

# **SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT**



*Committed to Excellence*

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

## **ABSTRACT**

The grades 3-5 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 New Jersey Student Learning 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,

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classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each 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

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extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

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 NJSL (New Jersey Student Learning Standards).
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 NJSL (New Jersey Student Learning Standards) 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

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students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance 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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<b><u>Grade 3 Standards Overview</u></b>		
<b>Domain</b>	<b>Strand</b>	<b>Repeated Standards</b>
<b>Personal Growth and Wellness</b>	NJ SLS 2.6.4.A.4, NJ SLS 2.1.4.B.2, NJ SLS 2.1.4.B.2, NJ SLS 2.6.4.A.1, NJ SLS 2.6.4.A.4	NJ SLS 2.6.4.A.4, NJ SLS 2.1.4.B.2,
<b>Alcohol, Tobacco and other Drugs</b>	NJ SLS 2.2.4.B.1, NJ SLS 2.3.4.A.1, NJ SLS 2.3.4.A.2, NJ SLS 2.3.4.B.1, NJ SLS 2.3.4.C.1	
<b>Family Life</b>	NJ SLS 2.4.4.A.1, NJ SLS 2.4.4.B.1, NJ SLS 2.4.4.C.2	
<b>Community Health Skills</b>	NJ SLS 2.2.4.B.1, NJ SLS 2.2.4.B.2, NJ SLS 2.2.4.A.1, NJ SLS 2.2.4.C.1, NJ SLS 2.2.4.E.1, NJ SLS 2.1.4.D.2, NJ SLS 2.1.4.D.1, NJ SLS 2.1.4.D.3, NJ SLS 2.1.4.E.3	NJ SLS 2.2.4.B.1,

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Scope and Sequence Chart: Grade 3 Health		
Trimester	Strand	Resources
Trimester 1	NJ SLS 2.6.4.A.4, NJ SLS 2.1.4.B.2, NJ SLS 2.1.4.B.2, NJ SLS 2.6.4.A.4, NJ SLS 2.2.4.B.1, NJ SLS 2.3.4.A.1, NJ SLS 2.3.4.A.2	Model Curriculum Unit 1
Trimester 2	NJ SLS 2.3.4.B.1, NJ SLS 2.3.4.C.1, NJ SLS 2.4.4.A.1, NJ SLS 2.4.4.B.1, NJ SLS 2.4.4.C.2,	Model Curriculum Unit 2 Model Curriculum Unit 3
Trimester 3	NJ SLS 2.2.4.B.1, NJ SLS 2.2.4.B.2, NJ SLS 2.2.4.A.1, NJ SLS 2.2.4.C.1, NJ SLS 2.2.4.E.1, NJ SLS 2.1.4.D.2, NJ SLS NJ SLS 2.1.4.D.1, NJ SLS 2.1.4.D.3, NJ SLS 2.1.4.E.3	Model Curriculum Unit 1



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Trimester I
<p><b>Domain: Personal Growth and Wellness</b> <b>Domain &amp; Strand</b> 2.6.4.A.4, 2.1.4.B.2, 2.6.4.A.1, <b>Standard: Standard Description</b> NJ SLS 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. NJ SLS 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices. NJ SLS 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p><b>Domain: Alcohol, Tobacco and other Drugs</b> <b>Domain &amp; Strand</b> 2.2.4.B.1, 2.3.4.A.1, 2.3.4.A.2 <b>Standard: Standard Description</b> NJ SLS 2.2.4.B.1 Use the decision-making process when addressing health-related issues. NJ SLS 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines. NJ SLS 2.3.4.A.2 Determine possible side effects of common types of medicines.</p>

