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## SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Health</b>	<b>Grade Level(s): First Grade</b>
<b>BOE Adoption Date: October 19, 2015; October 2017</b>	<b>Revised date (s): September 2016, September 2017</b>

### ABSTRACT

The grades K-2 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

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### **Mission Statement**

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### **Curriculum and Instruction Goals**

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with Kingsway Regional School District**

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each

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learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

### How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

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5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
  6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
  7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
  8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the New Jersey Student Learning Standards (NJ SLS).
  9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
  10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
  11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the New Jersey Student Learning Standards (NJ SLS) by providing an example from which to work and/or a product for implementation.
  12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
  13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance

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assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

**14. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*

**15. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

**16. 21<sup>st</sup> Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

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**Grade 1 New Jersey Student Learning Standards Overview**

<b>Domain</b>	<b>Strand</b>	<b>Repeated Standards</b>
Wellness	NJ SLS 2.1.P.A.2, NJ SLS 2.1.2.A.1, NJ SLS NJ SLS 2.6.2.A.1, NJ SLS 2.1.P.B.1, NJ SLS 2.1.2.B.2	
Alcohol, Tobacco, and other Drugs	NJ SLS 2.2.2.B.1, NJ SLS 2.3.2.A.1, NJ SLS 2.3.2.B.2, NJ SLS NJ SLS 2.3.2.B.3, 2.3.2.B.4, NJ SLS 2.3.2.C.1, NJ SLS 2.3.2.C.2, NJ SLS 2.2.2.E.1	
Family Life	NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.2, NJ SLS 2.4.2.B.1, NJ SLS 2.4.2.C.1, NJ SLS 2.2.2.B.2	2.2.2.B.1
Community Health Skills	NJ SLS 2.2.2.A.1, NJ SLS 2.1.2.E.1, NJ SLS 2.2.2.B.3, 2.2.2.C.1, NJ SLS 2.2.2.C.2, 2.1.P.D.1, NJ SLS 2.1.2.D.2, NJ SLS 2.1.2.E.2	

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Scope and Sequence Chart: Grade 1 Health		
Trimester	Strand	Resources
Trimester 1	NJ SLS 2.1.P.A.2, NJ SLS 2.1.2.A.1, NJ SLS 2.6.2.A.1, NJ SLS 2.1.P.B.1, NJ SLS 2.1.2.B.2	Model Curriculum Test Unit 1
Trimester 2	NJ SLS 2.2.2.B.1, NJ SLS 2.3.2.A.1, NJ SLS 2.3.2.B.2, NJ SLS 2.3.2.B.3, NJ SLS 2.3.2.B.4, NJ SLS 2.3.2.C.1, NJ SLS 2.3.2.C.2, NJ SLS 2.2.2.E.1	Model Curriculum Test Unit 2
Trimester 3	NJ SLS 2.4.2.C.1, NJ SLS 2.2.2.B.2 NJ SLS 2.2.2.A.1, NJ SLS 2.1.2.E.1, NJ SLS 2.2.2.B.3, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.C.2, NJ SLS 2.1.P.D.1, NJ SLS 2.1.2.D.2, NJ SLS 2.1.2.E.2	Model Curriculum Test 3 Model Curriculum Test Unit 4



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Trimester I
<p><b>Unit 1</b></p> <p><b>Domain: Wellness</b></p> <p><b>Domain &amp; Strand:</b> NJ SLS 2.1.2.A.1, NJ SLS 2.6.2.A.1 NJ SLS 2.1.2.B.2,</p> <p><b>Standard: Standard Description:</b></p> <p>NJ SLS 2.1.2.A.1 Explain what being “well” means and identify self - care practices that support wellness.</p> <p>NJ SLS 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>NJ SLS 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> <p>NJ SLS 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.</p> <p>Unit2</p> <p><b>Domain: Alcohol, Tobacco, and other Drugs</b></p> <p><b>Domain &amp; Strand:</b> NJ SLS 2.2.2.B.1</p> <p><b>Standard: Standard Description:</b></p> <p>NJ SLS 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>

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## Trimester II

### Unit 2 Continued

#### **Domain: Alcohol, Tobacco, and other Drugs**

**Domain & Strand** NJ SLS 2.3.2.A.1, NJ SLS 2.3.2.B.2, NJ SLS 2.3.2.B.3, NJ SLS 2.3.2.B.4, NJ SLS 2.3.2.C.1, NJ SLS 2.3.2.C.2, NJ SLS 2.2.2.E.1

#### **Standard: Standard Description:**

NJ SLS 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.

NJ SLS 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

NJ SLS 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.

NJ SLS 2.3.2.B.4 Identify products that contain alcohol.

NJ SLS S 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

NJ SLS 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.

NJ SLS 2.2.2.E.1 Determine where to access home, school, and community health professionals.

### Unit 3

#### **Domain: Family Life**

**Domain & Strand:** NJ SLS 2.2.2.B.1, 2.4.2.A.2, 2.4.2.B.1

#### **Standard: Standard Description:**

NJ SLS 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

NJ SLS 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.

NJ SLS 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

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### Trimester III

#### Unit 3 Continued

**Domain:** Family Life

**Domain & Strand:** NJ SLS 2.4.2.C.1, NJ SLS 2.2.2.B.2

**Standard: Standard Description:**

NJ SLS 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

NJ SLS 2.2.2.B.2 Relate decision - making by self and others to one's health.

#### Unit 4

**Domain:** Community Health Skills

**Domain & Strand:** NJ SLS 2.2.2.A.1, 2.1.2.E.1, 2.2.2.B.3, 2.2.2.C.1, 2.2.2.C.2, 2.1.P.D.1, 2.1.2.D.2, 2.1.2.E.2

**Standard: Standard Description:**

NJ SLS 2.2.2.A.1 Express needs, wants, and feelings in health-and safety-related situations.

NJ SLS 2.1.2.E.1 Identify basic social and emotional needs of all people.

NJ SLS 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

NJ SLS 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

NJ SLS 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

NJ SLS 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

NJ SLS 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

NJ SLS 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Trimester I		
<b>ESTABLISHED GOALS:</b>  Domain: Wellness NJ SLS 2.1.2.A.1, NJ SLS 2.6.2.A.1, NJ SLS NJ SLS 2.1.2.B.2,  Alcohol, Tobacco, and other Drugs NJ SLS 2.2.2.B.1	Desired Results	
	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> <li>• An individual's health at different stages of life depends on heredity, environmental factors, and lifestyle choices.</li> <li>• Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.</li> <li>• Making healthy eating choices is an important part of achieving and sustaining wellness.</li> <li>• Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do self-care practices make you healthy?</li> <li>• Why does physical activity make you healthy?</li> <li>• Why are some foods healthier than others?</li> <li>• What are the five main food groups?</li> <li>• What are some foods you would find at each of the main meals (breakfast, lunch, dinner)?</li> <li>• What is a decision?</li> </ul>

	<i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>
	<ul style="list-style-type: none"> <li><b>Learning Goals &amp; Objectives</b></li> </ul>	
	<p><b>Student will understand...</b></p> <ul style="list-style-type: none"> <li>Demonstrate techniques of good personal hygiene that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.</li> <li>The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.</li> <li>Healthy vs. unhealthy choices of each group.</li> <li>Fast foods are unhealthy.</li> <li>Explain what a decision is and why it is advantageous to think before acting.</li> <li>How to relate decision-making by self and others to one's health.</li> </ul> <p><i>*List is not all inclusive</i></p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.</li> <li>Explain why fast foods are unhealthy</li> <li>Sort foods according to food groups and food sources.</li> <li>List foods found at each of the main meals and explain why they are an important part of each meal</li> <li>What a decision is</li> <li>Explain how some decisions affect their or other's health</li> </ul> <p><i>*List is not all inclusive</i></p>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
<b>Unit 1</b> <b>NJ SLS 2.1.2.A.1</b> Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).  Explain what being “well” means and identify self-care practices that support wellness.	<b>Unit 1</b> <b>SLO 3: NJ SLS 2.1.2.A.1</b> Explain how healthy habits and self-help skills support wellness. (i.e. personal hygiene, independence skills)	<b>Unit 1</b> <b>NJ SLS 2.1.2.A.1</b> Students will be able to explain what a healthy habit is.  Give examples of healthy habits.  Practice self-care.
<b>NJ SLS 2.6.2.A.1</b> Explain the role of regular physical activity in relation to personal health.	<b>SLO 4: NJ SLS 2.6.2.A.1</b> Explain how participating in regular physical activity promotes overall personal wellness	<b>NJ SLS 2.6.2.A.1</b> Students will be able to practice healthy activity daily.
<b>NJ SLS 2.1.2.B.2</b> Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.  Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	<b>SLO 8: NJ SLS 2.1.2.B.2</b> Investigate different foods and food groups and demonstrate an awareness of nutritional value	<b>NJ SLS 2.1.2.B.2</b> Students will be able to explain the difference between types of foods.

Choosing a balanced variety of nutritious foods contributes to wellness.		
<b>Resources</b>		
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.p21.org/about-us/p21-framework/259">http://www.p21.org/about-us/p21-framework/259</a></li> <li>• <a href="http://www.state.nj.us/education/modelcurriculum/">http://www.state.nj.us/education/modelcurriculum/</a></li> <li>• <a href="https://www.healthteacher.com/">https://www.healthteacher.com/</a></li> <li>• <a href="http://kidshealth.org/kid/htbw/">http://kidshealth.org/kid/htbw/</a></li> <li>• <a href="http://www.inspiration.com/kidspiration">http://www.inspiration.com/kidspiration</a></li> <li>• <a href="http://nutritionforkids.com/">http://nutritionforkids.com/</a></li> <li>• <a href="http://www.superkidsnutrition.com/">http://www.superkidsnutrition.com/</a></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• How to Teach Nutrition to Kids [Book]by Connie Liakos Evers</li> <li>• Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz</li> <li>• The Monster Health Book: A Guide to Eating Healthy, Being Active &amp; Feeling Great for Monsters &amp; Kids! by Edward Miller</li> <li>• The Berenstain Bears and Too Much Junk Food by Stan Berenstain and Jan Berenstain</li> </ul>		
<b>Instructional Methods</b>		
<p><b>Learning Activities</b> (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> <li>• Role play - good decisions</li> <li>• Prepare a healthy snack</li> <li>• Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids.</li> <li>• Create a class graph by food group using Kidspiration and using the Choose My Plate Food</li> </ul>	

<div>Guide</div> <ul style="list-style-type: none"> <li>Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.</li> <li>List and sort the foods consumed over a two- day period. Place them into the appropriate Choose My Plate category.</li> </ul>			
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 <sup>st</sup> Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 <sup>st</sup> Century Life and Careers:	Technology:	<ul style="list-style-type: none"> <li>Global Awareness</li> <li>Health Literacy</li> <li>Civic Literacy</li> <li>Financial, Economic, Business, &amp; Entrepreneurial Literacy</li> <li>Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Creativity &amp; Innovation</li> <li>Media Literacy</li> <li>*Information &amp; Communication</li> <li>Technologies Literacy</li> <li>Communication &amp; Collaboration</li> </ul>
Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Journal Presentation Role Play Create stories	



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Possible Assessment Modifications /Accommodations/Differentiation:			
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Modify assignments as needed (e.g., vary length, limit items)</li><li>• Shorten assignments</li><li>• Increase the amount of item allowed to complete assignments and tests</li><li>• Limit amount of work required or length of tests</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Provide word banks</li><li>• Test key concepts or main ideas</li><li>• Avoid test questions asking for discrete information</li><li>• Make a simplified language version of the test</li></ul>	<b>At-Risk Students</b> <ul style="list-style-type: none"><li>• Have a designated reader</li><li>• Hear instructions orally</li><li>• Record a lesson, instead of taking notes</li></ul>	<b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"><li>• Provide independent project</li><li>• Multilevel Learning Stations</li><li>• Vertical enrichment</li></ul>

Possible Instructional Modifications /Accommodations:			
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Read class materials orally</li><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li><li>• Test study guide</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li><li>• KWL Charts using pictures or native language</li></ul>	<b>At-Risk Students</b> <ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that's easier for him</li><li>• Dictate answers to a scribe</li></ul>	<b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"><li>• Allow student to take charge of their learning</li><li>• Honor interests and allow for exploration</li></ul>

Trimester II		
<b>ESTABLISHED GOALS:</b>  Domain: Alcohol, Tobacco, and other Drugs NJ SLS 2.3.2.A.1, NJ SLS 2.3.2.B.2, NJ SLS 2.3.2.B.3, NJ SLS 2.3.2.B.4, NJ SLS 2.3.2.C.1, NJ SLS 2.3.2.C.2, NJ SLS 2.2.2.E.1  Family Life NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.2, NJ SLS 2.4.2.B.1	Desired Results	
	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> <li>• Medicine must be used correctly in order to be safe and have the maximum benefit.</li> <li>• Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Relationships are the connections people have with each other. The family provides the first opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Why should medicines be administered as directed?</li> <li>• How can drugs be abused?</li> <li>• Why is tobacco smoke harmful to nonsmokers? What impact does this have on home and social situations?</li> <li>• Who should I ask for health help?</li> <li>• What is a decision?</li> <li>• What are some examples of different kinds of families locally and globally?</li> <li>• What are some different roles and responsibilities that different family members might have?</li> <li>• What are factors that contribute to healthy relationships?</li> </ul>

	for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.	
	<i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>
	<b>Learning Goals &amp; Objectives</b>	
	<p><b>Student will understand...</b></p> <ul style="list-style-type: none"> <li>• What medicines are and when some types of medicines are used</li> <li>• Why medicines should be administered as directed.</li> <li>• Ways that drugs can be abused.</li> <li>• The effects of tobacco use on personal hygiene, health, and safety.</li> <li>• Why tobacco smoke is harmful to nonsmokers.</li> <li>• Where to access health professionals within the home, school, and community</li> <li>• Explain what a decision is and why it is advantageous to think before acting.</li> <li>• How to relate decision-making by self and others to one's health.</li> <li>• That there are different kinds of families locally and globally.</li> <li>• Different family members have</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Define medicines and explain when some types of medicines are used</li> <li>• Explain why medicines should be administered as directed.</li> <li>• List ways that drugs can be abused.</li> <li>• Explain effects of tobacco use on personal hygiene, health, and safety.</li> <li>• Explain why tobacco smoke is harmful to nonsmokers.</li> <li>• Who to ask for help if you are not feeling well in the home, school, and community</li> <li>• What a decision is</li> <li>• Explain how some decisions affect their or other's health</li> <li>• Compare and contrast different kinds of families locally and globally.</li> <li>• Distinguish the roles and responsibilities of different family</li> </ul>

	<p>different roles and responsibilities.</p> <ul style="list-style-type: none"> <li>• The factors that contribute to healthy relationships.</li> <li>• There are physical differences and similarities of the genders.</li> </ul> <p><i>*List is not all inclusive</i></p>	<p>members.</p> <ul style="list-style-type: none"> <li>• Determine the factors that contribute to healthy relationships.</li> <li>• Compare and contrast the physical differences and similarities of the genders.</li> </ul> <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p><b>Unit 2</b></p> <p><b>NJ SLS 2.3.2.A.1</b></p> <p>A Medicines come in a variety of forms (Prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p><b>Unit 2</b></p> <p><b>SLO 5: NJ SLS 2.3.2.A.1</b></p> <p>Determine why we use medicines when we are not feeling well</p>	<p><b>Unit 2</b></p> <p><b>NJ SLS 2.3.2.A.1</b></p> <p>Students will be able to explain what medicine is and how medicines help us.</p>
<p><b>NJ SLS 2.3.2.B.2, NJ SLS 2.3.2.B.3</b></p> <p>Use of drugs in unsafe ways is dangerous and harmful.</p>	<p><b>SLO 8: NJ SLS 2.3.2.B.2, 2.3.2.B.3</b></p> <p>Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>Explain why tobacco smoke is harmful to nonsmokers.</p>	<p><b>NJ SLS 2.3.2.B.2, NJ SLS 2.3.2.B.3</b></p> <p>Students will be able to explain how tobacco affect us and what are the long-term effects of tobacco.</p>

