

BENWAY SCHOOL

Health Curriculum

Grade 7



Benway School

Unit 1

Content Area: Health

Unit Title: *Personal Growth/Wellness*

Grade Level: 7

Unit Overview: This unit will cover social, emotional, and physical well-being.

Recommended Pacing: 2 to 3 weeks

Student Learning Objectives	NJSLS
Analyze and predict factors in social situations that may require the use of effective decision-making strategies to ensure personal health and wellness.	2.2.8.B.2, 2.2.8.B.3
Investigate different case scenarios to determine how food choices/supplements impact total well-being.	2.1.8.A.1, 2.1.8.B1, 2.1.8.B.4
Evaluate the impact of marketing techniques of new nutritional products and supplements.	2.1.8.A.3, 2.1.8.A.4, 2.1.8.B.1
Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one’s physical, social, and emotional wellness).	2.1.8.C.3
New Jersey Student Learning Standards	Progress Indicator
Assess and apply health data to enhance each dimension of personal wellness.	2.1.8.A.1
Relate advances in technology to maintaining and improving personal health.	2.1.8.A.3
Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	2.1.8.A.4
Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	2.1.8.B.1
Analyze the nutritional values of new products and supplements.	2.1.8.B.4
Analyze the impact of mental illness (e.g., depression, impulse disorder such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	2.1.8.C.3
Justify when individual or collaborative decision-making is appropriate.	2.2.8.B.2
Analyze factors that support or hinder the achievement of personal health goals during different life stages.	2.2.8.B.3
New Jersey Student Learning Standards Technology	Indicator
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Graph and calculate data within a spreadsheet and present a summary of the results	8.1.8.A.4
Create a database query, sort and create a report and describe the process, and explain the report results.	8.1.8.A.5
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	8.2.8.E.1
Demonstrate an understanding of the relationship between hardware and software.	8.2.8.E.2

New Jersey Student Learning Standards 21 st Century Life and Career Skills	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Compare and contrast product facts versus advertising claims.	9.1.8.E.3
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Key Vocabulary Words	
Marketing techniques, supplements	
Evidence of Learning	
<p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Classroom discussion and participation ● Individual and group projects ● Performance-based assessments ● Teacher observations and anecdotal notes 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Whole and small group discussions ● Independent and group work 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Smartboard ● Laptop cart 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● http://www.middleschoolhealth.org/ ● http://kidshealth.org/en/kids/middle-school.html ● Brainpop ● Youtube ● https://www.fns.usda.gov/tn/discover-myplate-teachers-guide ● https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet ● https://www.fns.usda.gov/tn/myplate-guide-school-breakfast ● https://www.fns.usda.gov/tn/myplate-guide-school-lunch ● Ck12.org: Health Resources: https://www.ck12.org/c/health/#/?_k=6fmflm ● PE & Health Resources: https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626 	

- PE, Health, and Dance Resources: <http://www.njahperd.org/new/index.php/teacher-resources>
- Webinars: <http://www.sparkecademy.org/>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p align="center"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p align="center"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting 	<p align="center"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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Benway School**Unit 2****Content Area:** Health**Unit Title:** *Alcohol, Tobacco, and other Drugs***Grade Level:** 7**Unit Overview:** In this unit, the students will study drugs, treatment options, and strategies to overcome negative risk factors.**Recommended Pacing:** 2-3 weeks

Student Learning Objectives	NJSLS
Describe the positive effects and the potential risks that may occur when one uses over-the-counter medicines, prescription drugs, and supplements.	2.3.8.A.1
Summarize the effects of alcohol/drug use on the body systems.	2.3.8.B.3, 2.3.8.B.5, 2.3.8.B.7
Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.	2.3.8.A.1, 2.3.8.B.1, 2.3.8.B.5
Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.	2.3.8.C.1, 2.3.8.C.2
New Jersey Student Learning Standards	Progress Indicator
Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.	2.3.8.A.1
Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	2.3.8.B.1
Analyze the effects of all types of tobacco use on the aging process.	2.3.8.B.3
Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairments of behavior, judgment, and memory.	2.3.8.B.5
Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	2.3.8.B.7
Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug-free life.	2.3.8.C.1
Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	2.3.8.C.2
New Jersey Student Learning Standards Technology	Indicator
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2
Graph and calculate data within a spreadsheet and present a summary of the results	8.1.8.A.4
Create a database query, sort and create a report and describe the process, and explain the report results.	8.1.8.A.5

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	8.1.8.D.1
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	8.2.8.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Compare and contrast product facts versus advertising claims.	9.1.8.E.3
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Key Vocabulary Words	
Risk factors, substance abuse	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion and participation ● Individual and group projects ● Performance-based assessments ● Teacher observations and anecdotal notes 	
Learning Activities:	
<ul style="list-style-type: none"> ● Whole and small group discussions ● Independent and group work 	
Instructional Materials:	
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Teacher Resources:	
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- <https://www.fns.usda.gov/tn/myplate-guide-school-lunch>
- <https://www.operationprevention.com/>
- Ck12.org: Health Resources: https://www.ck12.org/c/health/#/?_k=6fmflm
- PE & Health Resources:
https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626
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**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments

Students at Risk of School Failure

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
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- Assist student with long and short term planning of assignments
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- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
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- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes

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- Extended time on classroom tests and quizzes
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Benway School**Unit 3****Content Area:** Health**Unit Title:** *Family Life***Grade Level:** 7**Unit Overview:** This unit will outline the aspects of family.**Recommended Pacing:** 2 to 3 weeks

Student Learning Objectives	NJSLS
Identify how changes within a family can impact family members.	2.4.8.A.1
Explain how the family unit impacts character development.	2.4.8.A.2
Evaluate how affection, love, and commitment relate to healthy relationships and the effect on one's wellness.	2.4.8.A.4, 2.4.8.A.5, 2.4.8.A.6
Evaluate contraceptive methods and factors that influence their use.	2.4.8.B.3, 2.4.8.B.4
Analyze the influences that hormones, nutrition, environment, and heredity have on the physical, social, and emotional aspects of the adolescent years.	2.4.8.B.1
Discuss being a teenage parent and the effect it has on academic, social, and family life.	2.4.8.C.4
Summarize the signs and symptoms of pregnancy and correlate prenatal care to the prevention of complications during pregnancy and childbirth.	2.4.8.C.1, 2.4.8.C.5
New Jersey Student Learning Standards	Progress Indicator
Predict how changes within a family can impact family members.	2.4.8.A.1
Explain how the family unit impacts character development.	2.4.8.A.2
Differentiate between affection, love, commitment, and sexual attraction.	2.4.8.A.4
Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	2.4.8.A.5
Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	2.4.8.A.6
Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotion changes that occur during puberty.	2.4.8.B.1
Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	2.4.8.B.3
Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	2.4.8.B.4
Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	2.4.8.C.1
Predict short- and long-term impacts of teen pregnancy.	2.4.8.C.4
Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	2.4.8.C.5
New Jersey Student Learning Standards Technology	Indicator
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2

Graph and calculate data within a spreadsheet and present a summary of the results	8.1.8.A.4
Create a database query, sort and create a report and describe the process, and explain the report results.	8.1.8.A.5
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	8.1.8.D.1
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Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Key Vocabulary Words	
Contraception, hormones, prenatal care	
Evidence of Learning	
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- <https://www.fns.usda.gov/tn/myplate-guide-school-breakfast>
- <https://www.fns.usda.gov/tn/myplate-guide-school-lunch>
- Ck12.org: Health Resources: https://www.ck12.org/c/health/#/?_k=6fmflm
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<ul style="list-style-type: none">● Continue using marking the text strategy● Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts● Write routinely and engage in peer editing with teacher guidance <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	<ul style="list-style-type: none">● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments
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Benway School**Unit 4****Content Area:** Health**Unit Title:** *Community Health Skills***Grade Level:** 7**Unit Overview:** This unit will promote character development and equip students with strategies for handling peer pressure.**Recommended Pacing:** 2 to 3 weeks

Student Learning Objectives	NJSLS
Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict).	2.2.8.A.2
Develop methods and strategies that will promote character development in individual, group, and team environments.	2.2.8.C.1, 2.1.8.E.2, 2.2.8.C.3
Investigate different opportunities available and implement a plan that motivates volunteerism.	2.2.8.D.1
Using technology, develop a web-based glossary of health products, services, and resources.	2.2.8.E.1, 2.1.8.E.1
Describe the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws.	2.1.6.D.3, 2.1.8.D.3
New Jersey Student Learning Standards	Progress Indicator
Summarize the components of the traffic safety system and explain how people contribute to making the system effective.	2.1.6.D.3
Analyze the causes and the consequences of noncompliance with the traffic safety system.	2.1.8.D.3
Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	2.1.8.E.1
Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	2.1.8.E.2
Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	2.2.8.A.2
Analyze strategies to enhance character development in individual, group, and team activities.	2.2.8.C.1
Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	2.2.8.C.3
Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	2.2.8.D.1
Evaluate various health products, services, and resources from different sources, including the Internet.	2.2.8.E.1
New Jersey Student Learning Standards Technology	Indicator
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	8.1.8.A.2

Graph and calculate data within a spreadsheet and present a summary of the results	8.1.8.A.4
Create a database query, sort and create a report and describe the process, and explain the report results.	8.1.8.A.5
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	8.1.8.D.1
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	8.2.8.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Compare and contrast product facts versus advertising claims.	9.1.8.E.3
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Key Vocabulary Words	
Assertive, traffic safety system	
Evidence of Learning	
Additional Suggested Assessments: <ul style="list-style-type: none"> ● Classroom discussion and participation ● Individual and group projects ● Performance-based assessments ● Teacher observations and anecdotal notes 	
Learning Activities: <ul style="list-style-type: none"> ● Whole and small group discussions ● Independent and group work 	
Instructional Materials: <ul style="list-style-type: none"> ● Smartboard ● Laptop cart 	
Teacher Resources: <ul style="list-style-type: none"> ● Youtube.com ● Brainpop.com ● http://www.middleschoolhealth.org/ 	

- <http://kidshealth.org/en/kids/middle-school.html>
- <https://www.fns.usda.gov/tn/discover-myplate-teachers-guide>
- <https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet>
- <https://www.fns.usda.gov/tn/myplate-guide-school-breakfast>
- <https://www.fns.usda.gov/tn/myplate-guide-school-lunch>
- Ck12.org: Health Resources: https://www.ck12.org/c/health/#/?_k=6fmflm
- PE & Health Resources:
https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626
- PE, Health, and Dance Resources: <http://www.njahperd.org/new/index.php/teacher-resources>
- Webinars: <http://www.sparkecademy.org/>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes

Students at Risk of School Failure

Modifications for Classroom:

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- Ask students to restate information, directions, and assignments
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- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

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- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
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