



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 7

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



Springfield Public Schools **Springfield, New Jersey**

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Superintendent of Schools

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*Springfield Board of Education
PO Box 210
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"Cultivating compassionate and extraordinary learners"

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

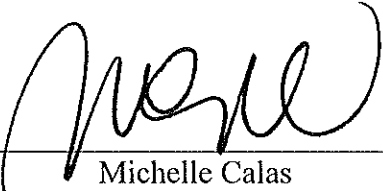
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health **Grade Level:** 7th **Unit Title:** Community Health Services and Support

Unit Summary: Having learned about the different dimensions of health, students will understand that each dimension has advocates and services for health issues.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: It is important for the students to know and understand what health resources are out there and this unit gives a better understanding of community health. Students may be faced with certain health issues and need to know the proper resources available to them and where they can go to obtain information.

Learning Targets

Standards: 2.1 Personal and Mental Health
 9.4 Career Readiness
 12.1 Social and Emotional Learning
 NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 NJSLA.W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Core Idea:

Community Health Services and Support: 2.1.8.CHSS- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Creativity and Innovation: 9.4.8.CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



Information and Media Literacy:

9.4.8.IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Social Emotional Learning:

SEL.PK- 12.3- Social Awareness
 SEL.PK- 12.4- Responsible Decision Making

CPI#:	Performance Expectations:
2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says <u>explicitly</u> as well as inferences drawn from the text.
W.7.2.A	Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid comprehension.
SEL.PK.12.3.1	Recognize and identify the thoughts, feelings, and perspective of others.



SEL.PK.12. 4.1	Develop , implement, and model effective-problem solving and critical thinking skills.
N.J.S.A 18A: 6-11	Suicide Prevention (Statute)
Unit Essential Questions: • What are different health services provided worldwide? • Why are these services needed? • What is the difference between a national, world wide, and local health service?	
Unit Enduring Understandings: • Students will be able to provide examples of health services on local, state, national, and world wide level. • Understanding the need for advocacy and service on health issues. • Understanding how advocacy can help services and raise awareness.	
Unit Learning Targets: Students will..... Provide examples of health services on a local, state, national, and world wide level and know the differences between them.	



Evidence of Learning

Summative Assessment: Service advertisement (imovie), class debate

Equipment Needed: Laptop, projector, and Glencoe Teen Health Course 2 Textbook (Chapter 1 pages 28-29), (Chapter 2 page 50), (Chapter 14 page 457) and Comprehensive Health Skills For Middle School (Chapter 1 pages 22-32) (Chapter 13 page 441)

Teacher Resources: Internet- <https://www.who.int/about/who-we-are>, handouts, example of imovies, diagrams, worksheets, Glencoe Teen Health Textbook (Chapter 1 pages 28-29), (Chapter 2 page 50), (Chapter 14 page 457) and Comprehensive Health Skills For Middle School Textbook (Chapter 1 pages 22-32) (Chapter 13 page 441)

Formative Assessments:

- Class participation
- Class discussion
- Observation
- Worksheets



Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to services	1 period
Lesson 2 Advertisements	2 periods
Lesson 3 Debates	2 periods

Teacher Notes:

Timeline adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.who.int

<https://www.who.int/about/who-we-are>

Glencoe Teen Health Course 2 Textbook (Chapter 1 pages 28-29), (Chapter 2 page 50), (Chapter 14 page 457)

Comprehensive Health Skills For Middle School (Chapter 1 pages 22-32) (Chapter 13 page 441)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Introduction to Services Time Frame: 1 period

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: <https://www.who.int/about/who-we-are>

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand the difference between local, state, national, and global services.	Lesson Sequence - The class will be asked to list the different dimensions of health (previously reviewed) and record answers on the board. - The class will then be asked to brainstorm health services and the dimension they assist. For example: Emotional-counseling services. - Students will come up with at least 5 service examples for each category. - The class will create one master list of dimensions and services. - The class will review the health services listed.	- Class participation. - Class discussion. - Article. - Q&A.



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">6. The class will determine which services are local, state, national, etc.7. The students will log onto the world health organization website.8. The teacher will explain that this organization is a global organization helping people in all parts of the world. Students will explore the website and read a selected article.9. As a closure activity, we will have a Q&A about the article. | |
|--|---|--|

Differentiation:

Students can work alone or in pairs or groups.
Students may use the internet to help them find services.

Resources Provided:

- <https://www.who.int/about/who-we-are>



Lesson Plan 2 Template

Content Area: Health Lesson Title: Advertisements Time Frame: 2 periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptop- students will use "iMovie" to create an advertisement of a health service to raise awareness on a health issue.

Equipment Needed: Laptop and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will be instructed to pick a health organization/issue they would like to raise awareness about (i.e. eating disorders, cancer, diabetes etc.). - Students are then going to create a presentation, campaigning their issue. - Presentations will include: -The issue. -How awareness will be raised. -Activities to raise awareness.	- Rubric. - Presentations.



