

BENWAY SCHOOL

Health Curriculum

Grade 5



Benway School

Unit 1

Content Area: Health

Unit Title: *Personal Growth/Wellness*

Grade Level: 5

Unit Overview: In this unit, students will study determine strategies to prevent, detect, and treat diseases.

Recommended Pacing: 8-10 weeks (September-November)

Student Learning Objectives	NJSLS
Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect, and treat them.	2.1.6.C.1
Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.	2.1.6.B.1, 2.1.6.B.2
Compare and contrast nutritional information.	2.1.6.B.3
Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.	2.1.6.A.1, 2.6.6.A.1, 2.6.6.A.4
New Jersey Student Learning Standards	Progress Indicator
Explain how health data can be used to assess and improve each dimension of personal wellness.	2.1.6.A.1
Determine factors that influence food choice and eating patterns.	2.1.6.B.1
Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	2.1.6.B.2
Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	2.1.6.B.3
Summarize means of detecting and treating diseases and health conditions that prevalent in adolescents.	2.1.6.C.1
Analyze the social, emotional, and health benefits of selected physical experiences.	2.6.6.A.1
Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	2.6.6.A.4
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.	8.2.5.A.1

Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	8.1.5.D.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	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
Apply appropriate academic and technical skills.	CRP2
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
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Detect, prevalent	
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"> ● http://kidshealth.org/en/kids/ ● http://pbskids.org/healthykids/ ● https://www.fns.usda.gov/tn/discover-myplate-teachers-guide ● https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum ● 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>

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 	<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

- 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
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

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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:** 5**Unit Overview:** In this unit, the students will examine the effects of alcohol, tobacco, and drugs. Additionally, they will develop skills for effective decision-making.**Recommended Pacing:** 8-10 weeks (November-January)

Student Learning Objectives	NJSLS
Determine effective decision-making strategies that would assist in choices involving alcohols, tobacco, and other drugs.	2.2.6.B.1
Compare and contrast short and long-term physical and behavioral effects of substance use and abuse caused by over-the-counter and prescribed medication.	2.3.6.A.1
Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.	2.3.6.B.3
Determine how laws/policies can have an effect on the health of smokers and nonsmokers.	2.3.6.B.2, 2.3.6.B.3
Explain the system of drug classification and why it is useful in preventing substance abuse.	2.3.6.B.1
Summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs, and determine how it affects personal wellness both short-term and long-term.	2.3.6.B.2, 2.3.6.C.1, 2.3.6.C.2
Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low-self-esteem, genetics, and poor role models.	2.3.6.C.3
New Jersey Student Learning Standards	Progress Indicator
Use effective decision-making strategies.	2.2.6.B.1
Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.	2.3.6.A.1
Explain the system of drug classification and why it is useful in preventing substance abuse.	2.3.6.B.1
Relate tobacco and the incidence of disease.	2.3.6.B.2
Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	2.3.6.B.3
Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	2.3.6.C.1
Explain how wellness is affected during the stages of drug dependency/addiction	2.3.6.C.2
Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low-self-esteem, genetics, and poor role models.	2.3.6.C.3
New Jersey Student Learning Standards Technology	Indicator

<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.	8.2.5.A.1
Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	8.1.5.D.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	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
Apply appropriate academic and technical skills.	CRP2
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
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Drug classification, over-the-counter/prescription	
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 	

<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Smartboard ● Laptop cart 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● http://kidshealth.org/en/kids/ ● http://pbskids.org/healthykids/ ● https://www.fns.usda.gov/tn/discover-myplate-teachers-guide ● https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum ● 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 	
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- 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
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- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels

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- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
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Benway School

Unit 3

Content Area: Health

Unit Title: *Family Life*

Grade Level: 5

Unit Overview: In this unit, students will explore healthy relationships and family change.

Recommended Pacing: 8-10 weeks (February-April)

Student Learning Objectives	NJSLS
Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.	2.4.6.A.2, 2.4.6.A.3
Identify how conflicts may be resolved between individuals and relationships.	2.4.6.A.4
Identify how families change over time.	2.4.6.A.1
Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	2.1.6.E.3
New Jersey Student Learning Standards	Progress Indicator
Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	2.1.6.E.3
Compare and contrast how families change over time.	2.4.6.A.1
Analyze the characteristics of healthy friendships and other relationships.	2.4.6.A.2
Examine the types of relationships adolescents may experience.	2.4.6.A.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.	8.2.5.A.1
Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	8.1.5.D.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	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
Apply appropriate academic and technical skills.	CRP2
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
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Cope	
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 	
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Modifications & Accommodations:	
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Gifted and Talented <i>(content, process, product, and learning environment)</i>	English Language Learners
Extension Activities:	Modifications:
<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics 	<ul style="list-style-type: none"> ● Modified assignments

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
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Benway School	
Unit 4	
Content Area: Health	
Unit Title: <i>Community Health Skills</i>	
Grade Level: 5	
Unit Overview: In this unit, students will refine interpersonal skills, character development, and healthy decision making.	
Recommended Pacing: 8-10 weeks (April-June)	
Student Learning Objectives	NJSLS
Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations).	2.2.6.A.1
Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.	2.2.6.C.1, 2.1.4.E.1
Include peers with disabilities at home, at school, and in community activities.	2.2.6.C.3
Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.	2.2.6.D.1
Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community.	2.1.6.D.1, 2.2.6.D.1
Identify when to use basic first-aid procedures.	2.1.6.D.4
Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development.	2.1.6.E.1
New Jersey Student Learning Standards	Progress Indicator
Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	2.1.6.D.1
Assess when to use basic first-aid procedures.	2.1.6.D.4
Compare and contrast how individuals and families attempt to address basic human needs.	2.1.4.E.1
Examine how personal assets and protective factors support healthy social and emotional development.	2.1.6.E.1
Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	2.2.6.A.1
Explain how character and core ethical values can be useful in addressing challenging situations.	2.2.6.C.1
Develop ways to proactively include peers with disabilities at home, at school, and in community activities.	2.2.6.C.3
Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer services.	2.2.6.D.1
New Jersey Student Learning Standards Technology	Indicator
<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.	8.2.5.A.1
Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	8.1.5.D.3
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	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
Apply appropriate academic and technical skills.	CRP2
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
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Assumption, attitude	
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 	

<ul style="list-style-type: none"> ● Laptop cart 	
Teacher Resources: <ul style="list-style-type: none"> ● http://kidshealth.org/en/kids/ ● http://pbskids.org/healthykids/ ● https://www.fns.usda.gov/tn/discover-myplate-teachers-guide ● https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum ● 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 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-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 style="text-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 style="text-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 	<p style="text-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

- 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
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text

- 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
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Modifications for 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

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

- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

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