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Trimester II
<p><b>Domain: Alcohol, Tobacco and other Drugs</b> <b>Domain &amp; Strand</b> NJ SLS 2.3.4.B.1, 2.3.4.C.1 <b>Standard: Standard Description</b> NJ SLS 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. NJ SLS 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p><b>Domain: Family Life</b> <b>Domain &amp; Strand</b> NJ SLS 2.4.4.A.1, 2.4.4.B.1, 2.4.4.C.2 <b>Standard: Standard Description</b> NJ SLS 2.4.4.A.1 Explain how families typically share common values; provide love and emotional support, and set boundaries and limits. NJ SLS 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. NJ SLS 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.</p> <p><b>Domain: Community Health Skills</b> <b>Domain &amp; Strand</b> 2.2.4.B.1, 2.2.4.B.2 <b>Standard: Standard Description</b> NJ SLS 2.2.4.B.1 Use the decision-making process when addressing health-related issues. NJ SLS 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p>

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Trimester III
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**Domain:** Community Health Skills

**Domain & Strand** NJ SLS 2.2.4.A.1, 2.2.4.C.1, 2.2.4.E.1, 2.1.4.D.2, 2.1.4.D.1, 2.1.4.D.3, 2.1.4.E.3

**Standard: Standard Description**

NJ SLS 2.2.4.A.1 Demonstrate effective interpersonal communication in health-and safety-related situations.

NJ SLS 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

NJ SLS 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

NJ SLS 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

NJ SLS 2.1.4.D.2 Summarize the various forms of abuse and ways to get help.

NJ SLS 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

NJ SLS 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.

Trimester I			
<b>ESTABLISHED GOALS:</b>  <b>Domain: Personal Growth and Wellness</b> <b>Domain &amp; Strand:</b> NJ SLS 2.6.4.A.4, NJ SLS 2.1.4.B.2, NJ SLS 2.6.4.A.1  <b>Domain: Alcohol, Tobacco and other Drugs</b> <b>Domain &amp; Strand:</b> NJ SLS 2.2.4.B.1, NJ SLS 2.3.4.A.1, NJ SLS 2.3.4.A.2	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>• 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>• Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.</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 are some foods healthier than others?</li> <li>• How can setting goals help me be healthy?</li> <li>• How can training and diet affect my personal fitness?</li> <li>• What is a decision?</li> <li>• Why should you think before acting?</li> </ul>	
	*List is not all inclusive	*List is not all inclusive	

<b>Learning Goals &amp; Objectives</b>		
	<p><b><i>Student will understand...</i></b></p> <ul style="list-style-type: none"> <li>• The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.</li> <li>• How to differentiate between healthy and unhealthy eating patterns.</li> <li>• The importance of being active daily.</li> <li>• Explain what a decision and decision making process are</li> <li>• How to relate decision-making by self and others to one's health.</li> <li>• How to set attainable fitness goals.</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Recognize the Choose My Plate Guide and recommended daily servings for healthy eating behaviors.</li> <li>• Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal</li> <li>• Learners will be able to list physical benefits to daily physical fitness.</li> <li>• Learners will be able to list the five health-related components of fitness.</li> <li>• Learners will be able to set an attainable fitness goal to achieve</li> <li>• Make decisions based on the decision making process</li> <li>• Explain how some decisions affect their or other's health</li> </ul>
	<b><i>*List is not all inclusive</i></b>	<b><i>*List is not all inclusive</i></b>

<b>Pacing Guide</b>		
<b>Standards</b>	<b>Learning Goals</b>	<b>Learning Objectives</b>
<b>Unit 1</b> <b>NJ SLS 2.6.4.A.4, &amp;2.1.4.B.2</b> Differentiate between healthy and unhealthy eating practices.	<b>Unit 1</b> <b>SLO 1: NJ SLS 2.6.4.A.4, &amp;2.1.4.B.2</b> Students will be able to identify and explain factors (heredity, environment) that may have a	<b>Unit 1</b> <b>NJ SLS 2.6.4.A.4, &amp;2.1.4.B.2</b> Students will be able to explain what healthy eating is.

<p>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p> <p><b>NJ SLS 2.1.4.B.2</b> Differentiate between healthy and unhealthy eating practices.</p> <p><b>NJ SLS 2.6.4.A.1 &amp; 2.6.4.A.4</b> Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p> <p><b>Unit 2</b> <b>NJ SLS 2.2.4.B.1</b> Use the decision-making process when addressing health-related issues.</p>	<p>positive or negative impact on personal health and fitness.</p> <p><b>SLO 4: 2.1.4.B.2</b> Students will compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices.</p> <p><b>SLO 7: 2.6.4.A.1, 2.6.4.A.4</b> Students will identify the physical, social, emotional and intellectual benefits of participating in daily physical activity</p> <p><b>Unit 2</b> <b>SLO 1: 2.2.4.B.1</b> Students will identify decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs.</p>	<p>Relate diet to fitness.</p> <p>Students will be able to explain actors other than diet influence health.</p> <p><b>2.1.4.B.2</b> Students will be able to explain what healthy eating is.</p> <p>Students will be able to differentiate between healthy and non-healthy eating.</p> <p><b>2.6.4.A.1 &amp; 2.6.4.A.4</b> Students will be able to describe how Physical activity affects your life.</p> <p>Students will be able to explain benefits of physical activity.</p> <p>Students will be able to explain factors other than diet influence health.</p> <p><b>Unit 2</b> <b>2.2.4.B.1</b> Students will be able to identify possible outcomes when using drugs, alcohol and tobacco. Students will be able to explain health related issues from using drugs, alcohol</p>
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<p><b>NJ SLS 2.3.4.A.1, 2.3.4.A.2</b></p> <p>Distinguish between over-the-counter and prescription medicines.</p> <p>Determine possible side effects of common types of medicines.</p>	<p><b>SLO 4: 2.3.4.A.1, 2.3.4.A.2</b></p> <p>Understand and interpret a medicine label and identify pertinent information provided for responsible use.</p>	<p>and tobacco.</p> <p><b>NJ SLS 2.3.4.A.1, 2.3.4.A.2</b></p> <p>Students will be able to define prescription medicine.</p> <p>Students will be able to explain side effects of common medications.</p>
<p style="text-align: center;"><b>Resources</b></p>		
<p><b>Texts/Materials:</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <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> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=bNpTPX5gyIQ">http://www.youtube.com/watch?v=bNpTPX5gyIQ</a> (The Nutrition Song)</li> <li>• <a href="http://www.brainpop.com/health/nutrition/nutrition/">http://www.brainpop.com/health/nutrition/nutrition/</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>Other</b> <i>Notebooks, pencils, crayons</i>			
<b>Major Assignments (required):</b>			
<b>Major Activities (required):</b>			
Instructional Methods			
<b>Learning Activities</b> (Refer to Marzano Framework (DQ 2-4; DQ5))		<ul style="list-style-type: none"> <li>• Prepare a healthy snack</li> <li>• Using local fast-food chains and restaurants, create a chart listing healthy food choices and explain why they are healthy</li> <li>• Create a class graph by food group using Kidspiration and using the Choose My Plate Guide</li> <li>• Examine the school cafeteria menu for a week and organize it into a food group chart or graph</li> <li>• Create your own ideal school cafeteria menu based on Choose My Plate's daily food plan <a href="http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png">http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png</a></li> <li>• List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category.</li> <li>• Goal Setting</li> <li>• Role play</li> <li>• Class read aloud</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:	<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> </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;</li> </ul>



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Technology: 21 <sup>st</sup> Century Life and Careers:		<ul style="list-style-type: none"> <li>Health Literacy</li> </ul>	Collaboration
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	Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<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>

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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></ul> <p>KWL Charts using pictures or native language</p>	<b>At-Risk learners</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>Advanced Learners</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		
ESTABLISHED GOALS:	Desired Results	
<b>New Jersey Student Learning Standards</b>	Students will be able to independently use their learning to...	
<b>Domain: Alcohol, Tobacco and other Drugs</b> <b>Domain &amp; Strand</b> NJ SLS 2.3.4.B.1, 2.3.4.C.1	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<b>Domain: Family Life</b> <b>Domain &amp; Strand</b> NJ SLS 2.4.4.A.1, 2.4.4.B.1, 2.4.4.C.2	<ul style="list-style-type: none"> <li>Medicine must be used correctly in order to be safe and have the maximum benefit.</li> <li>There are common indicators, stages and influencing factors of chemical dependency.</li> <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> </ul>	<ul style="list-style-type: none"> <li>Why is it illegal to use or possess certain drugs/substances?</li> <li>What are possible consequences for using or possessing certain drugs/substances?</li> <li>What are possible consequences for using or possessing certain drugs/substances?</li> <li>What is the difference between drug use, abuse, and misuse?</li> <li>How does the health of the birth mother relate to the development of a healthy fetus?</li> <li>How do families typically share common values, provide love and emotional support, and set boundaries and limits?</li> <li>What are the physical, social, and emotional changes occurring at puberty and why does puberty begin and end at different ages?</li> </ul>
<b>Domain: Community Health Skills</b> <b>Domain &amp; Strand</b> NJ SLS 2.2.4.B.1, 2.2.4.B.2		

		<ul style="list-style-type: none"> <li>• Why should you think before acting?</li> <li>• How do outside factors like parents and television influence health?</li> </ul>
	<b>*List is not all inclusive</b>	<b>*List is not all inclusive</b>
	<b><i>Learning Goals &amp; Objectives</i></b>	
	<b><i>Student will understand...</i></b> <ul style="list-style-type: none"> <li>• Why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• Signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• The difference between drug use, abuse, and misuse.</li> <li>• How families typically share common values, provide love and emotional support, and set boundaries and limits</li> <li>• The physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• To relate the health of the birth mother to the development of a healthy fetus.</li> <li>• Explain what a decision and decision making process are</li> <li>• How to relate decision-making by self and others to one's health.</li> </ul>	<b><i>Students will be able to...</i></b> <ul style="list-style-type: none"> <li>• Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• Explain the difference between drug use, abuse, and misuse.</li> <li>• Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>• Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• Relate the health of the birth mother to the development of a healthy fetus.</li> <li>• Make decisions based on the decision making process</li> <li>• Explain how some decisions affect their or other's health</li> </ul>

		<ul style="list-style-type: none"> <li>Understand that outside factors influence health</li> </ul>
	<i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
<b>Unit 2</b> <b>NJ SLS 2.3.4.B.1</b> Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	<b>SLO 7: NJ SLS 2.3.4.B.1</b> Identify the laws associated with the illegal use of alcohol, tobacco, and other drugs.	<b>NJ SLS 2.3.4.B.1</b> Students will be able to define illegal drugs.  Students will be able to explain laws associated with illegal use of drugs.
<b>NJ SLS 2.3.4.C.1</b> Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	<b>SLO 12: NJ SLS 2.3.4.C.1</b> Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs	<b>NJ SLS 2.3.4.C.1</b> Students will be able to explain what drug abuse is.  Students will be able to identify signs of drug abuse.
<b>Unit 3</b> <b>NJ SLS 2.4.4.A.1</b> Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.	<b>SLO 1: NJ SLS 2.4.4.A.1</b> Describe the qualities (common values, love, emotional support) that form healthy family relationships.	<b>NJ SLS 2.4.4.A.1</b> Students will be able to describe values.

<p><b>NJ SLS 2.4.4.B.1</b> Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p><b>NJ SLS 2.4.4.C.2</b> Relate the health of the birth mother to the development of a healthy fetus.</p> <p><b>Unit 4</b> <b>NJ SLS 2.2.4.B.1 &amp; 2.2.4.B.2</b> Use the decision-making process when addressing health-related issues.</p> <p>Differentiate between situations when a health-related decision should be made independently or with the help of others.</p>	<p><b>SLO 4: NJ SLS 2.4.4.B.1</b> Identify the characteristics and traits (physical, social, emotional) of adolescent development.</p> <p><b>NJ SLSSLO 8: 2.4.4.C.2</b> Identify how the health of the mother directly affects the health of the fetus.</p> <p><b>NJ SLSSLO 1: 2.2.4.B.1 &amp; 2.2.4.B.2</b> Identify criteria on which you should analyze situations to determine when a health - related decision should be made independently or with the help of others.</p>	<p>Students will be able to explain how families share values</p> <p>Students will be able to explain how values promote healthy relationships</p> <p><b>SLO 4: NJ SLS 2.4.4.B.1</b> Students will be able to describe what changes occur at puberty.</p> <p>Students will be able to explain when puberty start?</p> <p>Students will be able to explain how when puberty ends?</p> <p><b>NJ SLS 2.4.4.C.2</b> Students will be able to describe the effects a mother's health has on her unborn child.</p> <p><b>NJ SLS 2.2.4.B.1 &amp; 2.2.4.B.2</b> Students will be able to identify when a decision should be made independently.</p> <p>When help is needed in the decision making process why should you seek help from.</p>
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## Resources

### Texts/Materials:

#### Websites

- <http://www.drpboddy.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>
- [http://free.ed.gov/subjects.cfm?subject\\_id=61&res\\_feature\\_request=1](http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1)

#### Video

#### Books

- Daddy Doesn't Have to Be a Giant Anymore by Thomas Jane Resh
- Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe
- My Dad Loves Me, My Dad has a Disease by Claudia Black

#### Other

*Notebooks, pencils, crayons*

#### Major Assignments (required):

#### Major Activities (required):

## Instructional Methods

### Learning Activities

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

- Role play
- Create a T-chart explaining the difference between over-the-counter and prescription medicines.
- Create brochures with different common medicines and their possible side effects

		<ul style="list-style-type: none"> <li>• Create a poster, cartoon, or another visual illustrating some short- and long-term physical effects of all types of tobacco use.</li> <li>• Compose a song or rap "Saying no to drugs"</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	Role Play Create stories	
<b>Possible Assessment Modifications /Accommodations:</b>			
<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Modify assignments as needed (e.g., vary length, limit items)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks</li> <li>• Test key concepts or main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Hear instructions orally</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent project</li> </ul>



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Possible Assessment Modifications /Accommodations:			
<ul style="list-style-type: none"> <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>• 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>• Record a lesson, instead of taking notes</li> </ul>	<ul style="list-style-type: none"> <li>• Multilevel Learning Stations</li> <li>• Vertical enrichment</li> </ul>

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<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> </ul> <p>Test study guide</p>	<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>

### Trimester III

Trimester III		
<b>ESTABLISHED GOALS:</b>  <b>Domain:</b> Community Health Skills <b>Domain &amp; Strand</b> NJ SLS 2.2.4.A.1, NJ SLS 2.2.4.C.1, NJ SLS 2.2.4.E.1, NJ SLS 2.1.4.D.2, NJ SLS 2.1.4.D.1, NJ SLS 2.1.4.D.3, NJ SLS 2.1.4.E.3	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>• 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>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <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>	<ul style="list-style-type: none"> <li>• Why is it important to develop a personal health goal and track progress?</li> <li>• What is the impact of participation in different kinds of service projects on community wellness?</li> <li>• How would you seek help when experiencing a health problem?</li> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• Why is it important to know what to do when someone is choking?</li> <li>• When riding in a car, how can safe behaviors help you?</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>• Explain what a decision and decision making process are</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 core ethical values</li> <li>• The impact of participation in different kinds of service projects on community wellness.</li> <li>• How to seek help when experiencing a health problem</li> <li>• The characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community.</li> <li>• The importance of wearing safety equipment while riding both in a vehicle and on a bicycle or skateboard.</li> <li>• The signs of various forms of abuse (bullying for example) and ways to get help</li> </ul> <p><b><i>*List is not all inclusive</i></b></p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Make decisions based on the decision making process</li> <li>• Explain how some decisions affect their or other's health</li> <li>• Understand that outside factors influence health</li> <li>• Develop a personal health goal</li> <li>• Identify the core ethical values</li> <li>• Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>• Explain how to seek help when experiencing a health problem</li> <li>• Recognize, identify and alert adults to potentially harmful conditions/situations.</li> <li>• Explain the impact of safe and unsafe behaviors while riding in various forms of transportation</li> <li>• Understand various forms of abuse and ways to get help</li> </ul> <p><b><i>*List is not all inclusive</i></b></p>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
Unit 4		
<b>NJ SLS 2.2.4.A.1</b> Demonstrate effective interpersonal communication in health-and safety-related situations.	<b>SLO 3: NJ SLS 2.2.4.A.1</b> Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations.	<b>NJ SLS 2.2.4.A.1</b> Students will be able to identify a health and safety situation.  Students will be able to explain communicate to correct person any concerns or issues.
<b>NJ SLS 2.2.4.C.1</b> Determine how an individual's character develops over time and impacts personal health.	<b>SLO 6: NJ SLS 2.2.4.C.1</b> Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, and social).	<b>NJ SLS 2.2.4.C.1</b> Students will be able to explain what character is how our own character impacts our wellbeing.
<b>NJ SLS 2.2.4.E.1</b> Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	<b>SLO 11: NJ SLS 2.2.4.E.1</b> Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.	<b>NJ SLS 2.2.4.E.1</b> Students will be able to identify health services.  Students will be able to explain how those who serve in health services assist people.
<b>NJ SLS 2.1.4.D.2</b> Summarize the various forms of abuse and ways to get help.	<b>SLO 13: NJ SLS 2.1.4.D.2</b> Will be able to identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help.	<b>NJ SLS 2.1.4.D.2</b> Students will be able to describe what abuse is. Students will be able to explain the different types of abuse.  Students will be able to explain how to seek help?

<p><b>NJ SLS 2.1.4.D.1 &amp; 2.1.4.D.3</b></p> <p>Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation</p>	<p><b>SLO 14: NJ SLS 2.1.4.D.1, 2.1.4.D.3</b></p> <p>Can determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety and rip current safety  <a href="http://www.nj.gov/education/aps/NJSLS/chpe/">http://www.nj.gov/education/aps/NJSLS/chpe/</a>) and strategies to reduce the risk of injury.</p>	<p><b>NJ SLS 2.1.4.D.1 &amp; 2.1.4.D.3</b></p> <p>Students will be able to describe safe situations.</p> <p>Students will be able to explain unsafe situations.</p> <p>Students will be able to explain ways to reduce the risk of injuries.</p> <p>Students will be able to describe plans of action in place for safety concerns.</p>
<p><b>NJ SLS 2.1.4.E.3</b></p> <p>Determine ways to cope with rejection, loss, and separation.</p>	<p><b>SLO 17: NJ SLS 2.1.4.E.3</b></p> <p>Students will identify ways to cope with rejection, loss and separation.</p>	<p><b>NJ SLS 2.1.4.E.3</b></p> <p>Students will be able to describe how to deal with loss and who to seek out for help.</p>
<p><b>Resources</b></p>		
<p><b>Texts/Materials:</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf">http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf</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> <li>• <a href="http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm">http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm</a></li> <li>• <a href="http://www.sparky.org/">http://www.sparky.org/</a></li> <li>• <a href="http://www.pacerkidsagainstbullying.org/">http://www.pacerkidsagainstbullying.org/</a></li> <li>• <a href="http://www.stopbullying.gov/kids/">http://www.stopbullying.gov/kids/</a></li> <li>• </li> </ul>		

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### Video

- <http://www.youtube.com/watch?v=7-X3Pu20w24> (LBMS Video)

### Books

- Have You Filled a Bucket Today? ~ Carol McCloud
- Be Happy!: A Little Book for a Happy You ~ Monica Sheehan
- **Monster Manners** by Bethany Roberts
- Ride Right: Bicycle Safety
- Bicycle Safety by Lisa M Herrington
- Uncomfortable Secrets. a Children's Book That Will Help Prevent Abuse by Paulina Ponce, Stephanie Halfen

### Other

*Notebooks, pencils, crayons*

### Major Assignments (required):

### Major Activities (required):

## Instructional Methods

### Learning Activities

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

- Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. For example: feeding the hungry - collect canned goods and distribute to soup kitchens.
- Create a video or song explaining how to seek help when experiencing a health problem
- Role play
- Create a T-Chart or act out scenarios showing healthy and unhealthy risks
- Create play/presentation video telling other students what to do in unsafe situations
- Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet

		<ul style="list-style-type: none"> <li>• Model how to take care of a someone choking</li> <li>• Draw/Create display of safety hazards in the home</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	Role Play Create stories	

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Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<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 Learners	Advanced Learners
<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></ul> Test study guide	<ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li></ul> KWL Charts using pictures or native language	<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>