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- Importance of issue.
- Statistics on the issue.
- 5. Students will have two class periods to work on this.
- 6. Students will then present their "cause" to the class.

Differentiation:

Students may choose to present using iMovie or Powerpoint.

Resources Provided:

- Examples of completed student projects.



Lesson Plan 3 Template

Content Area: Health Lesson Title: Debates Time Frame: 2 periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptop for research.

Equipment Needed: Laptop and textbook.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Defend a position on a health or social issue to activate community awareness and responsiveness.	Lesson Sequence - Each table will be given a social or health issue with a position/stance. - As a group, students will research the health topic and create a presentation for the class defending their social issue. - Each group will present to the class. - After each presentation there will be a Q&A/ class discussion.	- Criteria sheet for position/stance. - Class participation. - Class discussion. - Presentations.
Differentiation: Think -Pair-Share		
Resources Provided: Students will research on their own and have to state the websites they got their information from.		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Health	Grade Level: 7th	Unit Title: Community Health Services and Support
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area:	Health	Grade Level:	7th	Unit Title:	Alcohol, tobacco, and other drugs
Unit Summary: Students will acquire knowledge about the risks and potential dangers/ side effects of alcohol, tobacco and other drugs.					
Primary Interdisciplinary Connections: Communication Arts					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy					
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: It is necessary for the students to recognize that engaging in high risk behaviors can adversely impact their health and society.					

Learning Targets

Standards:	2.3 Alcohol, Tobacco, and Other Drugs 9.4 Career Readiness 12.1 Social and Emotional Learning NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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Core Idea:

Alcohol, Tobacco, and Other Drugs:	2.3.8 ATD- The use of alcohol, tobacco (including e cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
Creativity and Innovation:	9.4.8.CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Information and Media Literacy:	9.4.8.IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
Social Emotional Learning:	SEL.PK- 12.1- Self Awareness SEL.PK- 12.3- Social Awareness SEL.PK- 12.4- Responsible Decision Making

CPI#:	Performance Expectations:
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2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.7.2.A	Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid comprehension.
SEL.PK.12.1 .2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK.12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK.12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK.12. 4.1	Develop, implement, and model effective problem solving and critical thinking skills.
SEL.PK.12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK.12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
(N.J.S.A. 18A:40A-1)	Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (Statute)

Unit Essential Questions:

- What are the potential side effects of drug use?
- How can alcohol, tobacco, and other drugs alter one's lifestyle?
- What are the potential health risks associated with alcohol, tobacco, and other drugs?

Unit Enduring Understandings:

- A better understanding of what drugs, alcohol, and tobacco can do to the body.
- A better understanding of how drugs not only affect the body, but affect a person mentally, socially, and emotionally.



Unit Learning Targets:

Students will identify certain high-risk behaviors.

Students will compare and contrast certain types of drugs and the potential risks they have on the body.



Evidence of Learning

Summative Assessment: Quiz and project

Equipment Needed: Laptop, projector, notebook, handouts and textbooks

Teacher Resources: Internet-

<https://teenshealth.org/en/teens/know-about-drugs.html>, www.kidshealth.org

www.teens.drugabuse.gov

<https://teenshealth.org/en/teens/know-about-drugs.html>

<https://kidshealth.org/en/teens/inhalants.html>

<https://teens.drugabuse.gov/drug-facts/inhalants> teacher created worksheets, webquests, teacher created handouts, diagrams, Glencoe Teen Health Course 2 textbook (chapter 8 pages 230-235, 248-252), (chapter 9 pages 264-271, 278-281, 282-285) (chapter 10 pages 298-302, 303-309) and Comprehensive Health Skills for Middle School textbook (Chapter 8 pages 241-269) (Chapter 9 pages 272-295) and (Chapter 10 pages 298-329)

Formative Assessments:

- Observation
- Worksheets
- Webquests
- Projects



Lesson Plans

Lesson	Time Frame
Lesson 1 Effects of alcohol abuse	1 period
Lesson 2 Effects of inhalant abuse	1 period
Lesson 3 Smoking Laws	2 periods

Teacher Notes:

Timeline adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.kidshealth.org

www.teens.drugabuse.gov

<https://teenshealth.org/en/teens/know-about-drugs.html>

<https://kidshealth.org/en/teens/inhalants.html>

<https://teens.drugabuse.gov/drug-facts/inhalants>

Glencoe Teen Health Course 2 Textbook (chapter 8 pages 230-235, 248-252), (chapter 9 pages 264-271, 278-281, 282-285) (chapter 10 pages 298-302, 303-309)

Comprehensive Health Skills for Middle School textbook (Chapter 8 pages 241-269) (Chapter 9 pages 272-295) and (Chapter 10 pages 298-329)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Effects of Alcohol Abuse Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Students can take notes using their laptop (Microsoft Word).

Equipment Needed: Laptop for note taking.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify both the long and short-term effects alcohol can have on people. - Identify the 3 major ways alcohol affects people.	Lesson Sequence - Students will come to class and attendance will be taken. - A triangle will be drawn on the board and the class will be asked to name the 3 "major" ways alcohol can affect someone - physically, socially, and mentally. - The students will then break down each category and make a list of the effects alcohol has on the body. From the class list students will determine if the effects listed are short-term or long-term effects. - Students will then be instructed to come up with 3 more short-term and long-term effects that	- Class participation. - Question and answer period. - Short and long term list.



	are not listed on the board. 5. As a closure activity, the class will review short-term and long-term effects of alcohol.	
Differentiation: Think-pair-share		
Resources Provided: • Teacher created a handout on the 3 major ways alcohol affects people.		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Effects of Inhalant Abuse Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet and teacher created webquest/worksheet.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the effects inhalants have on the body. - Comprehend the dangers and potential side effects of inhalant abuse by completing a webquest.	Lesson Sequence - Students will come to class and attendance will be taken. - As a review, I will go over the four different types of inhalants. - Students will be given a webquest. - Students will download the webquest on their laptops and complete it. When they are done, they will dropbox their work to be graded. - As an exit ticket, students will go to the teacher's website and answer the posted question.	- Webquest. - Are the students understanding the information from previous lessons?



Differentiation:

Varying the length of time a student may need to complete the assignment for a struggling student or to encourage an advanced student to do further research. Work with another student if needed (pair share).

Resources Provided:

- teens.drugabuse.gov
- <https://kidshealth.org/en/teens/inhalants.html>
- <https://teens.drugabuse.gov/drug-facts/inhalants>



Lesson Plan 3 Template

Content Area: Health Lesson Title: Smoking Laws Time Frame: 2 class periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptop, projector, internet for research, and Microsoft Powerpoint.

Equipment Needed: Laptop and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast NJ smoking laws with other states.	Lesson Sequence - Students will come to class and attendance will be taken. - Each student will pick a state. - Using their computer, students will investigate the smoking laws of the state they chose. - Students will create a Powerpoint presentation on the smoking laws of their state. - Powerpoint will have to include: - State name. - Name of the smoking law in the state.	- Powerpoint - Presentation



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|--|---|--|
| | <ol style="list-style-type: none">8. What the law does for the people who live in the state.9. When was the law created and passed?10. How old does a person have to be to purchase tobacco?11. Students will present their findings to the class and then we will follow up with a class discussion on how states' smoking laws vary. | |
|--|---|--|

Differentiation:

Provide extra time for those students who need it.

Resources Provided:

- Internet-students do their own research and have to provide websites used.
- Department of Health website for the state chosen.



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences		x	
Are differentiated based on student needs		x	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Health	Grade Level: 7th	Unit Title: Alcohol, tobacco, and other drugs
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area: Health	Grade Level: 7th	Unit Title: Dependency, Substances Disorder, and Treatment
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Unit Summary: Students understand that engaging in high risk behaviors could lead to addiction. Students will be taught the resources that are available to a person suffering from addiction.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: After going through our drug units students need to know the resources that are available to a person if they are an addict.

Learning Targets

Standards: 2.3 Safety
 9.4 Career Readiness
 12.1 Social and Emotional Learning
 NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Core Idea:

Dependency, Substance Disorder, and Treatment: A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Creativity and Innovation: 9.4.8.CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Information and Media: 9.4.8.IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Social Emotional Learning: SEL.PK- 12.1- Self Awareness
 SEL.PK- 12.3- Social Awareness



SEL.PK- 12.4- Responsible Decision Making

CPI#:	Performance Expectations:
2.3.8.DSDT .1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT .2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
2.3.8.DSDT .3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT .4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
2.3.8.DSDT .5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
SEL.PK.12.1 .2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK.12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK.12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK.12.4.1	Develop, implement, and model effective problem solving and critical thinking skills.
SEL.PK.12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK.12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
(N.J.S.A. 18A:40A-1)	Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (Statute)

Unit Essential Questions:

- What are the different theories about dependency and addiction?
- Where can a person that is suffering from an addiction go for help?
- What are some ways a person could prevent themselves from becoming an addict?

Unit Enduring Understandings:

- An understanding of the cycle of addiction.
- An understanding that not only the addict is suffering but also the people in the addicts life.
- An understanding of healthy ways to prevent high risk behaviors.

Unit Learning Targets:



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Students will...

Compare and contrast different theories relating to addiction and dependency.



Evidence of Learning

Summative Assessment: Worksheet

Equipment Needed: Laptop and projector

Teacher Resources: internet-
<https://kidshealth.org/en/teens/addictions.html>, <https://teens.drugabuse.gov/blog>, <https://teens.drugabuse.gov/teens>,
<https://www.operationprevention.com/virtual-field-trip>,
<https://teens.drugabuse.gov/blog/category/real-life-stories> teacher created worksheets, teacher created handouts, diagrams, and textbook (chapters 8 pages 242-246, 252-255) (Chapter 9 pages 264-271, 286-289) and (Chapter 10 pages 298-302, 316-319) and Comprehensive Health Skills for Middle School textbook (Chapter 8 pages 241-269) (Chapter 9 pages 272-295) and (Chapter 10 pages 298-329)

Formative Assessments:

- Class participation
- Class discussion
- Observation
- Scenario worksheets



Lesson Plans

Lesson	Time Frame
Lesson 1 Scenario/cycle of addiction	1 period
Lesson 2 Real life stories	1 period
Lesson 3 Treatment	1 period

Teacher Notes:

Timeline adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.oucourse.com

internet- <https://kidshealth.org/en/teens/addictions.html>, <https://teens.drugabuse.gov/blog>, <https://teens.drugabuse.gov/teens>, <https://www.operationprevention.com/virtual-field-trip>, <https://teens.drugabuse.gov/blog/category/real-life-stories> teacher created worksheets, teacher created handouts, diagrams, and textbook (chapters 8 pages 242-246, 252-255) (Chapter 9 pages 264-271, 286-289) and (Chapter 10 pages 298-302, 316-319)

Glencoe Teen Health Course 2 Textbook.

Comprehensive Health Skills for Middle School textbook (Chapter 8 pages 241-269) (Chapter 9 pages 272-295) and (Chapter 10 pages 298-329)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Introduction to Addiction Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Article on laptop- <https://kidshealth.org/en/teens/addictions.html>

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the cycle of addiction. - Understand how families and peers influence decision making.	Lesson Sequence - Students will come to class and attendance will be taken. - The teacher will pose the question to the class -"Why do people do drugs?" Answers will be recorded on the board. - The teacher will review the cycle of addiction. - Students will then go onto the teachers website and read an article based on addiction. - Once the class is finished reading, they will discuss how someone with an addiction can get help. - Once the class discussion is over, a scenario	- Class participation. - Class discussion. - Q&A - Scenario worksheet.



worksheet will be distributed. Scenarios are based on the cycle of addiction.

7. As for closure, the class will review the worksheet.

Differentiation:

Students can work alone or in groups.

Resources Provided:

- Teacher created scenario worksheets
- <https://kidshealth.org/en/teens/addictions.html>



Lesson Plan 2 Template

Content Area: Health Lesson Title: Real-Life Stories Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts and writing.

Integration of Technology: Laptop - using the internet to read or listen to a real-life story.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand different ways addiction happens and various treatments offered.	Lesson Sequence - Students will come to class and attendance will be taken. - The teacher will ask students to open up their laptops and sign on to teen.drugabuse.gov - Students will select one real life story, about addiction. - After viewing or reading the story, students will have to write a personal reflection in their journal. - The class will break the students up into groups, based on the story each student picked. - Students will work together to present to the	- Journal entry. - Class participation.



	class their real life situation to the class. 7. A class discussion about the various presentations will take place.	
Differentiation: Work alone/ work together		
Resources Provided: • www.teens.drugabuse.gov • https://teens.drugabuse.gov/blog • https://teens.drugabuse.gov/teens • https://www.operationprevention.com/virtual-field-trip • https://teens.drugabuse.gov/blog/category/real-life-stories		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Treatment Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Students can take notes using their laptop (Microsoft Word) and also refer to notes that are on their laptops.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify various forms of treatment.	Lesson Sequence - Previous lessons have focused on various forms of addiction and reviewing different scenarios. The teacher will ask students, "Out of all the scenarios we have gone over, what is common between them?" (Responses will be recorded on the board) - The teacher will then pose the question "If someone one is an addict, where do they go for help? What resources are available?" Various responses will be recorded on the board.	- Class discussion. - Class participation. - Q&A



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">3. Each table will be given a treatment from the class list on the board.
Students will work together to discuss their form of treatment.4. Each group will present their treatment information to the class. | |
|--|--|--|

Differentiation:
Think- Pair- Share

Resources Provided:

- Internet- Google. Students will use the internet to come up with answers
- Textbook- (chapters 8 pages 242-246, 252-255) (Chapter 9 pages 264-271, 286-289) and (Chapter 10 pages 298-302, 316-319)



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Health	Grade Level: 7th	Unit Title: Dependency, addiction, and treatment
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area:	Health	Grade Level:	7th	Unit Title:	Nutrition
Unit Summary: For students to gain a better understanding of the various factors that can contribute to a healthy lifestyle.					
Primary Interdisciplinary Connections: Communication Arts					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: It is essential for students to understand all of the factors that influence eating patterns and how to maintain a healthy, active lifestyle.					

