# LINDEN PUBLIC SCHOOLS

Linden, New Jersey Course of Study

# HEALTH EDUCATION 10

School…………………………………………….Linden High School

Department…………………………………………..Health Education

Length of course. One Marking Period (5 days a week) Credit…..1.25

Grade Level……………………………………………………........10

Prerequisites…………………………………………………..Health 9

Date…………………………………………………..August 18, 2022

## RATIONALE, DESCRIPTION AND PURPOSE

The Linden School District’s Health Education Program provides students with the opportunity to learn positive health practices and understand the significance of applying this knowledge to improve the quality of their lives. The kindergarten through twelfth grade Comprehensive Health Curriculum strives to make wellness a lifestyle choice and promotes individual health through health literacy.

Driver education enables students to recognize and describe automobile driving primarily as a mental, physical, and social learning experience involving the interaction of people, vehicles, and the environment in a rather complex roadway transportation system. Students engage in lessons that develop an understanding and an appreciation of the automobile, its mechanical analysis, laws of energy and motion, safety practices, policies and reforms, dangers of alcohol, drug abuse, distractions and traffic laws and regulations of New Jersey Motor Vehicle Code.

This comprehensive driver education program allows students to practice positive decision-making skills necessary to reduce collisions and provide a foundation for safe behaviors through the knowledge and practice of basic skills which promote safe and responsible driving.

## OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education as well as the Linden Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Students:

**Wellness**

1. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.D.1*

1. Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors. *New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.D.4*
2. Summarize New jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donations, seatbelt use, and the use of hand-held devices).

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.D.5*

**Integrated Skills**

1. Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.B.1*

### Personal Safety

1. Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.1*

1. Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.4*

# Driver Safety

A. Demonstrate an understanding of the rules of the road and safety practices when driving

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3 12. PS.1 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3 12. PS.3 New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3 12. PS.4*

### Health Conditions, Diseases and Medicines

1. Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.2*

### Alcohol, Tobacco and other Drugs

1. Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.1*

1. Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.3*

## CONTENT, SCOPE AND SEQUENCE

The marking period course of study is dedicated to Driver Education. It includes cognitive development relating to the understanding of the natural laws of motion and car control, traffic laws and regulations of the New Jersey Motor Vehicle Code and driving a vehicle in adverse conditions.

Also included are the physical, psychological, and legal aspects, effects, and consequences of the use of alcohol and drugs as related to driving. Students have the opportunity to take the written portion of their learner's permit test during this course.

# Personal Safety Drivers Education

1. You Are the Driver
   1. Three parts of the Highway Transportation System (HTS)
   2. HTS regulations
   3. Technology and roadway safety
   4. Social, physical and mental skills involved in the driving task
   5. Driving and the impact on environment
   6. Idling your vehicle
   7. The Graduated Driver Licensing (GDL) program
   8. Obtaining various permits and licenses
   9. Six points of ID
   10. Replacing lost and stolen permit or license
   11. Keeping licenses current
   12. Road test
   13. What to do when stopped by the police
   14. Organ donation
2. Signs, Signals and Roadway Markings
   1. Shapes and colors used for traffic signs
   2. Regulatory signs
   3. Guide signs and international signs
   4. Warning signs
   5. Green, yellow and red lights
   6. Flashing red or yellow signals
   7. Pedestrians and traffic control officers
   8. Differences between broken and solid yellow and white lines
   9. Differences between a shared left turn lane and a left turn lane
   10. Various roadway markings (i.e., highway exit ramps, railroad and school crossing, parking restrictions, rumble strips and raised roadway markings)
3. Basic Vehicle Control
   1. Instruments, controls and devices
   2. Headlight regulations
   3. Checks to make when preparing to drive
   4. Hand positioning and hand over hand steering
   5. Properly entering and exiting a vehicle
   6. Correct positioning of the seat and mirrors
   7. Proper acceleration and braking control
   8. NJ speed limits
   9. Safe corridors
   10. Driving a vehicle with automatic transmission
   11. Driving a vehicle with manual transmission
4. Performing Basic Vehicle Maneuvers
   1. Mirror usage
   2. Steps for backing a vehicle
   3. Hand signals and when to use them
   4. Making right and left turns
   5. Keeping to the right
   6. Proper lane changes
   7. Blind spots
   8. Passing and being passed
   9. Performing turns (3-point turn/K-turns, U-turns) and using a driveway
   10. Performing parking maneuvers (angle, perpendicular and parallel)
   11. Reference points to use when parking your vehicle
   12. Parking uphill and downhill with and without a curb
   13. Parking regulations
5. Managing Risk with the Identify, Predict, Decide, Execute (IPDE) Process
   1. Risk factors encountered when driving
   2. The four steps of IPDE
   3. The structure of the Zone Control System
   4. Open zone and closed zone
   5. Orderly visual search pattern
   6. Identifying and predicting driving behavior using the Zone Control System
6. Natural Law and Car Control
   1. The effects of gravity on your car
   2. Energy of motion
   3. Traction control and driving
   4. Driving cars through curves
   5. Stopping distance
   6. The three seconds-plus rule
   7. Factors that affect braking distance
   8. Controlling force of impact
   9. Proper use of safety belts
   10. Maximize the benefit of air bags
   11. The proper use and positioning of child safety seats including the Child Restraint Law
7. Negotiating Intersections
   1. Searching intersections
   2. Controlled and uncontrolled intersection approaches
   3. Turns at controlled and uncontrolled intersections
   4. Stopping regulations
   5. Proper procedures for crossing railroads
   6. Right-of-way rules
   7. Judging gaps
   8. Negotiating roundabouts
8. Sharing the Roadway
   1. The effects of motorcyclist’s actions
   2. Bicycle, moped and motor scooter guidelines
   3. Pedestrians in crosswalks
   4. Emergency vehicles
   5. Move over Law
   6. Trucks
9. Driving in Adverse Conditions
   1. Reduced visibility
   2. Driving at dawn and dusk
   3. Night driving
   4. Low beam and high beam headlights
   5. Driving in rain
   6. Avoiding hydroplaning
   7. Driving in snow
   8. Snow and ice removal
   9. Correcting a rear wheel skid
   10. Controlling your vehicle in windy conditions
   11. Precautions for driving in extreme temperatures
   12. Driving in construction zones
10. Handling Emergencies
    1. Vehicle malfunctions
    2. Tire blowouts
    3. Failed brakes
    4. Stuck accelerator
    5. Steering failure
    6. Driver errors
    7. Returning to the roadway if your vehicle runs off the road
    8. Using an emergency swerve
    9. Roadway hazards
    10. Minimizing damage caused by potholes
    11. Escaping from a vehicle that is sinking in water
    12. Preventing collisions
    13. What to do if a collision occurs
11. Driving in Urban Traffic
    1. Urban traffic adjustments
    2. Covering the brake
12. Driving in Rural Areas
    1. Characteristics of rural traffic
    2. Animals on or along the roadway
13. Driving Highways
    1. Low risk driving strategies for highways
    2. Entering and exiting a highway properly
    3. Increasing following distances
    4. Changing lanes on a highway
    5. What to do if your vehicle becomes disabled
    6. Toll plaza
14. Effects of Driver Condition and Managing Distractions
    1. Emotions and driving
    2. Physical senses and driving
    3. Combating fatigue and highway hypnosis
    4. Avoiding carbon monoxide exposure
    5. Driving with permanent disabilities
    6. Driver inattention and distractions
    7. Internal distractions
    8. External distractions
15. Alcohol, Drugs and Driving
    1. Effects of alcohol on driving
    2. Blood alcohol concentration
    3. Effects of depressants, stimulants, and hallucinogenic drugs on a driver
    4. Effects of combining alcohol and drugs on a driver
    5. Traffic laws governing the use of alcohol
    6. Implied Consent Law
    7. Zero-tolerance levels of intoxication
    8. Good host rule
    9. Coping with peer pressure
16. Driver Privileges and Penalties
    1. The driving privilege
    2. DUI and penalties
    3. Motor vehicle violations and the New Jersey Motor Vehicle Point System
    4. Insurance surcharges for moving violations
    5. The driver improvement program
17. Vehicle Information
    1. Vehicle title and registration
    2. License plates
    3. Vehicle inspection
    4. Insurance

## INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies to meet the needs of the diverse learners in the course. Techniques include:

* 1. lecture
  2. discussion/debate activities
  3. videos with corresponding activities
  4. role-play activities
  5. reading
  6. guest speakers
  7. experiments
  8. writing assignments such as reaction papers, position papers, creative writing
  9. projects and student-generated presentations
  10. research projects using internet-based resources as well as magazines, books, interviews, etc.
  11. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

## TECHNOLOGY

In this course, students demonstrate their growth in the following skill areas:

* 1. responsible use of technology
  2. completion of age-appropriate and content related research using quality resources
  3. creation of presentations
  4. questioning and evaluating information obtained from reliable resources
  5. adherence to the district’s Acceptable Use Policy

## EVALUATION

Student mastery of the course objectives are evaluated using a variety of assessment tools may include but not be limited to the following:

* 1. tests/quizzes
  2. writing assignments
  3. role-play scenarios
  4. class discussions
  5. debates
  6. projects
  7. individual and/or group presentations
  8. student self-assessments

## PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher’s professional development:

* 1. Attend professional development courses to learn about instructional strategies relevant to the course objectives and course content
  2. Attend conferences relating to differentiated instruction, technology, and diversity
  3. Observe and collaborate with colleagues to gather and share ideas
  4. Reading professional content related journals as the topic is constantly changing
  5. Professional development opportunities on Response to Intervention (RTI) concepts, practical applications, and sustainability

1. **CONTROVERSIAL STANDARDS**
   1. Parental consent to opt-out of instructional activities aligned within Standard 2.1: Personal and Mental Health
   2. Addresses the needs of each student to gain knowledge and skills in caring for themselves, interacting effectively, respectfully and safely with others, and analyzing the impact of health choices.

**IX. DIVERSITY, EQUITY, AND INCLUSION**

1. Use students’ interests in conceptualized tasks
2. Expose students to a diverse group of educators
3. Design assessments and assignments with a variety of response types
4. Use systematic grading and participation methods
5. Encourage students to embrace a growth mindset

# APPENDIX I

**Comprehensive Health and Physical Education Practices**

Standard 2.1- Personal and Mental Health Standard 2.2 - Physical Wellness Standard 2.3 -Safety

# APPENDIX II

**Comprehensive Health and Physical Education Practices**

The Ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

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| **Practice** | **Description** |
| Acting as responsible  and contributing member of society | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and  ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.  They identify who, when and where, or how to seek help for oneself or others when needed. |

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| Communicating clearly and  effectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome. |
| Resolving conflict | Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring. |
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social  well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their  active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
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| Making decisions | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively. |
| Managing-self | Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and  behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating,  self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations. |
| Setting goals | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives. |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are  proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

# APPENDIX III

**NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS**

Anchor Standards – Reading: Key Ideas and Details

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.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

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.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration 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.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

# APPENDIX IV

**NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE**

SMP1 – Make sense of problems and persevere in solving them

SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others

SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically

SMP6 – Attend to precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

# APPENDIX V

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE**

Physical Science Performance Expectations

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4- PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-PS3-1. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations

P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking

P6 - Constructing Explanations and Designing Solutions

P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation

PS3.D - Energy in Chemical Processes and Everyday Life

ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System

ESS1.C - The History of Planet Earth

ESS2.A – Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions

ESS2.C - The Roles of Water in Earth’s Surface Processes

ESS2.D - Weather and Climate

ESS2.E - Biogeology

ESS3.A - Natural Resources

ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems

ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms

LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems

LS2.C - Ecosystem Dynamics, Functioning, and Resilience

LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits

LS4.B - Natural Selection

LS4.C - Adaptation

LS4.D - Biodiversity and Humans

ETS1.A - Defining Engineering Problems

ETS1.B -Developing Possible Solutions

ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation

CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation

CCC6 - Structure and function

CCC7 - Stability and change

*The entire standards document may be viewed at:* [*http://www.state.nj.us/education/cccs/2016/science/*](http://www.state.nj.us/education/cccs/2016/science/)

# APPENDIX VI

**NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY**

Standard 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

*The entire standards document may be viewed at* [*http://www.state.nj.us/education/cccs/2014/tech/*](http://www.state.nj.us/education/cccs/2014/tech/)

# APPENDIX VII

### NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and Career Skills) 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.

Standard 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.4: (Life Literacies and Key Skills) All students will develop key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global

*The entire standards document may be viewed at* <https://www.nj.gov/education/standards/chp/>

*The entire standards document for Career Readiness, Life Literacies, and Key Skills may be viewed at* <https://www.nj.gov/education/standards/clicks/>

# APPENDIX VIII

**New Jersey Competencies for Social Emotional Learning**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

# APPENDIX IX

**Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)**

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| **Special Education** |
| **ENVIRONMENT** |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

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| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| **MATERIAL/BOOKS/EQUIPMENT** |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| **INSTRUCTIONAL STRATEGIES** |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

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| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| **ORGANIZATION** |
| Post assignments |

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| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| **TEST/QUIZZES/TIME** |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

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| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| [**ENGLISH LANGUAGE LEARNERS**](http://www.state.nj.us/education/bilingual/) |
| **GRADING** |
| [Standard Grades vs. Pass/Fail](https://drive.google.com/file/d/0Bwb32d4blI2xT3VGcnptWi05RmM/view) |
| **CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT** |
| [Pre K-K WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xRGZ0eWlKZ25Mb2s/view) |
| [Grades 1-2 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xWWRHV3ltQjctRGc/view) |
| [Grades 3-5 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xUmZ4QVR0MUZtVG8/view) |
| [Grades 6-8 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xd0dTSXhpZ3l6UG8/view) |
| [Grades 9-12 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xdTd6N1VlbHJTT0k/view) |
| [**SIOP COMPONENTS AND FEATURES**](http://www.tesoltrainers.com/siop-components-and-features.html) |
| **PREPARATION** |
| Write content objectives clearly for students |
| Write language objectives clearly for students |

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| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students’ proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| **BUILDING BACKGROUND** |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| **COMPREHENSIBLE INPUT** |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| **STRATEGIES** |
| Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| [Use scaffolding techniques consistently throughout lesson](https://docs.google.com/document/d/1BSSLIaaoUmoLG-2fR__ew6piSITJlxjkUNn_z9U1AJU/edit?usp=sharing) |
| [Use a variety of question types including those that promote higher-order thinking skills throughout the](https://docs.google.com/document/d/1WFtb5QvIBhKrusQMPvbgAkugSa7deQ3RpXoExLHZb60/edit?usp=sharing) [lesson](https://docs.google.com/document/d/1WFtb5QvIBhKrusQMPvbgAkugSa7deQ3RpXoExLHZb60/edit?usp=sharing) |
| **INTERACTION** |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

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| **PRACTICE/APPLICATION** |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| **LESSON DELIVERY** |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| **REVIEW/EVALUATION** |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students’ comprehension and learning throughout lesson and all lesson objectives |
| [**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**](https://www.state.nj.us/education/students/irs/) |
| **ACADEMICS** |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| [Literacy Support Interventions (Appendix B of IS forms)](https://drive.google.com/file/d/0B3fJgBKBWOhsTGxNSWdGR21odTg/view?usp=sharing) |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |

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| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g., Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |

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| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| **SOCIAL/EMOTIONAL** |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| **ATTENTION/FOCUS** |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |

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| Establish and maintain eye contact when giving oral directions | | |
| Stand in proximity to student to focus attention | | |
| Provide short breaks when refocusing is needed | | |
| Use study carrel | | |
| Arrange physical layout to limit distractions | | |
| Frequently ask questions to engage student | | |
| Refocusing and redirection | | |
| Behavior/time management system | | |
| Group directions 1 step at a time | | |
| Assign "jobs" to reduce symptoms | | |
| Arrange physical layout to limit distractions | | |
| Frequently ask questions to engage student | | |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance | | |
| Extended time on assignments/assessments | | |
| Provide assessments in a small group setting | | |
| Provide buddy system | | |
| Establish and maintain eye contact when giving oral directions | | |
| Permit the use of headphones while working | | |
| [**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**](https://www.state.nj.us/education/students/safety/behavior/attendance/) | | |
| Attendance plan | | |
| **GIFTED AND TALENTED STUDENTS** | |  |
|  | **CURRICULUM** |  |
|  | [Acceleration](https://www.nagc.org/resources-publications/gifted-education-practices/acceleration) |  |
|  | [Compacting](https://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting) |  |

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| Telescoping |
| Advanced Placement Courses |
| **INSTRUCTION** |
| [Grouping](https://www.nagc.org/resources-publications/gifted-education-practices/grouping) |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

# APPENDIX IX

**Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)**

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| **Special Education** |
| **ENVIRONMENT** |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |
| Allow additional oral response time |
| Break tasks (including long range assignments) into manageable steps |
| Provide copies of notes |
| Reduce the number of problems on a page |
| Provide assistance with organizing a notebook or folder |
| Repeat/ clarify directions when needed |
| Make frequent checks for work/assignment completion. |
| Modify homework and class work if needed |
| Extend time on tests/quizzes |
| Provide study guides for tests |
| Provide oral component when needed |

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| Modify format when needed- (ex: limit choices, word bank, shortened written responses) |
| Allow a private workspace when needed (study carrel, separate desk, desk away from the group) |
| Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office) |
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| **MATERIAL/BOOKS/EQUIPMENT** |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| **INSTRUCTIONAL STRATEGIES** |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |

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| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| **ORGANIZATION** |
| Post assignments |

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| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| **TEST/QUIZZES/TIME** |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |

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| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| [**ENGLISH LANGUAGE LEARNERS**](http://www.state.nj.us/education/bilingual/) |
| **GRADING** |
| [Standard Grades vs. Pass/Fail](https://drive.google.com/file/d/0Bwb32d4blI2xT3VGcnptWi05RmM/view) |
| **CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT** |
| [Pre K-K WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xRGZ0eWlKZ25Mb2s/view) |
| [Grades 1-2 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xWWRHV3ltQjctRGc/view) |
| [Grades 3-5 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xUmZ4QVR0MUZtVG8/view) |
| [Grades 6-8 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xd0dTSXhpZ3l6UG8/view) |
| [Grades 9-12 WIDA CAN DO Descriptors](https://drive.google.com/file/d/0Bwb32d4blI2xdTd6N1VlbHJTT0k/view) |
| [**SIOP COMPONENTS AND FEATURES**](http://www.tesoltrainers.com/siop-components-and-features.html) |
| **PREPARATION** |
| Write content objectives clearly for students |
| Write language objectives clearly for students |

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| --- |
| Choose content concepts appropriate for age and educational background levels of students |
| Identify supplementary materials to use |
| Adapt content to all levels of students’ proficiency |
| Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking |
| **BUILDING BACKGROUND** |
| Explicitly link concepts to students' backgrounds and experiences |
| Explicitly link past learning and new concepts |
| Emphasize key vocabulary for students |
| **COMPREHENSIBLE INPUT** |
| Use speech appropriate for students' proficiency level |
| Explain academics tasks clearly |
| Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) |
| **STRATEGIES** |
| Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring) |
| [Use scaffolding techniques consistently throughout lesson](https://docs.google.com/document/d/1BSSLIaaoUmoLG-2fR__ew6piSITJlxjkUNn_z9U1AJU/edit?usp=sharing) |
| [Use a variety of question types including those that promote higher-order thinking skills](https://docs.google.com/document/d/1WFtb5QvIBhKrusQMPvbgAkugSa7deQ3RpXoExLHZb60/edit?usp=sharing) [throughout the lesson](https://docs.google.com/document/d/1WFtb5QvIBhKrusQMPvbgAkugSa7deQ3RpXoExLHZb60/edit?usp=sharing) |
| **INTERACTION** |
| Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses |
| Use group configurations that support language and content objectives of the lesson |
| Provide sufficient wait time for student responses consistently |
| Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text |

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| **PRACTICE/APPLICATION** |
| Provide hands-on materials and/ manipulatives for students to practice using new content knowledge |
| Provide activities for students to apply content and language knowledge in the classroom |
| Provide activities that integrate all language skills |
| **LESSON DELIVERY** |
| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| **REVIEW/EVALUATION** |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students’ comprehension and learning throughout lesson and all lesson objectives |
| [**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE**](https://www.state.nj.us/education/students/irs/)[**MANUAL)**](https://www.state.nj.us/education/students/irs/) |
| **ACADEMICS** |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| [Literacy Support Interventions (Appendix B of IS forms)](https://drive.google.com/file/d/0B3fJgBKBWOhsTGxNSWdGR21odTg/view?usp=sharing) |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |

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| --- |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |
| Tracker |
| Slant board |
| Access to accurate notes |
| Additional time to complete tasks/long-term projects with adjusted due dates |
| Limit number of items student is expected to learn at one time |
| Break down tasks into manageable units |
| Directions repeated, clarified, or reworded |
| Frequent breaks during class |
| Allow verbal rather than written responses |
| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g., Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |

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| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| **SOCIAL/EMOTIONAL** |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| **ATTENTION/FOCUS** |
| Seat student near front of room |
| Preferential seating |

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| Monitor on-task performance | | |
| Arrange private signal to cue student to off-task behavior | | |
| Establish and maintain eye contact when giving oral directions | | |
| Stand in proximity to student to focus attention | | |
| Provide short breaks when refocusing is needed | | |
| Use study carrel | | |
| Arrange physical layout to limit distractions | | |
| Frequently ask questions to engage student | | |
| Refocusing and redirection | | |
| Behavior/time management system | | |
| Group directions 1 step at a time | | |
| Assign "jobs" to reduce symptoms | | |
| Arrange physical layout to limit distractions | | |
| Frequently ask questions to engage student | | |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance | | |
| Extended time on assignments/assessments | | |
| Provide assessments in a small group setting | | |
| Provide buddy system | | |
| Establish and maintain eye contact when giving oral directions | | |
| Permit the use of headphones while working | | |
| [**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**](https://www.state.nj.us/education/students/safety/behavior/attendance/) | | |
| Attendance plan | | |
| **GIFTED AND TALENTED STUDENTS** | |  |
|  | **CURRICULUM** |  |

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| [Acceleration](https://www.nagc.org/resources-publications/gifted-education-practices/acceleration) |
| [Compacting](https://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting) |
| Telescoping |
| Advanced Placement Courses |
| **INSTRUCTION** |
| [Grouping](https://www.nagc.org/resources-publications/gifted-education-practices/grouping) |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |