

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: MULTIPLY DISABLED HEALTH I

Written By: Kimberly Gilligan

Under the Direction of: Donna Costa

Description: This course is to increase the Multiply Disabled students' knowledge of their own bodies and how to keep them healthy. The course will examine structures and functions of all body systems. Information will be provided about nutrition and Health related fitness and their importance for total health and well-being.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
Barbara E. Marciano: *Director of Elementary Education*
Jack McGee: *Director of Secondary Education*

Written: June, 2014

Revised: _____

BOE Approval: AUGUST, 2014

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: MULTIPLY DISABLED HEALTH I

I. CLASSWORK REQUIREMENTS

A. Class work assignments, cooperating in group activities, health projects, tests, homework, health notebook and class participation.

II. ATTITUDE & BEHAVIOR

A. The following will be demonstrated: Preparation for class, a willingness to learn, respect for self and others, following directions and responsibility.

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

1. An understand of the body systems: Skeletal, Muscular, Cardiovascular, Circulatory, and Digestive Systems
2. An understanding of how to keep the body and it's systems healthy.
3. An understanding of the role nutrition and exercise play in total health.
4. An understand of how health decisions promote physical, social and emotional well – being.

B. SKILLS

1. Students will demonstrate notebook organization.
2. Students will demonstrate cooperating behaviors during group activities
3. Students will demonstrate knowledge gained through test taking, both oral and written, and through class participation.
4. Students will demonstrate observation skills and attention through visual observation of videos, charts and other visual aids.

C. APPRECIATION OF CONCEPTS

1. Students will acquire habits and attitudes that promote a healthy, safe lifestyle.
2. Students will develop an understanding of the importance of Physical Fitness to maintain good health.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

A. The final grade will be a composite of class work, participation, project, tests, homework and notebook.

MAJOR UNITS OF STUDY

Course Title: MULTIPLY DISABLED HEALTH I

- I. Body Systems:**
Skeletal, Muscular, Cardiovascular/Circulatory, Digestive, Respiratory
- II. Nutrition**
- III. Health Related Fitness**

UNIT OVERVIEW

Course Title: MULTIPLY DISABLED HEALTH I

Unit #: UNIT 1 OVERVIEW

Unit Title: I. Body Systems

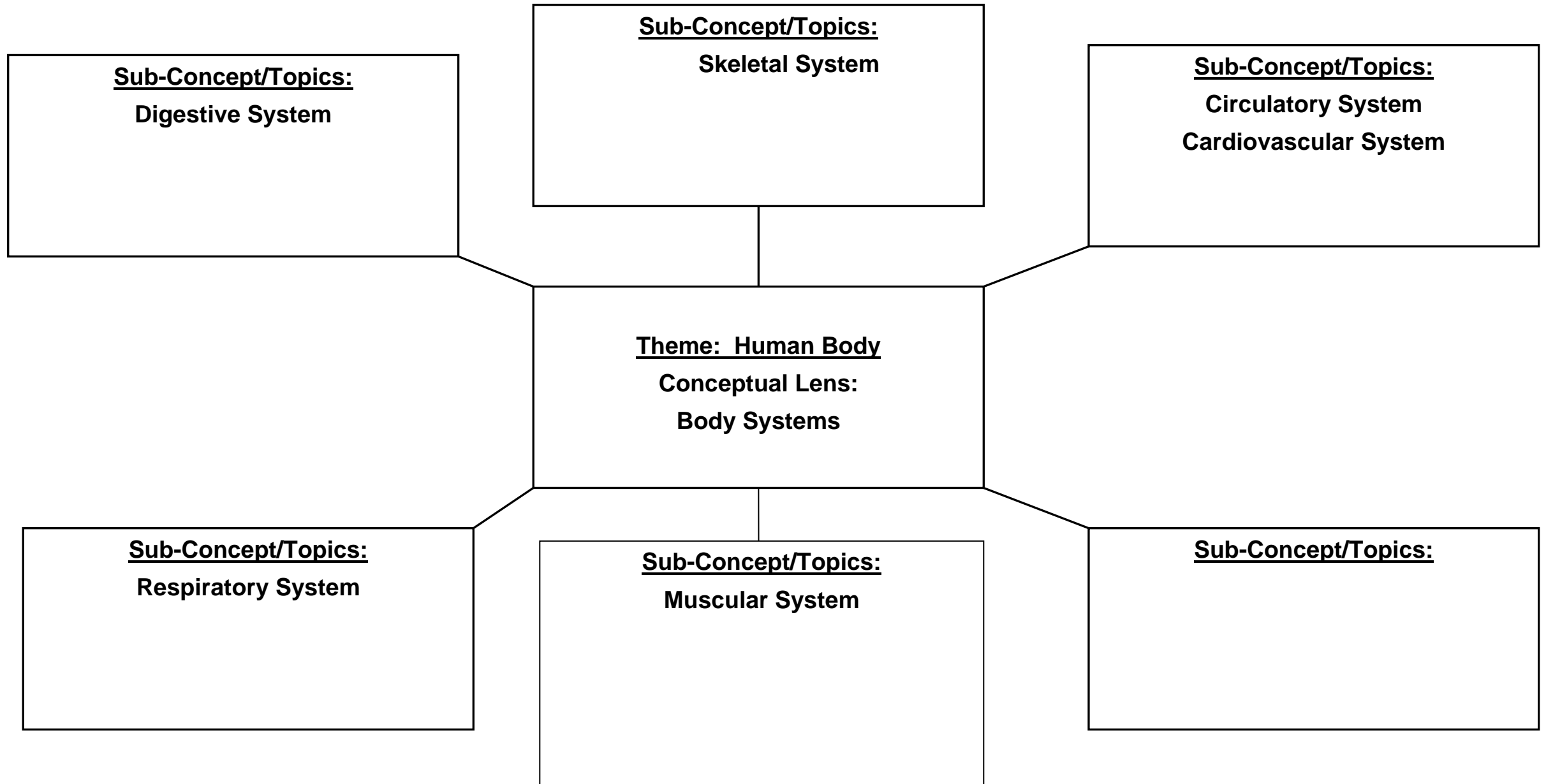
Unit Description and Objectives:

This unit will provide information of structures and functions of major systems of the body and how they work together.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What are the major systems of the body?	1. there are several body systems that work together to keep one healthy.	1.1 Name the major systems of the body? 1.2 What is the function of each system?
2. How do all the body systems work together?	2. Each system has a specific function.	2.1 Why is it necessary for body systems to work together? 2.2 What happens when 1 body system is compromised?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: MULTIPLY DISABLED HEALTH 1 – H.S.
Unit Number/Title: Unit #1: Body Systems
Conceptual Lens: Body Systems
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.1.2.A.2</u>	<u>2.6.2.A.1</u>	<u>2.1.2.B.1</u>	
<u>2.1.4.A.1</u>	<u>2.6.4.A.1</u>		
<u>2.1.4.B.1</u>	<u>2.6.4.A.4</u>		

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
I.Skeletal System A. Framework of the Body 1. Bones a. cartilage b. ossification 2. Connective Tissue a. ligaments b. tendons 3. Joints a. Hinge - Knee - elbow b. Ball & Socket - hip - shoulder c. Pivot - ankle - wrist d. Non-moveable - skull 4. Growth Plates B. Major Bones 1. Skull (Head) 2. Vertebra (Back) 3. Humerus (Arm) 4. Radius (Arm) 5. Ulna (Arm) 6. Femur (Leg) 7. Tibia (Leg) 8. Fibula (Leg) 9. Sternum (Chest) 10. Ribs	I.Skeletal System -major bones of the body and their locations. -what bones are made of. -what holds bones together -that the skeletal system is important to provide support for the body and to protect internal organs. -the type of different joints in the body. -How to keep bones strong and healthy. II.Muscular System -major muscles of the body. -how to improve muscular strength through weight bearing and non-weight bearing exercises. -difference between voluntary and involuntary muscle tissue.	I.Skeletal System -Name major bones of the body and demonstrate their location. -explain function of bones in the body. -explain how bones grow. -explain what bones are made of -describe different kinds of joints. -Name nutrients importance for strong bones. -explain and demonstrate exercises for strong healthy bones. II.Muscular System: -explain and demonstrate exercises for improving muscular strength. -name major muscles of the body. -explain the difference of voluntary and involuntary muscles and give examples. III.Cardiovascular/circulatory Systems: -name different parts of the heart. -describe the functions of the heart.	-Nemours Healthy Kids videos on: Bones, Muscles, Cardiovascular system, Digestive system, and Respiratory system. -Word Search Puzzles -Crossword Puzzles -Skeleton Floor Puzzle -Skeleton Color Worksheet -Body Project -Baby Length Project -Muscle Color Worksheet -Nutrition and exercise poster for strong bones. -Taste testing of Nutritious foods for strong bones.* Be sure to check food allergies. -endurance & strength tests: Pre & Post testing for muscular system and cardiovascular system -Heart- Anatomy worksheet -Project Blood Pressure -Circulatory Floor Puzzle --Poster Promoting Heart Health. -Color Worksheet for Digestive System -Cracker Digestive Project -Ping Pong Ball – Blowing Exercise-Experiment-count Breathes @ Rest and After exercise	edhealth.com www.proentix.com pcentral.com www.healthcentral.com healthfinder.gov www.healthteacher.com www.pelings4u.org kidshealth.org (Nemours/A.I. DuPont Hospital for Children) Glenco Health Teacher’s Edition: Chapter 12 (pg 318-319), 14 (380-392), & 15(Pg. 406-422) Posters	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 Technology Integration: Computers DVD Internet Safari Montage LCD Projector	CPI 2.1.2.A.1 2.1.2.A.2 2.1.4.A.2 2.1.6.A.2 2.1.6.A.4 2.1.4.A.3 2.1.8.A.2	<p style="text-align: center;">Formative Assessments:</p> <p style="text-align: center;">Summative Assessment(s)</p> Participation in class activities and discussions. -Completion of class and homework assignments. -Written quizzes and tests.

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
11. Tarsals (Feet) 12. Carpals (Hands) 13. Phalanges (Fingers) C. Function of Skeletal System 1. Provide support of body 2. Protect internal organs 3. Framework for muscles 4. Allows movement of limbs and digits 5. Producing new Red & white blood cells 6. Storing fat & minerals - calcium - phosphorous D. Nutrition and Exercise for Strong Bones 1. Vitamins 2. Minerals 3. weight bearing exercises. II. Muscular System A. Major Muscles & location 1. Bicep (Arm-front) 2. Tricep (Arm-back) 3. Hamstring (thigh-back) 4. Quadricep (thigh-front) 5. Gastroc (calf) 6. Abdominal (stomach) 7. Pectoralis (chest) 8. Trapezius (Back)	III. Cardiovascular/ Circulatory System -the anatomy of the heart. -the functions of the heart. -difference between veins and arteries. -exercises to improve cardiovascular fitness -how to find their pulse and what is normal range. -what a blood pressure means and what is normal. -some complications associated with increase or decrease heart rate and blood pressure. IV. Digestive System -the 3 parts that make up the Digestive system - how the body processes food. V. Respiratory System -Structures and functions of the Respiratory system. -how to count respirations during rest and after exercise.	-explain difference between arteries and veins. -explain and demonstrate exercises for improving heart health. -name foods that help maintain heart health. -identify symptoms of a heart attack. IV. Digestive system: -identify and label the structures of the Digestive System. -explain how food is processed and nutrition is distributed throughout the body through the Digestive system. - V. Respiratory system: -identify and label structures of the Respiratory System. -explain the function of the Respiratory System.					

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>B.Types of Muscle Tissue</p> <ol style="list-style-type: none"> 1. Voluntary 2. Involuntary <p>C.Exercises to Increase Muscular Strength</p> <ol style="list-style-type: none"> 1.Weight Bearing <ol style="list-style-type: none"> a. walking b. running c. Wt. Training – standing d. Yoga 2. Non-wt. bearing <ol style="list-style-type: none"> a. bicycling b. swimming c. rowing <p>III.Cardiovascular/ Circulatory System</p> <p>A.Heart</p> <ol style="list-style-type: none"> 1. Anatomy of the heart 2. Function of the heart 3. Pulse & Blood Pressure <ol style="list-style-type: none"> a. How to measure b. complications associated w/ increase heart rate and blood pressure. <p>B. Circulatory System</p> <ol style="list-style-type: none"> 1. Veins 2. Arteries <p>C.Exercises to improve cardiovascular fitness</p> <ol style="list-style-type: none"> 1. walking 2. running 3. swimming 4. circuit wt. training 							

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
IV.Digestive System A.Structures of the Digestive System 1. Upper - Teeth - Tongue - Esophagus 2. Middle -Stomach -Liver 3. Lower -Large Intestine -Small Intestine -Bowel B.Function of Digestive System 1. Upper 2. Middle 3. Lower V.Respiratory system A.Structures of Respiratory System 1.Nose & Mouth 2.Trachea & Windpipe 3.Lungs a. Bronchioles b. Alvioli B.Function of Lungs 1.Oxygenate blood							

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <p>Log new terminology in notebook for reference</p>	<p>Most proficient learners:</p> <ul style="list-style-type: none"> ○ Assign leadership role in group activities. <p>Assign outside research pertaining to the unit. Sources may include internet, additional text , and video</p>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <p>Log new terminology in notebook for reference</p>	<p>NA/Multiple Disabled Curriculum is for special needs student</p>

UNIT OVERVIEW

Course Title: MULTIPLY DISABLED HEALTH 1 – H.S.

Unit #: UNIT 2 OVERVIEW

Unit Title: Nutrition

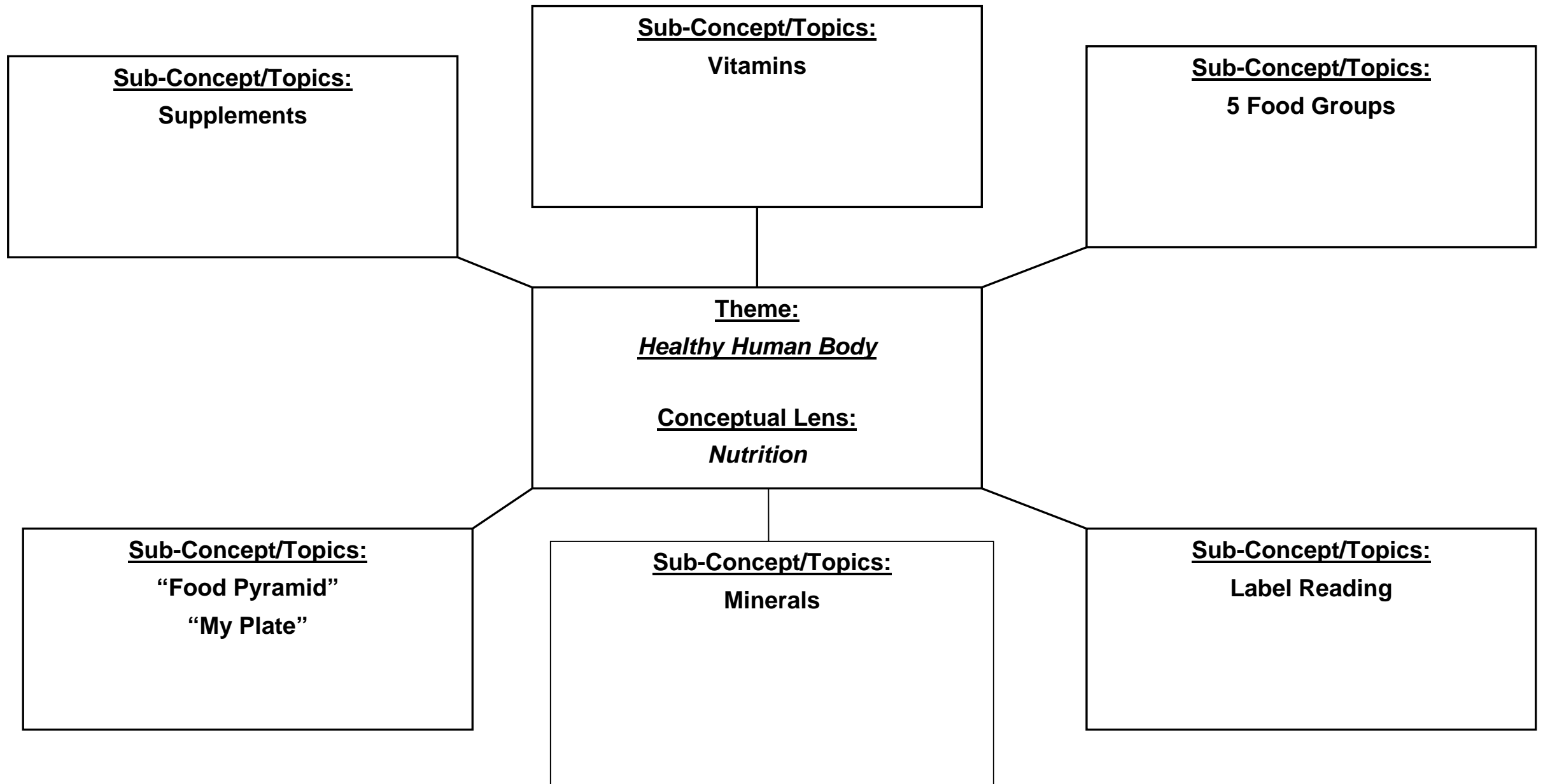
Unit Description and Objectives:

This unit will provide information about Nutrition and its importance to keeping one healthy.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What is nutrition?	1. there are 5 major food groups and recommended servings for each.	1.1 What important vitamins and minerals do you need every day? 1.2 What food groups should you include most in your daily diet? 1.3 Why is portion control important? .
2. Why is nutrition important?	2. good nutrition is essential for good health.	2.1 What happens when a person has poor nutrition? 2.2 What diseases can be avoided by eating healthy? .

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: MULTIPLY DISABLED HEALTH 1 – H.S.
Unit Number/Title: # 2 Nutrition
Conceptual Lens: Nutrition
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.1.2.C.1</u>	<u>2.2.2.B.4</u>	<u>2.2.4.B.4</u>	<u>2.6.6.A.7</u>
<u>2.2.2.B.1</u>	<u>2.2.4.B.1</u>	<u>2.2.6.B.1</u>	
<u>2.2.2.B.2</u>	<u>2.2.4.B.3</u>	<u>2.2.6.B.4</u>	

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>I 5 Major food Groups</p> <p>A.1. Dairy – Milk, Yogurt, Cheese</p> <p>2. Meat – Beef, Poultry, Fish, Beans, Eggs.</p> <p>3. Vegetables</p> <p>4. Fruit</p> <p>5. Grains – Bread, Cereal, Rice, Pasta</p> <p>B. Recommended Servings for each group.</p> <p>1. Dairy – 2 -3 servings</p> <p>2. Meat – 2 – 3</p> <p>3. Vegetables – 3 – 5</p> <p>4. Fruit – 2 – 4</p> <p>5. Grains – 6 – 11</p> <p>II. Major Vitamins</p> <p>A. 5 major vitamins and what they do.</p> <p>1. A: important for growth and development and to maintain immune system and good vision.</p> <p>2. B: Energy, also helps in the production of Red Blood Cells.</p> <p>3. C: Boosts immune system, and promotes healing.</p> <p>4. D: helps calcium absorption to maintain strong bones.</p>	<p>-the 5 major food groups to Good Nutrition.</p> <p>-the daily serving recommendation for each food group.</p> <p>-the 5 major vitamins and 4 minerals essential for good health.</p> <p>-how to plan a healthy meal for Breakfast, Lunch and Dinner.</p> <p>-what constitutes a healthy snack.</p> <p>-that sometimes supplements are necessary for good health and sometimes they are harmful.</p> <p>-why labels are important.</p> <p>-what information can be found on a label.</p>	<p>-identify and label 5 food groups.</p> <p>-identify daily servings amount for each food group.</p> <p>-identify major vitamins and their sources.</p> <p>-identify major minerals required for good health and their food sources.</p> <p>-discuss dietary supplements and their usefulness.</p> <p>-discuss the harms of excessive vitamins and minerals.</p> <p>-explain why label are important.</p> <p>-explain what labels mean.</p>	<p>-5 Food Group worksheets</p> <p>-Food Group matching worksheet</p> <p>-Posters – good foods and bad foods</p> <p>-Plan healthy meals for Breakfast, Lunch and Dinner./work with ADL class and actually make the meal.</p> <p>-Make a healthy snack</p> <p>-Write in a food journal for 1 week then make changes to make it healthier.</p> <p>-Project: Read food labels to determine if it is a healthy food. Record answers.</p>	<p>edhealth.com</p> <p>www.proentix.com</p> <p>pecentral.com</p> <p>www.healthcentral.com</p> <p>healthfinder.gov</p> <p>www.healthteacher.com</p> <p>www.pelings4u.org</p> <p>kidshealth.org (Nemours/A.I. DuPont Hospital for Children)</p> <p>Nutritionist Dietitian School nurse/Student nurses</p> <p>Government websites: Food Pyramid and My Plate</p> <p>Glencoe Health Nutrition Handbook: Pg. XVIII, XX-XXII, XIX, XXIV, XXV-XXVI</p>	<p>9.1.4.A.1 9.1.4.B.1 9.1.4.C.1</p> <p><u>Technology Integration:</u> Computers DVD Internet Safari Montage LCD Projector</p>		<p><u>Formative Assessments:</u></p> <p><u>Summative Assessment(s)</u> Participation in class activities and discussions. -Completion of class and homework assignments. -Written quizzes and tests.</p>

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>5. E: helps protect against heart disease and cancer and age related eye damage.</p> <p>B.Minerals</p> <ol style="list-style-type: none"> 1. Calcium 2. Potassium 3. Magnesium 4. Iron <p>III.Supplements</p> <p>A.Over the Counter</p> <ol style="list-style-type: none"> 1. Multi-Vitamins 2.Protein Powders, and Bars 3.Energy Drinks <p>B. Harmful Supplements</p> <p>IV.Label Reading</p> <ol style="list-style-type: none"> 1.Serving size 2.Calories 3.Fats 4. Sugar 5.Carbohydrates 6.Sodium 7. List of ingredients 							

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <p>Log new terminology in notebook for reference</p>	<p>Most proficient learners:</p> <ul style="list-style-type: none"> ○ Assign leadership role in group activities. <p>Assign outside research pertaining to the unit. Sources may include internet, additional text , and video</p>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <p>Log new terminology in notebook for reference</p>	<p>NA/Multiple Disabled Curriculum is for special needs student</p>

UNIT OVERVIEW

Course Title: MULTIPLY DISABLED HEALTH I

Unit #: UNIT 3 OVERVIEW

Unit Title: Health Related Fitness

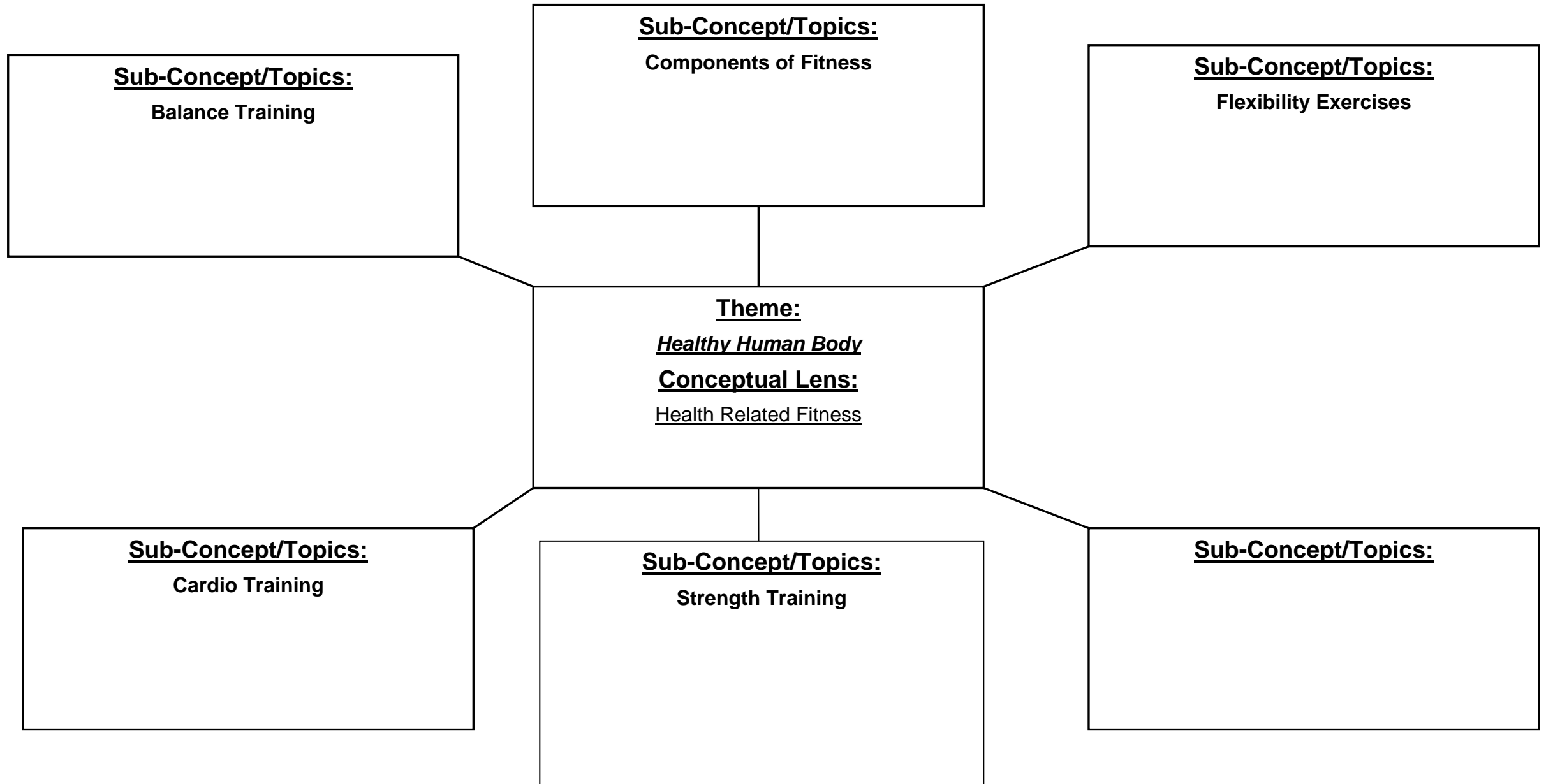
Unit Description and Objectives:

This unit will provide information about the Components of Fitness and the importance of being physically fit to lead a healthy life.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. Why is being physically fit vital to a healthy life?	1. there are 5 components of Physical Fitness.	1.1 What are the 5 components of fitness? 1.2 What are exercises that cover the 5 components of fitness 1.3 Etc.
2. What are the benefits of being physically fit, both physical and mental?	2. physical fitness not only improves your physical health but also your mental health.	2.1 Does being physically fit decrease your risk of disease? 2.2 Does being physically fit improve your self-esteem and the way you feel about yourself? 2.3 Does being physically fit give you more energy?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: MULTIPLY DISABLED HEALTH I
Unit Number/Title: 3 Physical Fitness
Conceptual Lens: Health Related Fitness
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.1.2.E.3</u>	<u>2.6.2.A.3</u>	<u>2.6.4.A.3</u>	<u>2.6.6.A.6</u>
<u>2.1.2.C.1</u>	<u>2.6.4.A.1</u>	<u>2.6.6.A.1</u>	
<u>2.6.2.A.1</u>	<u>2.6.4.A.2</u>	<u>2.6.6.A.5</u>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
I. Healthy Fitness A. Components of Fitness 1. Cardiovascular Endurance 2. Muscular Strength 3. Flexibility 4. Agility 5. Body composition II. Types of Exercises A. Cardio 1. Running 2. Swimming 3. Fast Walking 4. Bicycling 5. Basketball B. Strength Training 1. Weight training 2. Resistance Band exercises 3. Body weight resistance exercises C. Flexibility 1. Static Stretching 2. Dynamic Stretching 3. Yoga D. Balance 1. Double leg balance 2. Single leg balance 3. Balance on uneven surface	-the 5 components of fitness. -types of exercises for each component of fitness. -the benefits of exercise. -the consequences of not exercising. -How to measure height and weight with assistance. -how to use the BMI formula with assistance. -how to figure out height to waist ratio with assistance. --how to figure out Target Heart Rates with assistance. -how to figure out Maximum Heart Rates with assistance. -how to find their pulse with assistance.	-name the 5 components of fitness -Describe and perform exercises for each component of fitness. -explain the benefits of exercise. -explain the consequences of not exercising. -measure their height and weight with assistance. -use the BMI formula with assistance. -figure out their height to waist ratio with assistance. -find their Target Heart Rate with assistance. -find their Maximum Heart Rate with assistance. -find their pulse.	-Poster of 5 components of Fitness and exercises to go with them. -Worksheets on Components of fitness and types of exercises. -Fitness Gram: Pre and Post Tests -Circuit weight training -BMI worksheet -Height to Waist Ratio Worksheet -Worksheets to figure out Target and Maximum Heart Rates. -Poster of Pulse points. - Experiment: Heart Rate before and after exercise	edhealth.com www.proentix.com pcentral.com www.healthcentral.com healthfinder.gov www.healthteacher.com www.pelings4u.org kidshealth.org (Nemours/A.I. DuPont Hospital for Children) School Nurse	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 Technology Integration: FitnessGram Internet Power point presentation Eboard Netbook Wii fit	Phys Ed 2.5.8.B.2 2.5.8.B.3 <u>Health</u> 2.1.8.B 2.6.8.A 2.2.8.E <u>Science</u> 5.1.8.A.1 5.1.8.A.2 5.1.8.C.3 5.1.8.D.1 <u>Tech Literacy</u> 8.1.8.A.1 8.1.8.B.1 <u>Math</u> S.IC.3 <u>Language Art</u> RI.CCR.8.1 RI.CCR.8.2 <u>Career Ed./ Life Skills</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.D.1	Formative Assessments: Teacher Observation Participation Observation Questioning strategies Class work Homework Group work Self and peer Assessment Daily Activity Log Summative Assessment(s) Teacher made tests and quizzes Projects Critical Thinking questions Benchmark tests Health Assessment FitnessGram report

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>4. Balance while tossing object.</p> <p>III.Benefits and consequences of Exercise</p> <p>A.Benefits</p> <ol style="list-style-type: none"> 1.Decrease risk of Disease <ol style="list-style-type: none"> a. Heart Disease b. Diabetes c. Cancer 2.Decrease Blood Pressure 3. Decrease Body Weight 4. Increase Self-esteem 5. Improve posture 6. Increase Energy <p>B.Consequences of no exercise</p> <ol style="list-style-type: none"> 1. Increase risk of developing diseases 2. Increase weight gain 3. Increase Blood Pressure 4. Decrease Energy 5. Feel bad about oneself. <p>IV. BMI & Heart Rates</p> <p>A.Basal Metabolic Rate</p> <ol style="list-style-type: none"> 1. Height/weight 2.Height to waist ratio 3. BMI formula <p>B.Heart Rate</p> <ol style="list-style-type: none"> 1. Target Heart Rate 2. Maximum Heart Rate 						<p>2.5.12.A.2</p> <p>2.5.12.B.3</p> <p>2.5.12.C.3</p>	

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <p>Log new terminology in notebook for reference</p>	<p>Most proficient learners:</p> <ul style="list-style-type: none"> ○ Assign leadership role in group activities. <p>Assign outside research pertaining to the unit. Sources may include internet, additional text , and video</p>	<p>Less proficient learners:</p> <ul style="list-style-type: none"> • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> ○ Read the boldface headings. ○ Predict what will be covered in the a section of the text ○ Read the text section ○ Review their predictions ○ Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <p>Log new terminology in notebook for reference</p>	<p>NA/Multiple Disabled Curriculum is for special needs student</p>

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: MULTIPLY DISABLED HEALTH I **Grade:** 9-12

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Life & Careers
Body Systems	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1		W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A 3.4.1.A.1 3.4.1.B.2 3.4.1.B.3	CCSS.6.SP.A1 CCSS.6.SP.B.5a CCSS.6.SP.B.5b	5.5.2.C.1 5.5.2.A.4	6.3.4.A.4 6.3.4.D.1	7.1.NM.A.1 7.1.NM.A.4	8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2
Nutrition	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1	2.2.2.B.1 2.2.2.B.2 2.2.2.B.4 2.2.4.B.1 2.2.4.B.3 2.2.4.B.4 2.2.6.B.1 2.2.6.B.4 2.2.6.A.7 2.6.6.A.5 2.1.2.C.1	W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A	CCSS.6.SP.A1 CCSS.6.SP.B.5a CCSS.6.SP.B.5b	3.3.K.A.1 3.3.K.A.2 3.3.K.C.1	6.3.4.A.4 6.3.4.D.1	7.1.NM.A.1 7.1.NM.A.4	8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2
Health Related Fitness	1.1.2.A.4 1.1.5.A.4 1.1.8.A.4 1.3.2.A.3 1.3.5.A.1 1.3.5.A.4 1.3.5.A.5 1.3.8.A.1	2.1.2.E.3 2.5.2.B.3 2.6.2.A.2 2.6.2.A.3 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4 2.6.6.A.1 2.6.6.A.5 2.6.6.A.6	W11.6.1.A W11.6.1.B W11.6.1.C W11.6.2.A W11.6.2.C W11.6.2.D W11.6.2.E W11.6.2.F W11.6.3.C W11.6.3.E RL-11-6.2 RL-11-6.4	CCSS.6.SP.A1 CCSS.6.SP.B.5a CCSS.6.SP.B.5b	5.1.8.B.2 5.1.4.C.3 5.1.8.C.2 5.1.4.D.1 5.1.8.D.1 5.1.8.D.3 5.2.4.E.2 5.2.6.E.1	6.3.4.A.4 6.3.4.D.1	7.1.NM.A.1 7.1.NM.A.4	8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.	9.1.8.A.1 9.1.8.A.2 9.1.8.B.1 9.1.8.B.2

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.