Learning Targets

Standards:		2.2 Nutrition 9.4 Career Readiness 12.1 Social and Emotional Learning NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Core Idea:		
Nutrition:	2.2.8.N- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	
Creativity and Innovation:	9.4.8.CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	
Information and Media Literacy:	9.4.8.IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	
Social Emotional Learning:	SEL.PK-12.1- Self Awareness SEL.PK-12.3- Social Awareness	
CPI#:	Performance Expectations:	
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.	



2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.7.2.A	Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid comprehension.
SEL.PK.12.1 .1	Recognize one's feelings and thoughts.
SEL.PK.12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
Unit Essential Questions: • How does age, culture, and environment influence eating patterns? • What concepts support a healthy lifestyle? • How do supplements help the body?	
Unit Enduring Understandings: • Comprehension of health promotion concepts and skills that support a healthy lifestyle.	
Unit Learning Targets: Students will.... Recognize characteristics of an unhealthy lifestyle and understand potential effects it can have on the body. Students will... Identify ways to support a healthy lifestyle.	



Evidence of Learning

Summative Assessment: Cartoon project (iMovie) and quiz

Equipment Needed: Laptop, projector, handouts, worksheets, notebook, and textbook (Chapters 1 pages 18-22) and (Chapter 4 pages 104-110, 111-115, 116-121, 128-135)

Teacher Resources: Internet- <https://kidshealth.org/en/teens/fat-calories.html>
<https://kidshealth.org/en/teens/food-labels.html>
<https://kidshealth.org/en/teens/myplate.html#cat20132>
<https://www.onlinelabels.com/label-generator-tools/Nutrition-Label-Generator.aspx>
handouts, worksheets, and Glencoe Teen Health Course 2 textbooks (Chapters 1 pages 18-22) and (Chapter 4 pages 104-110, 111-115, 116-121, 128-135)
Comprehensive Health Skills For Middle School Textbook (Chapter 6 pages 158-205)

Formative Assessments:

- Observation
- Q&A
- Project
- Quiz



Lesson Plans

Lesson	Time Frame
Lesson 1 Eating Patterns	1 period
Lesson 2 Designing a Plan	2 periods
Lesson 3 Supplements	1 period

Teacher Notes:

Timelines adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://kidshealth.org/en/teens/fat-calories.html>

<https://kidshealth.org/en/teens/food-labels.html>

<https://kidshealth.org/en/teens/myplate.html#cat20132>

<https://www.onlinelabels.com/label-generator-tools/Nutrition-Label-Generator.aspx>

Glencoe Teen Health Course 2 Textbook (Chapters 1 pages 18-22) and (Chapter 4 pages 104-110, 111-115, 116-121, 128-135)

Life Skills Book

Comprehensive Health Skills For Middle School Textbook (Chapter 6 pages 158-205)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Eating Patterns Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Writing

Integration of Technology: Students can take notes using their laptop (Microsoft Word) and also refer to notes that are on their laptops.

Equipment Needed: Worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to analyze how culture, age, and environment can influence eating patterns.	Lesson Sequence - Students will come to class and attendance will be taken. - Teacher will briefly review key concepts from the lesson before, and then pose the question, "Why do you eat the way you do?" - Based on the responses we will have a class discussion. - Teacher will then hand out a worksheet that has different scenarios on it. - Scenarios are based on culture, age, environment, peers, and genetics.	- Completion of worksheet. - Student understanding of each scenario and how it can influence eating behaviors.



6. Students will read each scenario and in their own words, describe why the person is eating the way they are and the evidence to support this decision.
7. Once the students have completed the worksheet, the class will review it.
8. As the class reviews the responses, students will add missing information to their answers.
9. As a closure activity, students will write about how one of the topics we discussed in class affects their own eating behaviors.

Differentiation:

Students can work with a partner.

Students can verbally respond to each scenario instead of writing it down.

Resources Provided:

- Worksheets



Lesson Plan 2 Template

Content Area: Health Lesson Title: Designing a Plan Time Frame: 2 periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptop, projector, and iMovie

Equipment Needed: Laptop and rubric

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate their understanding of nutrition by identifying the unhealthy behaviors/habits of a cartoon character and designing a lifestyle improvement plan for them.	Lesson Sequence - Students will come to class and attendance will be taken. - The teacher will pass out a rubric to each student. - Students will choose an "unhealthy" cartoon character, i.e. Winnie The Pooh. - Students will explain, through writing, how their cartoon character is unhealthy and how they can improve the lifestyle of this character by creating a new diet and exercise plan. - Students will complete this assignment through	- Class participation. - Assessment of a balanced diet/meal plan. - iMovie.



	an iMovie after writing their ideas down. 6. They will have 2 class periods to work on this project and it will be due in a week.	
Differentiation: Students can present the information in a variety of ways.		
Resources Provided: • Internet- Google images for pictures for their iMovie.		