<p><b>NJ SLS 2.3.2.B.4</b> Use of drugs in unsafe ways is dangerous and harmful.</p>	<p><b>SLO 10: NJ SLS 2.3.2.B.4</b> Identify products that contain alcohol.</p>	<p><b>NJ SLS 2.3.2.B.4</b> Students will be able to explain what alcohol is and what products contain alcohol?</p>
<p><b>NJ SLS 2.3.2.C.1, 2.3.2.C.2, 2.2.2.E.1</b> Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems</p> <p>Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p>	<p><b>SLO 12: NJ SLS 2.3.2.C.1, 2.3.2.C.2, 2.2.2.E.1</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>Explain that people who abuse alcohol, tobacco, and other drugs can get help</p> <p>Determine where to access home, school, and community health professionals</p>	<p><b>NJ SLS 2.3.2.C.1, 2.3.2.C.2, 2.2.2.E.1</b> Students will be able to identify the signs that someone is having difficulty controlling substances and where can you go if you are having difficulty.</p>
<p><b>Unit 3</b> <b>SLO 2: NJ SLS 2.2.2.B.1</b> Effective decision-making skills foster healthier lifestyle choices.</p>	<p><b>Unit 3</b> <b>SLO 2: NJ SLS 2.3.2.C.1, 2.3.2.C.2, 2.2.2.E.1</b> Explain what a decision is and why it is advantageous to think before acting</p>	<p><b>Unit 3</b> <b>NJ SLS 2.3.2.C.1, 2.3.2.C.2, 2.2.2.E.1</b> Students will be able to explain what a decision is and why should you think before you act.</p>
<p><b>NJ SLS 2.4.2.A.2</b> The family unit encompasses the diversity of family forms in contemporary society.</p>	<p><b>SLO 4: NJ SLS 2.4.2.A.2</b> Distinguish the roles and responsibilities of different family members.</p>	<p><b>NJ SLS 2.4.2.A.2</b> Students will be able to describe the roles of your family members.</p>
<p><b>NJ SLS 2.4.2.B.1</b> Gender-specific similarities and differences exist between males and females.</p>	<p><b>SLO 9: NJ SLS 2.4.2.B.1</b> Compare and contrast the physical differences and similarities of the genders.</p>	<p><b>NJ SLS 2.4.2.B.1</b> Students will be able to explain the differences between boys and girls?</p>

Resources	
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.p21.org/about-us/p21-framework/259">http://www.p21.org/about-us/p21-framework/259</a></li> <li>• <a href="http://www.state.nj.us/education/modelcurriculum/">http://www.state.nj.us/education/modelcurriculum/</a></li> <li>• <a href="https://www.healthteacher.com/">https://www.healthteacher.com/</a></li> <li>• <a href="http://www.drpbodv.com/drugs.html">http://www.drpbodv.com/drugs.html</a></li> <li>• <a href="http://www.dare.com/home/default.asp">http://www.dare.com/home/default.asp</a></li> <li>• <a href="http://facs.pppst.com/drugs.html">http://facs.pppst.com/drugs.html</a></li> <li>• <a href="http://free.ed.gov/subjects.cfm?subject_id=61&amp;res_feature_request=1">http://free.ed.gov/subjects.cfm?subject_id=61&amp;res_feature_request=1</a></li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Germs! Germs! Germs! By, Bobbi Katz</li> <li>• Around the World Series” by Ann Morris</li> <li>• Oh the Things You Can Do That Are Good for You! By, Tish Rabe</li> <li>• Germs Make Me Sick! By, Melvin Berger</li> <li>• Daddy Doesn't Have to Be a Giant Anymore by Thomas Jane Resh</li> <li>• Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe</li> <li>• My Dad Loves Me, My Dad has a Disease by Claudia Black</li> </ul>	
Instructional Methods	
<p><b>Learning Activities</b> (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> <li>• Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed.</li> <li>• Create a visual showing the effects of tobacco use on personal hygiene, health, and safety</li> <li>• In small groups students ex-amine empty containers and classify them as “healthful” or “harmful.”</li> <li>• Create an anti-drugs poster</li> <li>• Draw the “No Smoking” symbol and explain why you should not smoke in the</li> </ul>

		<p>student wellness journal</p> <ul style="list-style-type: none"><li>• Hand out a tobacco ad and working in small groups, answer teacher-generated questions in relation to the tobacco ad.</li><li>• Have the nurse come to class as a guest speaker about germ fighting</li><li>• In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely, or bullied. Rotate the scenarios allowing each group to respond/react to the situation.</li><li>• Read the following books and view the pictures that comprise the “Around the World Series” by Ann Morris: Bread, Bread, Bread focuses on how people eat; Houses and Homes focuses on how people live; and Families focuses on various family configurations. Then, create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class. Locate the countries represented in the books on large maps.</li></ul>	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 <sup>st</sup> Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 <sup>st</sup> Century Life and Careers:	Technology:	<ul style="list-style-type: none"><li>• Global Awareness</li><li>• Health Literacy</li><li>• Civic Literacy</li><li>• Financial, Economic, Business, &amp; Entrepreneurial Literacy</li><li>• Health Literacy</li></ul>	<ul style="list-style-type: none"><li>• Creativity &amp; Innovation</li><li>• Media Literacy</li><li>• *Information &amp; Communication</li><li>• Technologies Literacy</li><li>• Communication &amp; Collaboration</li></ul>

Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Journal Presentation Role Play Create stories	

Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Students	Gifted & Talented Students
<ul style="list-style-type: none"> <li>• Modify assignments as needed (e.g., vary length, limit items)</li> <li>• Shorten assignments</li> <li>• Increase the amount of item allowed to complete assignments and tests</li> <li>• Limit amount of work required or length of tests</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks</li> <li>• Test key concepts or main ideas</li> <li>• Avoid test questions asking for discrete information</li> <li>• Make a simplified language version of the test</li> </ul>	<ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Hear instructions orally</li> <li>• Record a lesson, instead of taking notes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent project</li> <li>• Multilevel Learning Stations</li> <li>• Vertical enrichment</li> </ul>

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Students	Gifted & Talented Students
<ul style="list-style-type: none"> <li>• Read class materials orally</li> </ul>			<ul style="list-style-type: none"> <li>• Allow student to take charge of their learning</li> </ul>



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Possible Instructional Modifications /Accommodations:			
<ul style="list-style-type: none"><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li><li>• Test study guide</li></ul>	<ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li><li>• KWL Charts using pictures or native language</li></ul>	<ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that's easier for him</li><li>• Dictate answers to a scribe</li></ul>	<ul style="list-style-type: none"><li>• Honor interests and allow for exploration</li></ul>

Trimester III			
ESTABLISHED GOALS:		Desired Results	
Domain: Family Life NJ SLS 2.4.2.C.1, 2.2.2.B.2  <b>Unit 4</b> <b>Domain:</b> Community Health Skills NJ SLS 2.2.2.A.1, NJ SLS 2.1.2.E.1, NJ SLS 2.2.2.B.3, NJ SLS 2.2.2.C.1, NJ SLS NJ SLS 2.2.2.C.2, NJ SLS 2.1.2.D.2, NJ SLS 2.1.2.E.2		<i>Students will be able to independently use their learning to...</i>	
		ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
		<ul style="list-style-type: none"> <li>Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> <li>Decision-making can be affected by a variety of influences that may not be in a person's best interest</li> <li>Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>What are factors that contribute to a mother having a healthy baby?</li> <li>What is a decision</li> <li>How can you express needs, wants, and feelings?</li> <li>What is character?</li> <li>How can you learn to like yourself and others?</li> <li>What is fear?</li> <li>How can we cope with being angry?</li> <li>Who is a stranger? What is violence?</li> <li>What is considered an unsafe touch? Why?</li> </ul>

	<ul style="list-style-type: none"> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.</li> </ul>	
	<b>*List is not all inclusive</b>	<b>*List is not all inclusive</b>
	<b><i>Learning Goals &amp; Objectives</i></b>	
	<p>Student will understand...</p> <ul style="list-style-type: none"> <li>• The factors that contribute to a mother having a healthy baby.</li> <li>• How to relate decision-making by self and others to one's health.</li> <li>• Parents, peers, technology, culture, and the media influence health decisions.</li> <li>• The meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• How to express needs, wants, and feelings in health- and safety-related situations.</li> <li>• Expressing one's feeling is essential to good health.</li> <li>• How to identify /express various wants, needs, and emotions.</li> <li>• Who to talk to when feeling down.</li> <li>• What fear looks and feels like</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the factors that contribute to a mother having a healthy baby.</li> <li>• Explain how some decisions affect their or other's health</li> <li>• Define character</li> <li>• Understand that outside factors influence health</li> <li>• Identify basic and emotional needs of all living things.</li> <li>• Identify adults to speak with if feeling upset.</li> <li>• Identify fear</li> <li>• Identify ways to cope with anger</li> <li>• Recognize, identify and alert adults to potentially harmful conditions/situations</li> </ul>

	<ul style="list-style-type: none"> <li>• That all humans have the emotion anger and that we can turn it into something positive</li> <li>• Recognize, identify and alert adults to potentially harmful conditions/situations.</li> </ul> <p><i>*List is not all inclusive</i></p>	<i>*List is not all inclusive</i>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<b>UNIT 3</b> <b>NJ SLS 2.4.2.C.1, 2.2.2.B.2</b> The health of the birth mother impacts the development of the fetus.  Effective decision-making skills foster healthier lifestyle choices  <b>Unit 4</b> <b>NJ SLS 2.2.2.A.1, 2.1.2.E.1</b> Effective communication may be a determining factor in the outcome of health-and safety-related situations  Many factors at home, school, and in the community impact social and emotional health.	<b>UNIT 3</b> <b>SLO 11: NJ SLS 2.4.2.C.1, 2.2.2.B.2</b> Explain the factors that contribute to a mother having a healthy baby.  Relate decision-making by self and others to one's health.  <b>Unit 4</b> <b>SLO1: NJ SLS 2.2.2.A.1, 2.1.2.E.1</b> Express needs, wants, and feelings in health-and safety-related situations.  Identify basic social and emotional needs of all people.	<b>UNIT 3</b> <b>NJ SLS 2.4.2.C.1, 2.2.2.B.2</b> Students will be able to describe why a mother must be healthy, what factors are key to baby's health, and why does making the right decision important to all?  <b>Unit 4</b> <b>NJ SLS 2.2.2.A.1, 2.1.2.E.1</b> Students will be able to explain what is a need, what is a social need, and what is an emotional need.

<p><b>NJ SLS 2.2.2.B.3</b> Effective decision-making skills foster healthier lifestyle choices.</p> <p><b>NJ SLS 2.2.2.C.1</b> Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p><b>NJ SLS 2.1.2.D.2</b> Using personal safety strategies reduces the number of injuries to self and others.</p> <p><b>NJ SLS 2.1.2.E.2 SLO 19</b> Many factors at home, school, and in the community impact social and emotional health</p>	<p><b>SLO 4: NJ SLS 2.2.2.B.3</b> Explain what a decision is and why it is advantageous to think before acting.</p> <p><b>SLO 7: NJ SLS 2.2.2.C.1</b> Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p><b>SLO 16: NJ SLS 2.1.2.D.2</b> Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p> <p><b>SLO 19: NJ SLS 2.1.2.E.2 SLO 19</b> Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p><b>NJ SLS 2.2.2.B.3</b> Students will be able to explain what a decision is and why should you think before you act.</p> <p><b>NJ SLS 2.2.2.C.1</b> Students will be able to explain what character is.</p> <p><b>NJ SLS 2.1.2.D.2</b> Students will be able to identify what safety strategies are and what are safe and appropriate behaviors.</p> <p><b>NJ SLS 2.1.2.E.2 SLO 19</b> Students will be able to identify what a conflict is and how do we deal with conflict.</p>
<p style="text-align: center;"><b>Resources</b></p>		
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.p21.org/about-us/p21-framework/259">http://www.p21.org/about-us/p21-framework/259</a></li> <li>• <a href="http://www.state.nj.us/education/modelcurriculum/">http://www.state.nj.us/education/modelcurriculum/</a></li> <li>• <a href="https://www.healthteacher.com/">https://www.healthteacher.com/</a></li> <li>• <a href="http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need">http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need</a></li> </ul>		

- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>

**Books:**

- Dragons for Tea: Fire Safety for Kids (and Dragons) by Jean Pendziwol, Martine Gourbault
- How Full Is Your Bucket? For Kids ~ Tom Rath
- Have You Filled a Bucket Today? ~ Carol McCloud
- Be Happy!: A Little Book for a Happy You ~ Monica Sheehan

**Major Assignments (required):**

**Major Activities (required):**

**Instructional Methods**

**Learning Activities**

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Role play various situations
- Charades
- Class garden/pet
- Follow the leader
- Have kids line up behind a leader and follow him through an obstacle course. Kids must stay in line, and take turns as they pass through each section of the course.
- Make the statue laugh
- Kids freeze like statues, then one child--who is it must try to get them to break character and laugh. The first one to laugh becomes it for the next round.
- Role play stranger situations
- Create play/presentation video telling other students what to do in unsafe situations
- Draw warning signs and explain what they mean to the class
- Create a Superhero: Children can create their own hero based on the six pillars of good character (trustworthiness, responsibility, responsibility, fairness, caring and citizenship)
- Class read aloud

		<ul style="list-style-type: none"> <li>• Create an “I Am Special” poster. Invite partners to trace each other on butcher paper. Have each student draw the partner’s face and decorate the clothes. Have all students write positive characteristics about their classmates on their poster.</li> <li>• In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely, or bullied. Rotate the scenarios allowing each group to respond/react to the situation.</li> </ul>	
<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21 Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 <sup>st</sup> Century Life and Careers:	Technology:	<ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Health Literacy</li> <li>• Civic Literacy</li> <li>• Financial, Economic, Business, &amp; Entrepreneurial Literacy</li> <li>• Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Media Literacy</li> <li>• *Information &amp; Communication</li> <li>• Technologies Literacy</li> <li>• Communication &amp; Collaboration</li> </ul>
<b>Assessments</b>			
<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessment</b>	<b>Major Activities/ Assignments (required):</b>
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Journal Presentation Role Play Create stories	

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Possible Assessment Modifications /Accommodations/Differentiation:			
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Modify assignments as needed (e.g., vary length, limit items)</li><li>• Shorten assignments</li><li>• Increase the amount of item allowed to complete assignments and tests</li><li>• Limit amount of work required or length of tests</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Provide word banks</li><li>• Test key concepts or main ideas</li><li>• Avoid test questions asking for discrete information</li><li>• Make a simplified language version of the test</li></ul>	<b>At-Risk Students</b> <ul style="list-style-type: none"><li>• Have a designated reader</li><li>• Hear instructions orally</li><li>• Record a lesson, instead of taking notes</li></ul>	<b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"><li>• Provide independent project</li><li>• Multilevel Learning Stations</li><li>• Vertical enrichment</li></ul>



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Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Students	Gifted & Talented Students
<ul style="list-style-type: none"><li>• Read class materials orally</li><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li><li>• Test study guide</li></ul>	<ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li></ul> <p>KWL Charts using pictures or native language</p>	<ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that’s easier for him</li><li>• Dictate answers to a scribe</li></ul>	<ul style="list-style-type: none"><li>• Allow student to take charge of their learning</li><li>• Honor interests and allow for exploration</li></ul>