

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Health and Wellness Education Curriculum	
Content Area: 12th Grade Physical Education and Health	
Course Title: Health and Physical Education	Grade Level: 12
Unit 1: Emotional Stress	10 Days
Unit 2: Community Health Services and Support	5 Days
Unit 3 : Social and Sexual Health	15 Days
Unit 4: Safety	15 Days

Introduction

The Health 12 course is designed to deal with the relationships within ourselves and others. It focuses on our emotional, mental, sexual and social health. It equips the students with the necessary tools to identify healthy relationships, where to seek support and to successfully navigate possible future experiences, to protect the safety of our health.

Unit 1: Emotional Health
Standards/Learning Targets
Focus Standards (Major Standards)
<p>2.1 Personal & Mental Health</p> <ul style="list-style-type: none"> ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
Supporting and Additional Standards
<ul style="list-style-type: none"> ● 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). ● 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).
Primary Interdisciplinary Connections:
<ul style="list-style-type: none"> ● 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

relevant and sufficient evidence.

- 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.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Smartboards • Laptop/computer • Textbook, interwrite board • Glencoe textbook and workbook <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question & answer • Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
Knowledge and Skills	
Content	Skills
<p>Core Idea:</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>Students will be able to..</p> <ul style="list-style-type: none"> • Describe and identify good mental and emotional health. • Discuss obstacles that prevent individuals from living healthy and productive ways. • Resolve interpersonal conflicts in constructive ways.

<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p><i>Essential Questions:</i></p> <p>What is Health?</p> <p>Describe Maslow’s Hierarchy of Needs.</p> <p>How can stress affect you in a positive or negative ways/</p> <p>What are the stress techniques to help avoid or reduce stress?</p> <p>What is mental illness?</p> <p>What are the types of mental disorders and how do they impact our community, family and state?</p> <p>What are two risk factors most associated with suicide?</p>	<ul style="list-style-type: none"> ● Describe stress and how it affects you in positive and negative ways. ● Describe and identify stress management plan to help and avoid stress. ● Identify and discuss the health conditions that are associated with mental and emotional problems. ● Determine and identify mental disorders and the impact on the family, community and state. ● Identify the treatments of mental illnesses. ● Determine the risk factors associated with suicide.
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Student Activities Workbook worksheets Glencoe Textbook- quizzes and activities Topic Vocabulary Journal Writing Discussion of community resources Examine media for different health articles</p>	<ul style="list-style-type: none"> ● Centers for Disease Control and Prevention (CDC) Cancer Resources ● EVERFI Health Resources (K–12) ● Kids Health (K–8) ● Believe in You-Open PE

<p>Guest speakers Group project Believe in You Topic related DVD/videos Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> • Discovery Education & Rutgers Cancer Institute, Decoding Cancer (9–12)
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> • Textbooks • Chromebooks/ iPads 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Progression/ regression of students' skills 	

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)

- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
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504 Plans

- Preferential seating
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- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
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Students at Risk of School Failure

- Provide peer tutoring
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- Epic!
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- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing

- Istation computerized intervention program

Unit 2: Community Health Services and Support

Standards/Learning Targets

Focus Standards (Major Standards)

2.1 Personal and Mental Health

- 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

Supporting and Additional Standards

- 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
- 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).

Primary Interdisciplinary Connections:

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Evidence of Student Learning

Performance Tasks/Use of Technology:

- Smartboards
- Laptop/computer
- Textbook, interwrite board
- Glencoe textbook and workbook

Performance Tasks/Use of Technology:

- Progression Charts: i.e. sticker boards
- QR codes with iPads

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score
- Projects
- Performance Test

Benchmark:

- Midterm Exam
- Final Exam

Alternative

- End of unit project

Knowledge and Skills

Content

Core Idea:

Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.

Skills

Students will be able to:

- Research and present an action plan for a mental health disorder
- Analyze opportunities for a mental health individual in the community, home and schools.

<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</p> <p>Mental health conditions affect individuals, family members, and communities.</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Mental Disorder Project</p> <p>Student Activities Workbook worksheets</p> <p>Glencoe Textbook- quizzes and activities</p> <p>Topic Vocabulary</p> <p>Journal Writing</p> <p>Discussion of community resources</p> <p>Examine media for different health articles</p> <p>Guest speakers</p> <p>Group project</p> <p>Topic related DVD/videos</p> <p>Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> ● Centers for Disease Control and Prevention (CDC) Cancer Resources ● EVERFI Health Resources (K–12) ● Kids Health (K–8) ● Discovery Education & Rutgers Cancer Institute. Decoding Cancer (9–12)
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504 Plans

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Gifted and Talented

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- Ask open-ended questions
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- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
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- Epic!
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Unit 3: Social and Sexual Health
Standards/Learning Targets
Focus Standards (Major Standards)
2.1 Personal & Mental Health

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence)

Supporting and Additional Standards

- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and

pleasure.

- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media

Primary Interdisciplinary Connections:

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Other Assessments

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<ul style="list-style-type: none"> • Glencoe textbook and workbook <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
Knowledge and Skills	
Content	Skills

Core Idea

How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

There are many factors that influence how we feel about ourselves and the decisions that we make.

There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.

Essential Questioning

What are some stereotypes of people who are lesbian?

What are some stereotypes of people who are gay?

What are the differences between gender identity and sexual orientation?

What can be done to make a better school environment for those discriminated against for their orientation or identity?

What does good communication in a relationship mean?

What are the signs of a healthy and unhealthy relationship?

How does technology affect my relationships?

How do my relationships affect my health and overall wellness?

What are the six causes of conflict?

What is peer mediation?

Students will be able to..

- Identify attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
- Develop strategies for identifying unhealthy relationships.
- Determine effective communication skills.
- Discuss how to work through conflict or break-ups.
- Demonstrate strategies to prevent, manage, or resolve conflicts.

Suggested Activities

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Journal Writing
Discussion of community resources
Examine media for different health articles
Guest speakers
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Topic related DVD/videos
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Resources

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- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
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- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
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- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
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- Student provided less guidance and given more independence during student discussion
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Students at Risk of School Failure

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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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- Work in small group
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- Tier 3 intervention provided by the interventionists
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- Istation computerized intervention program

Unit 4: Personal Safety	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.3 Safety <ul style="list-style-type: none"> ● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). ● 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 	

- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

Supporting and Additional Standards

- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

Primary Interdisciplinary Connections:

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Smartboards
- Laptop/computer

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

<ul style="list-style-type: none"> • Textbook, interwrite board • Glencoe textbook and workbook <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> • Progression Charts: i.e. sticker boards • QR codes with iPads 	<p>Summative:</p> <ul style="list-style-type: none"> • Student participation • Rubric score • Projects • Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Midterm Exam • Final Exam <p>Alternative</p> <ul style="list-style-type: none"> • End of unit project
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Knowledge and Skills

Content	Skills
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<p>Core Idea:</p> <p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p> <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the types of abuse and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. • Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). • Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. • Students will analyze the warning signs of an abusive relationship, the psychological impact of the cycle of abuse,
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	<p>and hypothesize ways for someone to exit an abusive relationship.</p> <ul style="list-style-type: none"> • Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
<p>Essential Questioning: What are four reasons why people may commit violent acts? What are different forms of abuse? What are signs of abuse? How can a victim and abuser overcome abuse?</p> <p>What are some of the tactics used by sex traffickers? What are risk factors for trafficking?</p>	<ul style="list-style-type: none"> • Students will analyze the warning signs of an abusive relationship, the psychological impact of the cycle of abuse, and hypothesize ways for someone to exit an abusive relationship. • Research and discuss health care services that protect minors from unhealthy sexual situations.
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Student Activities Workbook worksheets Glencoe Textbook- quizzes and activities Topic Vocabulary Journal Writing Discussion of community resources Examine media for different health articles Guest speakers Group project Topic related DVD/videos Student Activities Workbook worksheets</p>	<ul style="list-style-type: none"> • CDC Dating Matters (6–12) • Cyber Wise (6–12) • EVERFI Digital Wellness (K–12) • National Sexual Violence Resource Center (K–12) • National Coalition Against Domestic Violence Curriculum Educators guide (6–12) • National Sex Education Standards (K–12) • Love Is Respect Toolkit (6–12)

- [Rutgers Answers](#) (K–12)
- [Teens 4 Healthy Relationships](#) (6–c)
- [CDC Healthy Schools](#)
- [CDC Physical Education & Physical Activity Guidelines for schools](#)
- [Learning For Justice](#)

Core Instructional and Supplemental Materials

- Textbooks
- Chrome Books/ iPads

Teacher Notes:

- Progression/ regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated

- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
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