

**Glen Ridge Board of Education**  
**First Aid**  
**11th Grade**  
***Required***  
***Semester***

***New Jersey Student Learning Standards***

**Health & Physical Education Mission Statement:**

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life. It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners' ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability. We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today's world.

**Course Description:**

Accidents occur at all times and all places and are the number one killer of people between the ages of one and thirty-eight in the United States. This loss of our greatest national resource makes it essential that all students receive intensive instruction in the theory and practice of first aid. Every student of school age, as a future responsible adult citizen and parent, should know how and what to do in case of an emergency caused by an unfortunate accident or sudden illness, either at home, in school, or in the community.

Name of Course		
<b>Unit 1: Introduction to First Aid</b>		
<b>Time Allotted (days of instruction): 2 weeks</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How can you inspire others to address health issues?</li> <li>● How can first aid training be helpful in emergencies?</li> <li>● What is the first aid treatment for poison prevention?</li> <li>● How are first, second and third degree</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual</li> <li>● Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom discussions</li> <li>● Worksheets</li> <li>● Group Activities</li> <li>● Videos</li> <li>● Note taking</li> <li>● Google Slide presentations</li> <li>● Class Discussions</li> </ul>

<p>burn victims given first aid?</p> <ul style="list-style-type: none"> <li>• What are the correct ways to dress and bandage injuries?</li> </ul>	<p>in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products)</p> <ul style="list-style-type: none"> <li>• Evaluate the validity of health information, resources, services, in school, home and in the community</li> <li>• Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> </ul>
<p><b>Resources/Materials</b></p>	<p>Google Classroom Smart Board Cdc.gov American Heart Association American Red Cross Internet</p>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• NJSLA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• NJSLA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<p><b>21st Century Life and Careers</b></p>	<p>Standard 9.1 21st-Century Life &amp; Career Skills</p> <ul style="list-style-type: none"> <li>• All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> </ul>	
<p><b>Technology Standards</b></p>	<ul style="list-style-type: none"> <li>• Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> <li>• Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems</li> </ul>	
<p><b>Diversity/Inclusion</b></p>	<ul style="list-style-type: none"> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent</li> </ul>	

in living in an interconnected world.

- Students will participate in classroom discussions about access to health care, lack of medical funding and how they are shaped by the surrounding socioeconomic and cultural environment.

**Assessments**

<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● In Class Discussions</li> <li>● Group Work</li> <li>● Exit Tickets</li> <li>● Teacher Observation</li> <li>● Homework Assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Currents Events</li> <li>● Research Paper</li> <li>● Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and Post tests per unit</li> <li>● Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides provided</li> <li>● Word bank for assessments provided</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Provide alternative testing site</li> <li>● Response Format and Procedures</li> <li>● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)</li> <li>● Adjusted format; group similar problems together</li> <li>● Extended time</li> <li>● Fewer items per page</li> <li>● Highlight and bold action words</li> <li>● Break up multi-step instructions by providing space between questions</li> <li>● Provide extended time on assessments</li> </ul>

			<ul style="list-style-type: none"> <li>● Rephrase test questions verbally</li> <li>● Allow assessments to be typed</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> </ul>	<ul style="list-style-type: none"> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Cooperative learning assignments</li> </ul>

<b>Name of Course</b>
<b>Unit 2: First Aid Emergencies</b>
<b>Time Allotted (days of instruction): 3 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)**

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How are procedures for swallowing objects and choking different?</li> <li>● How are open/close wounds properly treated?</li> <li>● What are the proper steps to take when someone is severely bleeding?</li> <li>● How are animal bites treated?</li> <li>● What specific steps should be taken to treat eye, neck and head injuries?</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual</li> <li>● Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products)</li> <li>● Evaluate the validity of health information, resources, services, in school, home and in the community</li> <li>● Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom discussions</li> <li>● Worksheets</li> <li>● Group Activities</li> <li>● Videos</li> <li>● Note taking</li> <li>● Google Slide presentations</li> <li>● Class Discussions</li> <li>● Tests</li> </ul>
<p><b>Resources/Materials</b></p>	<p>Google Classroom            Smart Board            Cdc.gov            American Heart Association            American Red Cross            Internet            Google Classroom            Smart Board            Cdc.gov            American Heart Association            American Red Cross</p>	

	Internet
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● NJLSA.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.</li> <li>● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>
<b>21st Century Life and Careers</b>	<p>Standard 9.1 21st-Century Life &amp; Career Skills</p> <ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> <li>● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> <li>● Students will participate in classroom discussions about access to health care, lack of medical funding and how they are shaped by the surrounding socioeconomic and cultural environment.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● In Class Discussions</li> <li>● Group Work</li> <li>● Exit Tickets</li> <li>● Teacher Observation</li> <li>● Homework Assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Currents Events</li> <li>● Research Paper</li> <li>● Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and Post tests per unit</li> <li>● Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides provided</li> <li>● Word bank for assessments provided</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Provide alternative testing site</li> </ul>

			<ul style="list-style-type: none"> <li>● Response Format and Procedures</li> <li>● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)</li> <li>● Adjusted format; group similar problems together</li> <li>● Extended time</li> <li>● Fewer items per page</li> <li>● Highlight and bold action words</li> <li>● Break up multi-step instructions by providing space between questions</li> <li>● Provide extended time on assessments</li> <li>● Rephrase test questions verbally</li> <li>● Allow assessments to be typed</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> </ul>	<ul style="list-style-type: none"> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Cooperative learning assignments</li> </ul>



<ul style="list-style-type: none"> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> </ul>		
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<b>Name of Course</b>
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<b>Unit 3: Performing Cardiopulmonary Resuscitation</b>
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<b>Time Allotted (days of instruction): 3 weeks</b>
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<b>New Jersey Student Learning Standards (NJSLS)</b>
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2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
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2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
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<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>● What are the most current procedures for administering CPR today?</li> <li>● What are the differences in administering CPR to children and adults?</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual</li> <li>● Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products)</li> <li>● Evaluate the validity of health information, resources, services, in school, home and in the community</li> <li>● Analyze and discuss the evidence of the emotional and social impact of mental</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom discussions</li> <li>● Worksheets</li> <li>● Group Activities</li> <li>● Videos</li> <li>● Note taking</li> <li>● Google Slide presentations</li> <li>● Class Discussions</li> <li>● Tests</li> <li>● Manakin practice</li> </ul>

	health illness on families, communities, and states	
<b>Resources/Materials</b>	Google Classroom Smart Board Cdc.gov American Heart Association American Red Cross Internet	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>21st Century Life and Careers</b>	Standard 9.1 21st-Century Life & Career Skills <ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment</li> <li>● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> <li>● Students will participate in classroom discussions about access to health care, lack of medical funding and how they are shaped by the surrounding socioeconomic and cultural environment.</li> </ul>	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● In Class Discussions</li> <li>● Group Work</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Currents Events</li> <li>● Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and Post tests per unit</li> <li>● Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides provided</li> <li>● Word bank for assessments provided</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia Presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>• Provide alternative testing site</li> <li>• Response Format and Procedures</li> <li>• Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)</li> <li>• Adjusted format; group similar problems together</li> <li>• Extended time</li> <li>• Fewer items per page</li> <li>• Highlight and bold action words</li> <li>• Break up multi-step instructions by providing space between questions</li> <li>• Provide extended time on assessments</li> <li>• Rephrase test questions verbally</li> <li>• Allow assessments to be typed</li> </ul>
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<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Provide correction for language errors by modeling, not overt correction</li> </ul>	<ul style="list-style-type: none"> <li>• At teacher discretion, shorten assignment to focus on mastery of key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Assignments</li> <li>• Cooperative learning assignments</li> </ul>

<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> </ul>	<ul style="list-style-type: none"> <li>● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc)</li> </ul>	
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Name of Course		
<b>Unit 4: Using an Automated External Defibrillator</b>		
<b>Time Allotted (days of instruction): 2 weeks</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
<b>(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)</b>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do I make the “right” decisions in the face of peer, media and other pressures?</li> <li>● What are the signs of stroke and heat exhaustion?</li> <li>● What are the most current procedures for the administering of an AED today?</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual</li> <li>● Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom discussions</li> <li>● Worksheets</li> <li>● Group Activities</li> <li>● Videos</li> <li>● Note taking</li> <li>● Google Slide presentations</li> <li>● Class Discussions</li> </ul>

	<p>in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products)</p> <ul style="list-style-type: none"> <li>● Evaluate the validity of health information, resources, services, in school, home and in the community</li> <li>● Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states</li> </ul>	<ul style="list-style-type: none"> <li>● Tests</li> <li>● Manakin practice</li> </ul>
<b>Resources/Materials</b>	<p>Google Classroom Smart Board Cdc.gov American Heart Association American Red Cross Internet</p>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
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- Students will participate in classroom discussions about access to health care, lack of medical funding and how they are shaped by the surrounding socioeconomic and cultural environment.

**Assessments**

<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● In Class Discussions</li> <li>● Group Work</li> <li>● Exit Tickets</li> <li>● Teacher Observation</li> <li>● Homework Assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Written Tests</li> <li>● Currents Events</li> <li>● Research Paper</li> <li>● Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and Post tests per unit</li> <li>● Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides provided</li> <li>● Word bank for assessments provided</li> <li>● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications</li> <li>● Provide alternative testing site</li> <li>● Response Format and Procedures</li> <li>● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram)</li> <li>● Adjusted format; group similar problems together</li> <li>● Extended time</li> <li>● Fewer items per page</li> <li>● Highlight and bold action words</li> <li>● Break up multi-step instructions by providing space between questions</li> <li>● Provide extended time on assessments</li> </ul>

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Modifications		
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<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Verbal testing for written assessments</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Determine key concepts for the unit and define language and content objects for each lesson.</li> <li>● Highlighting action words within the directions.</li> </ul>	<ul style="list-style-type: none"> <li>● At teacher discretion, shorten assignment to focus on mastery of key concepts</li> <li>● Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Cooperative learning assignments</li> </ul>