

Summit Public Schools
Summit, New Jersey
Grade Level: 9
Content Area: Health
Length of Course: 9 weeks (1 Quarter)

Curriculum

Course Description:

Students will explore their physical, social and emotional health and evaluate how they can take personal responsibility for their own wellness by maintaining an active, healthy lifestyle that fosters a lifelong commitment to overall wellness. Students will gain the knowledge to become productive, emotionally and physically healthy, motivated, civically engaged, and prepared for work, global citizens. Interpersonal relationship skills, attitudes, values and behaviors that promote healthy lifestyle choices and relationships will be examined. The biological and health aspects of human sexuality, along with specific concerns of adolescents will be discussed.

Our health program aims to achieve the following concepts that students can apply to support a healthy, active lifestyle:

- Students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
- Students will analyze how behavior can impact health maintenance and disease prevention.
- Students will explain the impact of personal health behaviors on the functioning of the human body.
- Students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
- Students will be able to analyze how family, peers, and community can influence the health of individuals.
- Students will analyze the role of individual responsibility for enhancing health.
- Students will use health-enhancing personal, interpersonal and life skills, such as decision-making. Students will be given factual information that may be helpful in making intelligent decisions about birth control, abstinence and the seriousness and prevention of STIs.
- Students will learn how to identify characteristics of healthy and unhealthy dating relationships. Students will also learn who they can talk to and where they can go for help when dealing with an unhealthy relationship.

<p>Standard 2.1 (Wellness) Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s) Students will distinguish between controllable health risk factors and uncontrollable health risk factors as they pertain to healthy life choices. Students will evaluate factors that impact their health, along with preventative measures and modify lifestyle behaviors accordingly.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What does being healthy mean? 2. How would you define your physical, Mental and Social Health? 3. How can technology affect your mental and social health? 4. What are Lifestyle Factors and how do they affect your health? 5. Why do people now generally live longer than in years past? 6. What are preventative measures that you can take to maintain a healthy lifestyle? 7. What are health risk factors? Hereditary risk factors? Environmental risk factors? Social risk factors? What are preventative measures that you can take to decrease these specific risk factors? 8. How can your self-esteem affect your overall health? 9. What are strategies to manage stress and what can happen if it goes unmanaged? 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The characteristics of a healthy person are interrelated and a necessity for overall health. 2. That there are certain preventative practices and behaviors that can reduce the onset of injury, illness, or disease. 3. The decisions that adolescents make now can greatly affect their health now and in the future. 4. An individual's outlook on life and self-esteem can impact their overall wellness. 5. If stress goes unmanaged it can pose serious health risks.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>NJCCCS: 2.1.12.A.1, 2.1.12.A.2, 2.1.12.B.2, 2.1.12.C.1 , 2.1.12.D.1, 2.1.12.E.4</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Analyze the role of personal responsibility in maintaining and 	<p>Sample Assessments:</p> <ol style="list-style-type: none"> 1. Create a presentation that reflects your own personal wellness 2. Class Debate on the social and ethical implications of the availability and use of technology and medical advances to support wellness.

<p>enhancing personal, family, community, and global wellness, and describe specific characteristics of physical, mental and social health.</p> <ul style="list-style-type: none">● Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.● Compare and contrast the characteristics of a healthy and unhealthy person.● Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.● Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.● Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.● Evaluate self-esteem● Develop a personal stress management plan to improve/maintain wellness.	<ol style="list-style-type: none">3. Writing Prompt: Create an illustrated letter to a younger generation teaching them the importance of personal wellness, minimizing risk factors, and preventative care4. Article Review5. Development of a stress management plan6. Quiz on Wellness7. Collaboration with SAC counselor to come in and discuss wellness and ways to cope with stressors that can negatively affect students' social, emotional, and physical health. <p>Interdisciplinary Connections Creative and persuasive writing essay- letter to a younger generation providing the tools and insight on how to lead a healthy lifestyle.</p> <p>Technology Integration Google Classroom Assignments, Quizlet, web sources including teenshealth.org and ted talks, web-based presentations</p> <p>Global Perspectives Explore how different countries and cultures have certain risk factors that pertain to their respective customs, behaviors, and environment.</p>
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Texts and Resources:
Google Slides Presentation on Wellness
Selected worksheets from teacher resource binder
Teenshealth.org
Ted Talk
Youtube.com

<p>Standard 2.4 Human Relationships Students will understand individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p>
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Students will develop strategies to recognize teen dating violence and be able to determine effective prevention and intervention strategies to end the relationship if needed.</p>

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What is teen dating violence? 2. What are the warning signs of dating violence? 3. How can you help someone exposed to dating violence? 4. What types of boundaries should people have in a dating relationship? 5. How could a person start a conversation about boundaries with a partner? 6. What is consent? 7. How does technology (SnapChat, Instagram, Facebook, text messages, etc.) affect dating relationships? 8. How could you help a friend if they were in an unhealthy relationship? 9. What can teenagers do in their relationships with friends and family members in the school and in the community to help prevent teen dating violence? 10. What resources can individuals utilize if they or someone they know are in an unhealthy relationship? 11. What are the strategies that an individual could use to end and/or leave an abusive relationship? 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The difference between a healthy and unhealthy relationship 2. How to identify the warning signs of an abusive relationship 3. How to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age. 4. That the LGBTQ community is not immune to abusive relationships. 5. That there are resources that can help an individual create a safety plan to end or leave an abusive relationship.
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>NJCCCS: 2.4.12.A.4, 2.4.12.A.5</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence). ● Compare and contrast patterns of physical, sexual, verbal/emotional abuse behavior in a relationship ● Create an action plan of how they would be able to help themselves, a friend or a family member in an abusive relationship 	<p>Sample Assessments:</p> <ol style="list-style-type: none"> 1. Create an illustrated brochure to bring awareness to dating violence. 2. Video Analysis 3. Writing Prompt: Create an illustrated letter to a friend teaching them about different signs of abuse and where they may turn for help. 4. Collaboration with SAC counselor to come in and discuss teen dating violence. 5. Article Review <p>Interdisciplinary Connections</p> <p>Research the prevalence of teen dating violence in the United States and one other country. Compare and analyze the data.</p>

<ul style="list-style-type: none"> Design a dating safety plan and understand the benefits of why its importance to have one in place. 	<p>Technology Integration Google Classroom Assignments, web sources including loveisrespect.org. Students will create a digital Brochure to bring awareness to teen dating violence.</p> <p>Global Perspectives Explore how different cultural perspectives can impact domestic violence.</p>
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Texts and Resources:

Loveisrespect.org

Teenshealth.org

<https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf>

Google Slides Presentation on Teen Dating Violence

Selected worksheets from teacher resource binder

Youtube.com

<https://www.cbsnews.com/video/sophias-secret/>

<p>Standard 2.4 Human Relationships and Sexuality Early detection strategies assist in the prevention and treatment of certain illnesses or diseases in the reproductive systems</p>	
<p>Big Ideas: Course Objectives / Content Statement(s) Early detection and prevention are imperative to maintaining good health. Understanding the structures and functions of the reproductive systems will assist in knowing if there is a problem or if the system is not working properly.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> When do individuals start going through puberty and what effect does puberty have on reproduction? What are the anatomical parts of the male reproductive system? What are the anatomical parts of the female reproductive system? How does reproduction occur? How does embryonic growth differ between single pregnancies and a pregnancy of multiples (twins, triplets, etc)? 	<p>Students will understand...</p> <ol style="list-style-type: none"> How the reproductive systems function. That knowing and understanding the anatomy and functions of their body will allow them to know if there is a problem. How reproduction occurs and how to determine if a female is pregnant. That the lifestyle choices of a female during pregnancy can affect fetal development as well as physical and cognitive functions of a child. That routine self-exams and doctor exams can assist in early detection of reproductive disease or illness.

<p>6. How does a woman’s lifestyle choices during pregnancy affect fetal development? 7. How do you confirm a pregnancy? 8. What are factors that can affect the decision to become a parent? 9. How often should a male perform a testicular exam? 10. How often should a female perform a self-breast exam? 11. What are examples of reproductive disorders? 12. What is infertility and what causes it in males and females? 13. What are the early signs of certain reproductive cancers and ways to screen for them? 14. What are forms of treatment for these reproductive cancers?</p>	<p>6. That early detection of reproductive disorders can lead to early treatment, which is imperative in maintaining good health. 7. That certain lifestyle factors affect reproductive health and can contribute to reproductive problems. 8. The effects and treatment options for different reproductive problems (reproductive cancers, infertility, etc).</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>NJCCCS: 2.4.12.B.5, 2.4.12.C1, 2.4.12.C.2, 2.4.12.C.3, 2.4.12.C.7 Students will:</p> <ul style="list-style-type: none"> ● Have an understanding of the anatomy of the male and female reproductive systems and compare how they function. ● Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine). ● Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality ● Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. ● Evaluate the methods and resources available to confirm pregnancy ● Analyze factors that affect the decision to become a parent ● Evaluate the different reproductive disorders 	<p>Sample Assessments</p> <ol style="list-style-type: none"> 1. Video Analysis 2. The Price of Parenting Worksheet 3. Collaborative presentation on an assigned reproductive disorder 4. Writing Prompt: Analyze and compare the differences between male and female infertility 5. Diagram of the male and female reproductive systems 6. Reproductive Systems and Disorders Packet 7. Create an action plan of how often individuals should give themselves a self-exam. <p>Interdisciplinary Connections Analyze the scientific anatomy of the human body. Evaluate the genetic material that comprises a human offspring.</p> <p>Technology Integration Google Slides Presentation, Quizlet Live, Video Analysis, cdc.gov</p> <p>Global Perspectives Choose one male and one female reproductive disorder and compare the prevalence of the disorder in the United States to another Country. Who is at more risk? What are the factors that impact these risks?</p>

<ul style="list-style-type: none"> ● Compare and contrast male and female sterility ● Create an action plan of how often individuals should give themselves a self-exam or go for screenings by a medical professional ● Investigate the signs and symptoms that may occur in the body indicating a reproductive disorder 	
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Texts and Resources:
 Google Slides Presentation on Reproductive Disorders
 Teen Species Boys
 Teen Species Girls
 Cdc.gov
 PBS-Life's Greatest Miracle
 teenshealth.org
 Selected worksheets from teacher resource binder
 Quizlet

<p>Standard 2.4 Human Relationships and Students will acquire responsible actions regarding sexual behavior and how it impacts the health of oneself and others.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s) Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. Students will analyze factors that influence the choice, use, and effectiveness of contraception, including risk reduction and risk elimination strategies.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What is your personal responsibility regarding pregnancy prevention and disease prevention? 2. How can adolescent sex affect future education, career plans, and your overall wellness? 2. What is abstinence? 3. Why do people choose to be abstinent? 4. What are the benefits of choosing abstinence? 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. The social and emotional benefits of choosing abstinence and that abstinence is the only method that is 100% effective against STI's and pregnancy. 2. The possible long-term effects of adolescent sex on future education, career plans, and other various dimensions of wellness. 2. The differences between commonly used methods of contraception.

<p>5. What is contraception? 6. What are the different types of contraception that a person can choose from? 7. What are the most effective forms of contraception? 8. What is the difference between a hormonal and barrier method of contraception? 9. How do the different types of hormonal methods work? 10. What are some side effects of using these forms of contraception? 11. Where can you get the different forms of contraception? 12. Why would individuals choose a specific contraceptive method over another?</p>	<p>3. Whether the contraceptive method prevents against both pregnancy and STIs or just one of the two. 4. The potential side effects and/or risk factors for each contraceptive method.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>NJCCCS: 2.4.12.B.1, 2.4.12.B.2, 2.4.12.B.3, 2.4.12.B.4 Students will:</p> <ul style="list-style-type: none"> ● Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness ● Evaluate information that supports abstinence from sexual activity using reliable research data. ● Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. ● Evaluate the contraceptive methods which double as disease prevention regardless of sexual orientation or degree of sexual activity ● Compare and contrast the most common methods of contraception, including how it works, rate of effectiveness, benefits, side effects, and cost. ● Identify considerations for choosing birth control methods 	<p>Sample Assessments: 1. Students will research the contraceptive methods and evaluate how it works, the rate of effectiveness, benefits, side effects, cost, and construct a chart with their findings. 2. Class debate-Which is the best contraceptive method. 3. Formative assessment on Abstinence and contraceptives.</p> <p>Interdisciplinary Connections Analyze the rate of effectiveness of the different contraceptive methods and evaluate the probability of an individual getting pregnant using that method.</p> <p>Technologypregnant Integration Google Slides Presentation, sexetc.org activity</p> <p>Global Perspectives Research the availability of contraceptive methods in a developing country.</p>

Texts and Resources:

Textbook and workbook- Holt [Lifetime Health](#)

Selected worksheets from teacher resource binder

<https://www.glsen.org/>

<https://www.plannedparenthood.org/learn/birth-control>

<p>Standard 2.4 Human Relationships and Sexuality Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s) Determine behaviors that place one at risk for HIV/AIDS, HPV, and other common STI's.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What are sexually transmitted infections? 2. What are the most common STIs? 3. How are STI's transmitted? 4. How can you prevent the transmission of STI's? 5. When should an individual get tested for STIs, including HIV? 6. What is the difference between a Bacterial and Viral infection? 7. What are the symptoms and treatment for sexually transmitted infections? 8. What happens if sexually transmitted infections go untreated? 9. How do sexually transmitted infections affect the LGBTQ community? 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. That certain Sexually transmitted infections are considered a silent epidemic 2. How they can prevent exposure to sexually transmitted infections. 3. Students will acquire knowledge and assume responsibility for one's own sexual health. 4. That some sexually transmitted infections cannot be cured. 5. How sexually transmitted infections affect the LGBTQ community.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>NJCCCS: 2.4.12.B.5 Students will:</p> <ul style="list-style-type: none"> ● Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine). ● Comprehend the symptoms, mode of transmission, consequences, and how to prevent transmission of sexually transmitted infections. ● Conclude that abstinence and lifetime monogamy are the most effective way to prevent an STI. 	<p>Sample Assessment:</p> <ol style="list-style-type: none"> 1. Students will construct a chart indicating the means of transmission, symptoms in the male and female, preventative measures, treatment and outcome of STI's. 2. Pass it Along Activity 3. Public Service Announcement 4. Formal Written Assessment on STI's <p>Interdisciplinary Connections Write a creative passage illustrating a conversation that you would have with a partner regarding sexually transmitted infections.</p> <p>Technology Integration</p>

<ul style="list-style-type: none"> Evaluate the long-term effects on the reproductive organs and health of a person if an STI is left untreated. 	<p>cdc.gov, sexetc.org, creating a public service announcement</p> <p>Global Perspectives How has HIV/AIDS impacted developing countries?</p>
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Texts and Resources:

cdc.gov

Google Slides Presentation

Selected worksheets from teacher resource binder

<https://www.youtube.com/watch?v=Bazh6p5rOFM>

<https://www.glsen.org/>

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Instructional Strategies:

Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or
Videos & films		software programs
Broadcasts		In the home language
Models & figures		With mentors

from <https://wida.wisc.edu>

Revised 8/2019

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

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Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

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Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading