

# 8th Grade Health Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

<b>Lower Cape May Regional School District 8<sup>th</sup> Grade Health Curriculum</b>	
<b>Content Area: Health and Physical Education</b>	
<b>Course Title: 8<sup>th</sup> Grade Health</b>	<b>Grade level: 8</b>
<b>Unit 1: Wellness</b>	<b>2 Weeks</b>
<b>Unit 2: Alcohol, Tobacco, Drugs</b>	<b>2 Weeks</b>
<b>Unit 3: Family Life</b>	<b>2 Weeks</b>
<b>Unit 4: Social and Sexual Health</b>	<b>2 Weeks</b>
<b>Date Created/Revised: 07/2019 Revised: 11/17/2021</b>	<b>Board Approved On: 09/26/19</b>

**Lower Cape May Regional School District 8<sup>th</sup> Grade Health Curriculum  
Unit 1 Overview**

**Content Area: Health**

**Unit Title: Wellness, Personal Growth, and Emotional Health**

**Target Course/Grade Level: 8**

**Unit Summary:**

- Wellness encompasses most aspects of health including; decision making, goal setting, nutrition, and social/emotional well being. Genetics, relationships, and stress are other factors that can affect physical, social, and emotional health.

**Interdisciplinary Connections:**

- Science (anatomy)
- Math (calculating BMI, caloric intake)

**21st Century Themes, Skills, and Standards:**

- Technology utilization in the form of chromebooks, powerpoint presentations
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
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.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.

2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.		
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).		
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.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.		
2.3.8.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.6	Explain how the immune system fights disease		
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What effect does diet have on wellness?</b></li> <li>● <b>What nutrition facts should one consider in order to lead a healthy lifestyle?</b></li> <li>● <b>Why is it important to set goals in life?</b></li> <li>● <b>How do I overcome negative influences when making decisions</b></li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>There are many short and long term health benefits and risks associated with nutritional choices.</b></li> <li>● <b>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching these goals.</b></li> <li>● <b>Decision-making can be influenced by a variety of influences that may not be in a</b></li> </ul> </td> </tr> </table>		<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What effect does diet have on wellness?</b></li> <li>● <b>What nutrition facts should one consider in order to lead a healthy lifestyle?</b></li> <li>● <b>Why is it important to set goals in life?</b></li> <li>● <b>How do I overcome negative influences when making decisions</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>There are many short and long term health benefits and risks associated with nutritional choices.</b></li> <li>● <b>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching these goals.</b></li> <li>● <b>Decision-making can be influenced by a variety of influences that may not be in a</b></li> </ul>
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<p><b>about my personal health?</b></p> <ul style="list-style-type: none"> <li>● What factors besides diet can impact health and wellness?</li> </ul>	<p><b>persons' best interest.</b></p> <ul style="list-style-type: none"> <li>● Resiliency is key to mental health</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● how to recognize healthy versus non-healthy eating habits.</li> <li>● How to identify healthy food choices at fast food restaurants.</li> <li>● how to compare and contrast the influence of peers, family, the media and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.</li> <li>● how to investigate different case scenarios to determine how food choices/supplements impact total well-being.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● describe the impact of nutrients on the functioning of the human body</li> <li>● analyze how healthy eating patterns throughout life can reduce the risk of heart disease, high cholesterol, cancer, osteoporosis and other health issues.</li> <li>● Recall the steps to the decision making process and resistance skills.</li> <li>● analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness.</li> <li>● identify and analyze the multiple factors i.e.(depression, eating disorders and compulsive disorders) that may impact ones physical, social and emotional wellness.</li> </ul>

<p><b>Lower Cape May Regional School District 8<sup>th</sup> Grade Health Curriculum Unit 2 Overview</b></p>
<p><b>Content Area: Health</b></p>
<p><b>Unit Title: Alcohol, Tobacco and Drugs</b></p>
<p><b>Target Course/Grade Level:8</b></p>
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to recognize the “truths” and the “myths” about alcohol, tobacco and other drugs. This unit will help develop the knowledge, skills, and attitudes to appreciate the benefits of healthy living. Students will also be able to identify the similarities and differences between over the counter medicines and prescription medicines. This knowledge will assist students to make healthy and safe choices, identify risky situations, and develop strategies to prepare them for</li> </ul>

challenging situations.

