expressions of social and sexual identity.

- *Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. (2.1.12.PP.3)*
- *Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. (2.1.12.SSH.1)*
- *Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. (2.1.12.SSH.2)*
- *Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. (2.1.12.SSH.3)*

STUDENTS WILL BE ABLE TO:

- Understand the importance of creating a safe space to discuss reproductive health
- Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
- Analyze scenarios and real-life circumstances that lead to inhibited and uninhibited expression of gender and sexuality.
- Evaluate policies that support respect for sexual identities and gender identity.
- Research perceptions, stereotypes, and discrimination associated with sexual identity and culture.
- Demonstrate understanding of how policies would need to be improved to adequately promote a culture of respect for various sexual and gender identities.

Assessments:

Formative Assessments:

- Warm Up & Exit Tickets
- Strategic Questioning
- Think-Pair-Share
- Class participation
- Classwork assignments
- Quiz: Female Reproductive System, Male Reproductive System, Sexually Transmitted Infections

Summative Assessments:

- Research Project & Presentation
- Test: Male and Female Reproductive/STI Test
- Wiki Stick Reproductive Diagram

Instructional Strategies & Unit Resources

Who's Who Vocabulary - an introduction to Reproductive terminology

☰ Who's Who Vocab

Female Reproductive System

☐ Female Reproductive System Notes

☰ Female Reproductive System Worksheet

Male Reproductive System

☐ Male Reproductive System

☐ Male Reproductive System Notes

Sexually Transmitted Infections

☰ Incomplete Sentences STIs Introductory discussion on STIs

☐ STI's and HIV/AIDS.ppt

☰ STI and HIV/AIDS Notes.doc

Materials and supplies: PowerPoint /Google slide presentations [Freshman Health Google Drive folder - Materials & Assignments](#)

Vocabulary

Tier 2 (high-frequency words used throughout the unit)

Infections, Respect, Biological gender, Gender identity, Reproductive, Pregnancy, Prevention, Symptoms, Treatments, Cure, Complications, Vaccinations, Complications, Sexual Contact, Infertility,

Tier 3 (discipline-specific words used throughout the unit)

Penis, Vagina, Hormones, Sperm, Semen, Seminal Vesicles, Prostate, Testicles, Puberty, Testosterone, Urethra, Bulbo-Urethra, Menstruation, Menstrual Cycle, Estrogen, Progesterone, Abstinence, Contraception, Ovulation, Virus, Bacteria, Parasite, Antibiotics, Vaginal, Oral, Anal sex, Body fluids

Accommodations & Modifications

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G&T Accommodations and Modifications

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- Provide extra questions that prompt extensions of understanding.

Interdisciplinary Connections & 21st Century Themes & Skills

Language Arts:

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.*

Technology Literacy:

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