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Supplements	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: Laptop-Students will answer questions from the textbook and dropbox answers using their laptop (Microsoft Word).		
Equipment Needed: Laptop and textbook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze the nutritional value of supplements.	Lesson Sequence - Students will come to class and attendance will be taken. - The teacher will pose the question, "What are supplements?" to the class. - If students do not know the correct answer, they will look up the definition using their laptop, then write the definition in their own words. - We will discuss what supplements are, why they are used, and their importance. - The teacher will pass out the textbooks and as a	- Assessment of supplements. - Student understanding of the benefits of supplements.



class we will read and discuss it.

6. For homework, the class will look at what kind of supplements they have at their houses.
7. For the next lesson, based on the list the class has done for homework, the class will do an activity recognizing safe and harmful dietary supplements.

Differentiation:

Students can verbally respond instead of writing down answers.

Resources Provided:

- Textbook (chapter 4 pages 116-121)



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 7th	Unit Title: Nutrition
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 7th **Unit Title:** Personal Safety

Unit Summary: To teach students life skills and how to protect themselves and others. Students will be taught strategies to reduce intentional and unintentional injuries to self and others.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: It is necessary for students to be aware of and protection of self and protection from others. Being given the necessary strategies, students will acquire the skills and knowledge to maintain a healthy, active lifestyle.

Learning Targets

Standards: 2.3 Safety
9.4 Career Readiness
12.1 Social and Emotional Learning
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Core Idea:

Personal Safety: 2.3.8.PS- Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

Creativity and Innovation: 9.4.8.CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Information and Media Literacy: 9.4.8.IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Social Emotional Learning: SEL.PK- 12.1- Self Awareness
SEL.PK- 12.2- Self Management
SEL.PK- 12.3- Social Awareness



SEL.PK- 12.4- Responsible Decision Making

CPI#:	Performance Expectations:
2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
2.3.8.PS.2	Define sexual consent and sexual agency.
2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
SEL.PK.12.1 .1	Recognize one's feelings and thoughts.
SEL.PK.12.1 .4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK.12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK.12. 3.1	Recognize and identify the thoughts, feelings, and perspective of others.
SEL.PK.12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK.12. 4.1	Develop, implement, and model effective problem solving and critical thinking skills.
SEL.PK.12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK.12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
N.J.S.A. 18A:6-2	Accident and Fire Prevention (Statute)
N.J.S.A. 18A:35-4.23a	Dating Violence Education (Statute)
N.J.S.A. 18A:35-4.23	Domestic Violence Education (Statute)



N.J.S.A.18A :35-4.5a	Sexual Abuse and Prevention Act (Statute)
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Unit Essential Questions:

- What are the basic rules of personal safety?
- How does a person assess a situation?
- What are some basic safety procedures people use on a daily basis?

Unit Enduring Understandings:

- A basic understanding of safety and the procedures included.
- Knowledge of strategies to reduce intentional and unintentional injuries.
- Knowledge of public safety.

Unit Learning Targets:

Students will be able to analyze the causes and consequences of noncompliance with the traffic safety system.

Students will be able to identify strategies to reduce injuries to self and others.

Students will be able to demonstrate a basic understanding of overall personal safety.

Students will come up with a personal protection strategy if safety is compromised in a public place.



Evidence of Learning

Summative Assessment: Quiz

Equipment Needed: Handouts, laptops, projector, notebooks, Glencoe Teen Health Course 2 textbook (Chapter 15 pages 472-474, 475-479, 480-485, 493-499), and Comprehensive Health Skills For Middle School textbook (Chapter 12 pages 384-421)

Teacher Resources: Internet- redcrosslearning.com,
<https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online>
<https://www.commonsense.org/education/videos/teen-voices-friendships-and-social-media>

worksheets, handouts, Red Cross first aid book, Glencoe Teen Health Course 2 textbook (Chapter 15 pages 472-474, 475-479, 480-485, 493-499)
Comprehensive Health Skills For Middle School textbook (Chapter 12 pages 384-421)

Formative Assessments:

- Observation
- Quiz



Lesson Plans

Lesson	Time Frame
Lesson 1 Chatting Safely Online	1 period
Lesson 2 Public Safety	1 period
Lesson 3 My Social Media Life	1 period

Teacher Notes:

Timeline will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online>

<https://www.commonsense.org/education/videos/teen-voices-friendships-and-social-media>

Glencoe Teen Health Course 2 Textbook (Chapter 15 pages 472-474, 475-479, 480-485, 493-499)

Comprehensive Health Skills For Middle School textbook (Chapter 12 pages 384-421)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Chatting Safely Online Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Website and projector

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze how well they know the people They interact with online. - Reflect on what information is safe to share with different types of online friends. - Learn to recognize red flag feelings.	Lesson Sequence - Students will come to class and attendance will be taken. - Teacher will ask the class: By a show of hands, how many people use texting to communicate with their friends? Allow students to raise hands. Then ask: How about using other apps, like games, WhatsApp, YouTube, or something else? Raise your hand if you use one of those to message with friends. - Today we're going to talk about your online community and the different people you	- Q&A - Completion of worksheet.



message with online or through your phone. To begin, we're going to watch a brief video.

4. Show the Teen Voices: Who You're Talking to Online video and have students take notes on their responses to the questions.
5. Students will share their responses to the video.
6. Students will then view two online chats and evaluate them.
7. Students will answer questions on a worksheet based on the online chats.
8. As a closure activity we will go over the worksheet as a class and have a class discussion about what to do when you are online chatting and something doesn't feel right.

Differentiation:

Students can work together or alone.

Resources Provided:

- <https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online>
- Handouts



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Public Safety	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: Internet- for research if students need ideas to write down with their group.		
Equipment Needed: Index cards		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn general safety rules and procedures for public areas. - Create safety rules for various public areas.	Lesson Sequence - Students will come to class and attendance will be taken. - On each student's table, there will be a giant index card facing down. The index card will have a safety area written on it (i.e. bus, school). - Collaborating with classmates at their table, students will come up with a minimum of 5 safety rules for their area. (Students should use the internet if they need additional information).	- Q&A - Completion of safety rule list. - Assessment of safety area.



4. Groups will come up to the whiteboard and write down their area and the rules they created. The rest of the class will record what is written on the board in order to create a safety rules list.
5. After presenting, the class will be given an opportunity to add to the list to get at least 10 safety rules for each area.
6. As a closure activity, we will discuss the importance of safety.

Differentiation:

Students can work alone or in groups.

Resources Provided:

- Index cards



Lesson Plan 3 Template

Content Area: Health Lesson Title: My Social Media Life Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptop, projector, Google Jamboard.

Equipment Needed: Laptop, projector, and worksheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the role of social media in their lives. - Reflect on positive and negative effects social media use has on their relationships.	Lesson Sequence - Students will come to class and attendance will be taken. - Teacher will ask the class: What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none. - Observe responses and explain that, legally, many social media sites	- Worksheet - Q&A



require you to be at least 13 years old to sign up, and some even require you to be 17 or 18. Ask: How do you think the percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media? (Students may use the internet to answer the questions).

4. Students will then view a video- Teen Voices: Friendships and Social Media.
5. After viewing the video we will have a class discussion based on the benefits and problems or drawbacks of social media and friendships.
6. Students will then write a reflection on their views about social media. Keep in mind that people have different opinions and experiences with social media, and there isn't always a right or wrong answer. For each example we go through, show whether you agree, disagree, or are undecided with posting a sticky note on the Google Jamboard.
7. Students will then be given a worksheet to complete.
8. As a closure we will have a class discussion and go over the worksheet.



Differentiation:

Students can answer the questions verbally or in written form.

Resources Provided:

- <https://www.commonsense.org/education/digital-citizenship/lesson/my-social-media-life>
- <https://www.commonsense.org/education/videos/teen-voices-friendships-and-social-media>
- Worksheet



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Health	Grade Level: 7th	Unit Title: Personal Safety
Created: Eileen Condon	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 7th **Unit Title:** Emotional Health

Unit Summary: This unit will cover the aspects of mental health, focusing primarily on the social and emotional health of people and how social and emotional health not only affects individuals but also others around them. Students will learn various strategies on how to achieve wellness and learn where they can get support from a trusted adult or health professional.

Primary Interdisciplinary Connections: Communication arts

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students need to recognize the resources that are available to them in order to achieve overall wellness.

Learning Targets

Standards: 2.1 Emotional Health
9.4 Career Readiness
12.1 Social and Emotional Learning
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Core Idea:

Emotional Health: 2.1.8.EH- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Creativity and Information: 9.4.8 CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Information and Media Literacy: 9.4.8 IML- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

Social Emotional Learning:
SEL.PK-12.1- Self Awareness
SEL.PK-12.2- Self Management
SEL.PK-12.3- Social Awareness
SEL.PK-12.4- Responsible Decision-Making
SEL.PK-12.5- Relationship Skills



CPI#:	Performance Expectations:
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.7.2.A	Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid comprehension.
SEL.PK.12.1 .1	Recognize one's feelings and thoughts.
SEL.PK.12.1 .2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK.12.1 .3	Recognize one's personal traits, strengths, and limitations.
SEL.PK.12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK.12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK.12. 3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK.12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK.12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK.12. 4.1	Develop, implement, and model effective problem solving and critical thinking skills.
SEL.PK.12. 5.1	Establish and maintain healthy relationships.
SEL.PK.12. 5.2	Utilize positive communication and social skills to interact effectively with others.
N.J.S.A. 18A:40a-2.1	Mental Health (Statute)
Unit Essential Questions: • How does culture influence how people cope with a crisis? • What are some stress management techniques?	



Unit Enduring Understandings:

- An understanding of stress management.
- A better understanding of counseling.
- Knowledge of resources and services available for people in a crisis.

Unit Learning Targets:

Students will....

Analyze causes of stress and identify stressors.

Analyze personal assets and protective factors that support a healthy lifestyle.

Compare and contrast stress management strategies.

Evaluate various health products, resources and services.



Evidence of Learning

Summative Assessment: Quiz

Equipment Needed: Laptop, projector, handouts, worksheets, notebook, Glencoe Teen Health Course 2 textbook (Chapter 5 pages 153-155, 156-158, 163-165), and Comprehensive Health Skills for Middle School textbook (Chapter 1 pages 8-9) (Chapter 4 pages 94-127)

Teacher Resources: Internet-
<https://kidshealth.org/en/teens/stress.html>, <https://kidshealth.org/en/kids/talk-feelings.html?ref=search&WT.ac=msh-k-dtop-en-search-clk> handouts, worksheets, Glencoe Teen Health Course 2 textbook (Chapter 5 pages 153-155, 156-158, 163-165) and Comprehensive Health Skills for Middle School textbook (Chapter 1 pages 8-9) (Chapter 4 pages 94-127)

Formative Assessments:

- Observation
- Q&A
- Quiz



Lesson Plans

Lesson	Time Frame
Lesson 1 Culture and Crisis	1 period
Lesson 2 Getting Support	1 period
Lesson 3 Stress Management	1 period

Teacher Notes:

Timeline will be adjusted if needed.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://kidshealth.org/en/teens/stress.html>

<https://kidshealth.org/en/kids/talk-feelings.html?ref=search&WT.ac=msh-k-dtop-en-search-clk>

Glencoe Teen Health Course 2 Textbook (Chapter 5 pages 153-155, 156-158, 163-165).

Discovering Me Book

Comprehensive Health Skills for Middle School textbook (Chapter 1 pages 8-9) (Chapter 4 pages 94-127)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Culture and Crisis Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Projector

Equipment Needed: Laptop and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how culture influences the ways families and groups may cope with a crisis.	Lesson Sequence - Students will come to class and attendance will be taken. - Class will create a list on the board of different cultures. Explaining/defining each culture as it is listed. - The teacher will divide up the list and give each table of students 2 or 3 cultures. - The teacher will then give the class a "crisis situation" where students will work together to determine how they might deal with the crisis based on their culture. - Groups will take turns sharing their responses.	- Class participation. - Class discussion. - Q&A



Differentiation:

Students working together to come up with one answer. Answers can be written down or given verbally.

Resources Provided:

- Crisis situations



Lesson Plan 2 Template

Content Area: Health Lesson Title: Getting Support Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptop and projector

Equipment Needed: Projector, posters, and scenarios

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	Lesson Sequence - Students will come to class and attendance will be taken. - The class will identify available resources for home, school, and community to address social and emotional health. - Posters will be hung in various positions in the room. Each poster is labeled differently -“parent, friend, psychiatrist, teacher/counselor, or no one.” - The teacher will read a scenario to the class and after the scenario,	- Class participation. - Class discussion.



	students will have to pick which person (corner) they would go to. 5. We will then go around the room, and the students will have to explain why they chose that person. 6. This activity shows the various people students may turn to for support. Students will discuss amongst their groups why they would go to each person.	
Differentiation: Students can work alone or together.		
Resources Provided: • Scenarios		



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Stress Management	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: Students can take notes using their laptop (Microsoft Word) and also refer to notes that are on their laptops. Internet for research.		
Equipment Needed: Worksheet		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast stress management strategies that are used to address various types of stress-induced situations. • Be able to identify stressors. • Determine their stress level. • Define stress.	Lesson Sequence 1. Students will come to class and attendance will be taken. 2. The teacher will ask the class, "What is stress?" then write the various responses on the board. 3. Based on responses the class will hold a brief discussion. 4. The teacher will then pass out a worksheet that identifies stressors. 5. Students will circle the stressors that apply to them. 6. The class will then score each stressor.	• Class participation. • Class discussion. • Q&A • Handout.



7. Then, based on the scores, students will brainstorm ways to reduce stress and tension.
8. As a closure activity, the class will discuss different stress management techniques.
9. If students are having trouble coming up with stress management techniques, they should use the internet for researching topics.

Differentiation:

Varying the length of time a student may take to complete the task.

Resources Provided:

- Handout



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Health	Grade Level: 7th	Unit Title: Emotional Health
Created: Eileen Condon	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension