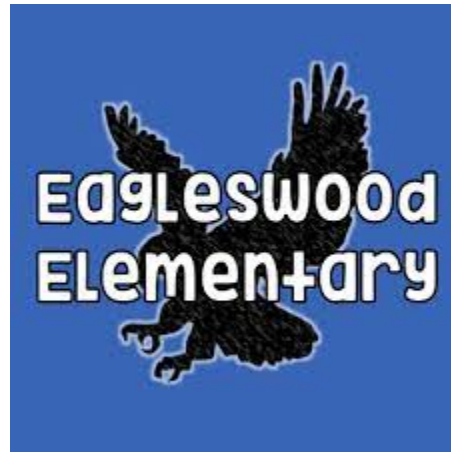


Eagleswood Township Elementary
School District



Comprehensive Health Curriculum

Grade 6

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Health and Wellness
Grade Level(s): 6th
Date Created: August 2022
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Pacing Guide

Unit 1: Personal & Mental Health	Weeks 1-5
Unit 2: Physical Wellness	Weeks 6-8
Unit 3: Safety	Weeks 9-10

Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs) for Health

NJSLs for ELA

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLs for Science

- MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
- MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

NJSLS for Technology (standard 8)

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.D.1 understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media (e.g.; relates to posting video play of peers and making inappropriate postings/comments on social media without peer's knowledge or consent; violations of school district's social media and student conduct policies)
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands i.e. telephone for communication to smartphone.
- 8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.
- 8.2.8.C.8 Develop a proposal for a chosen solution that includes models (physical, graphical or mathematical) to communicate the solution to peers.

NJSLS for 21st Century Life and Careers (standard 9)

- CRP3. Attend to personal health and financial well-being.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Unit 1- [Standards](#) and indicators

NJSLS for Health and Physical Education

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.
- 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.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
- 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.

Unit 1 - Personal & Mental Health

Core Idea

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.

Guiding Questions

- How can genetics affect an individual's overall health?
- How can my attitude affect my overall health?
- Why are mental/emotional health, social health and physical health all important?
- What nutrients are important for my growth and development.
- How can my attitude affect my overall Health?
- How can mental and emotional problems affect your life and what are some of the warning signs?
- Where can you locate resources and treatments for mental and emotional disorders?How can the consumer access reliable and valid mental and emotional health products?
- How can awareness of various mental and emotional health professions and services promote lifelong emotional well-being?

<ul style="list-style-type: none"> • There are factors that contribute to making healthy decisions about sex. • 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. 	<ul style="list-style-type: none"> •
<p>Content Students will know...</p> <ul style="list-style-type: none"> • What healthy choices they can make to maintain and promote their overall health. • What effective communication is. • How to make healthy decisions through the decision making model • What steps they can take to reduce their chance of injury, illness or pregnancy. 	<p>Skills (objectives) Students will...</p> <ul style="list-style-type: none"> • Comprehend concepts related to health promotion and disease prevention to enhance health. • Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Demonstrate the ability to access valid information and products and services to enhance health. • Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Demonstrate the ability to use decision-making skills to enhance health. • Demonstrate the ability to use goal-setting skills to enhance health. • Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Demonstrate the ability to advocate for personal, family, and community health.
<p>Performance Tasks</p>	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> • Teacher observation

<ul style="list-style-type: none"> ● Student demonstrations during class activities. ● Class discussion of Essential Questions. ● Worksheets and Diagrams ● Self-Assessments ● Peer Assessments ● Various Class Activities and Games ● Video Presentations & Discussions 	<ul style="list-style-type: none"> ● Student/teacher conferences ● Quizzes/ Tests
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> ● Examine the kinds of health problems that young adolescents might face and discuss appropriate actions to resolve the problems. ● Organize health problems into categories (e.g., injuries, diseases, social and emotional). ● Teacher led discussions and presentations on healthy related activities. ● Teacher led discussions on the influences on health to determine how each can have a positive or negative effect on a person's overall well-being. ● Demonstrate healthy ways to express your thoughts and feelings. ● Teacher led discussions on the reproductive systems, pregnancy, STI's and other communicable diseases. 	<p>Resources</p> <ul style="list-style-type: none"> ● Reference Books ● Internet ● Videos ● Music Selection ● Sports Equipment ● Pinnies ● Reference Books/ Playbooks

Unit 2 - [Standards](#) and indicators

NJSLS for Health and Physical Education

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8.PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strength, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
- 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, balanced nutrition).

Unit 2 - Physical Wellness

Central Idea/ Enduring Understanding

Students will understand...

- Maintaining a lifetime fitness plan leads to a healthier and more productive adult workforce.
- Establishing a wellness regimen allows an individual to develop a healthy social and emotional management plan.
- How to develop health habits for everyday living.
- What they can do to manage their own emotions, thoughts and feelings.

Guiding Questions

- What is the F.I.T.T. Principle?
- Why is it important to be physically active?
- How many minutes per day should teens be physically active?
- How does body composition change over time when somebody is physically active?
- What are some short- and long-term physical, social, and emotional benefits of regular physical activity?
- What is the difference between skill-related fitness and health-related fitness?
- How can you improve your muscular strength and endurance?
- How can you improve your agility?
- How can you improve your speed?
- Why is communication and collaboration important during these games?

Content

Students will participate in....

Cardiovascular Games

Fitness Activities

Physical Fitness Testing

Group/Team Game/Activities

- Soccer
- Floor Hockey
- Flag Football
- Volleyball
- Softball/Wiffle Ball
- Basketball
- Ultimate Games

Skills (objectives)

- Locate pulse on the wrist and neck.
- Practice tracking resting heart rate.
- Compare and contrast skill-related fitness and health-related fitness.
- List short-and long-term physical, social, and emotional benefits of regular physical activity. Memorize skill-related fitness terms and exercises.
- Explain how exercise improves bone density, muscle growth, and your cardiovascular system. Recall the rules for the activities.
- Practice motor skills and coordination

	<p>skills during the activities.</p> <ul style="list-style-type: none"> ● Demonstrate proper offensive and defensive skills during the activities. ● Use sportsmanship during the activities. ● Compare and contrast equipment between the different activities.
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Various class activities and games ● Self assessment/ reflection ● Performance assessments ● Demonstration of task(s) ● Class discussion 	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> ● Teacher observation ● Student/teacher conferences
<p>Suggested (sample) Learning Strategies Various Cardiovascular Games (capture the flag, tag) Group/Team Game/Activities Fitness Activities (relays and circuit training) Fitness testing (sit and reach, mile run, curl and pull ups, broad jump, shuttle run, push ups)</p>	<p>Resources</p> <ul style="list-style-type: none"> ● Reference Books ● Internet ● Videos ● PE Equipment ● Reference Books ● Mats, Scooters, Stop Watches ● Floor Tape <ul style="list-style-type: none"> ● Guy Bailey (2004) <i>The Physical Educators Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!</i> ● Isobel Kleinman (2009) <i>Complete Physical Education Plans for Grades 5 to 12-2nd Ed.</i> ● Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i> ● Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i> ● Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active</i>

Games (SmartFun Activity Books)

- Dorothy Zakrajsek (2003)

Quality Lesson Plans for Secondary Physical Education - 2nd Ed

Unit 3 - Standards and indicators

NJSLS for Health and Physical Education

- 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).
- • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicinal use promote health-enhancing behaviors.
- • 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.
- 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.

Unit 3 - Safety

Core Idea

- Awareness of potential risks 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.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or

Guiding Questions

- How can I stay safe while using technology to research?
- What laws have been developed to keep kids safe?
- What is abstinence?
- What are the signs and symptoms of drug and alcohol use and abuse?
- How do I handle both positive and negative peer pressure?
- Where can you locate resources and treatments for mental and emotional disorders?
- How do I act in an emergency situation?
- When do I contact 9-1-1?
- What steps can I take to keep my

<p>prevent a person from being susceptible to a disease or health condition.</p> <ul style="list-style-type: none"> • The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. • 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. • 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. 	<p>body healthy and away from sickness or injury?</p> <ul style="list-style-type: none"> • How can you protect your reproductive health throughout your lifetime? • What are the differences between a virus, parasitic, and bacterial STI? •
<p>Content</p> <ul style="list-style-type: none"> • Cooperative/ Strategy Based Games • Maroon and White Games 	<p>Skills (objectives)</p> <p>Students will...</p> <ul style="list-style-type: none"> • Comprehend concepts related to health promotion and disease prevention to enhance health. • Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Demonstrate the ability to access valid information and products and services to enhance health. • Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Demonstrate the ability to use decision-making skills to enhance health. • Demonstrate the ability to use goal-setting skills to enhance health.

	<ul style="list-style-type: none"> ● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ● Demonstrate the ability to advocate for personal, family, and community health.
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Various class activities and games ● Self assessment/ reflection ● Performance assessments ● Demonstration of task(s) ● Class discussion ● Worksheet Completion ● Diagram completion 	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> ● Teacher observation ● Student/teacher conferences ● Quizzes/ Tests
<p>Suggested (sample) Learning Strategies</p> <ul style="list-style-type: none"> ● List characteristics of a healthy relationship and effective communication styles ● List adolescent development traits that affect the shifting relationships among family, friends, adults and peers ● Resolve conflicts without violence by citing elements of effective communication (verbal and nonverbal) and developing refusal phrases to counter peer pressure ● Cite school and public policies related to sexting, cyberbullying and internet safety in school, home and a professional setting. ● Reflect on one's own understanding of health related issues by answering the following questions: <i>I was surprised to find out, I still don't understand, I will, My friends and I can/should...</i> 	<p>Resources</p> <ul style="list-style-type: none"> ● Reference Books ● Internet ● Videos ● Reference Books

Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Lesson/Skill Extension Peer coaching	Peer Partners	Peer Assistant Video tutorials Modified equipment	SIOP Strategies Modeling Breaking tasks into smaller steps Modified performance tasks/ tests

NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

Accommodations for Various Learners

Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read

4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Students with 504 Plans:

Environmental Strategies

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements

- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Presentation Strategies

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