**Interdisciplinary Connections:**

- History, Biology, Science

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.	
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How can an adolescent recognize and avoid substance abuse?</li> <li>● Why is it important to keep medicine in the package it came in?</li> <li>● What are the effects of caffeine?</li> <li>● What effect does drug/alcohol abuse have on families?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The original package has important information about the medicine, such as its proper use, dosage information and expiration date.</li> </ul>	
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The positive effects and the potential risks that may occur when one uses over-the-counter medicines, prescription drugs and supplements</li> <li>● how to identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● summarize the effects of alcohol, tobacco and other drugs use on the body systems.</li> <li>● compare and contrast how effects of alcohol, tobacco and other drugs vary in different people.</li> <li>● discuss side effects of tobacco use.</li> <li>● Discuss medicine, why to take, and prescription and dosage.</li> </ul>	

<p><b>Lower Cape May Regional School District 8<sup>th</sup> Grade Health Curriculum Unit 3 Overview</b></p>	
<p><b>Content Area: Health</b></p>	
<p><b>Unit Title: Family Life</b></p>	
<p><b>Target Course/Grade Level:</b></p>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Students will learn about their changing body and how they will change. They will also learn about STI's and contraceptive options, stressing abstinence. Students will also learn about healthy relationships.</li> </ul>	

**Interdisciplinary Connections:**

- history

**21st Century Themes, Skills, and Standards:**

- Technology utilization in the form of chromebooks.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.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.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.
2.3.8.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.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How do healthy relationships affect a students well-being?</li> <li>● What changes do boys and girls go through during puberty?</li> <li>● How do contraceptives work and what is their effectiveness?</li> <li>● How will your life be affected if you were to be a teen parent?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Healthy relationships help a person to feel better about themselves.</li> <li>● Hormones affect boys and girls similarly and differently.</li> <li>● Contraceptives can help protect against pregnancy and STI’s. Their effectiveness varies on proper use. The only 100% effective form of birth control is abstinence.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The different contraceptive methods and factors that influence their use.</li> <li>● The challenges they will face if they were to become a teenage parent and the effect it has on academic, social and family life.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Evaluate how affection, love and commitment relate to healthy relationships and the effect on one’s wellness.</li> <li>● Analyze the influences that hormones, nutrition, environment, and heredity have on the physical, social and emotional aspects of the adolescent years.</li> </ul>

<p><b>Lower Cape May Regional School District 8<sup>th</sup> Grade Health Curriculum Unit 4 Overview</b></p>
<p><b>Content Area: Health</b></p>
<p><b>Unit Title: Social and Sexual Health</b></p>
<p><b>Target Course/Grade Level: 8</b></p>
<p><b>Unit Summary:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>● Inclusive schools and communities are accepting of all people and make them feel welcome and</li> </ul>

included.

- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- There are factors that contribute to making healthy decisions about sex.
- To Differentiate between gender identity, gender expression and sexual orientation.

#### **Interdisciplinary Connections:**

- Social Studies
- Science

#### **21st Century Themes, Skills, and Standards:**

- Technology utilization in the form of chromebooks and google classroom.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

### **Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
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
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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).
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What aspects of our character can be changed and not be changed?</li> <li>● How can individuals collaborate to reach common goals?</li> <li>● What health services are out there for everyone?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.</li> <li>● What does it mean to accept and be inclusive of all people, even those who are different from you?</li> <li>● health services are available to everyone at anytime in their life.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Develop methods and strategies that will promote character development in individual, group, and team environments</li> <li>● use technology to develop a web based glossary of health products, services and resources.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● demonstrate use of negotiation, refusal and assertiveness skills when responding to various scenarios.</li> <li>● investigate different opportunities available and implement a plan that motivates volunteerism.</li> <li>● Analyze different types of relationships.</li> </ul>

<p><b>Lower Cape May Regional School District 8<sup>th</sup> Grade Health Curriculum Evidence of Learning</b></p>
<p><b>Specific Formative Assessments Utilized in Daily Lessons:</b></p> <ul style="list-style-type: none"> <li>● Worksheets and google classroom work</li> <li>● Exit slip: hand out a paper with a few simple questions and students turn them in when they leave: 3 Things I learned today..., 2 Things I found interesting..., 1 question I still have...</li> <li>● Google forms</li> </ul>

**Summative Assessment Utilized throughout Units:**

- QBA's
- student discussions

**Benchmark Assessments and Alternative Assessments****Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- [Link Research resources here.](#)

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below: Chromebooks and google classroom
- chromebooks

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:
- Decisions for Health Level Red (Holt),
- Hazel Lashley, nurse from Cape May County Department of Health
- Powerpoint presentations
- Joe Landis, Officer from Cape May County Prosecutor's office

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs.

	open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
<b>Board of Education Approved Text(s)</b>	
<ul style="list-style-type: none"> <li>• Holt-Decisions for Health Level Red</li> </ul>	