

Washington Township Public Schools
COURSE OF STUDY – CURRICULUM GUIDE

Course: _____ Multiply Disabled Health – II _____

Written By: _____ *Kimberly Gilligan* _____

Under the Direction of: _____

Description: *Multiply Disabled Health – II is a quarter course designed to enable the Multiply Disabled student to gain knowledge, skills and attitudes to lead a health lifestyle. This course will give the Multiply Disabled student a better understanding of Personal Health and Wellness, as well as, all aspects of Safety (Emergencies, Fire Safety, Traffic Safety) and Basic First Aid.*

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

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Revised: SPRING, 2012
BOE Approval: AUGUST, 2012

DEMONSTRABLE PROFICIENCIES

COURSE

TITLE: Multiply Disabled Health – II

I. CLASSWORK REQUIREMENTS

A. In-class assignments, homework, cooperating in group activities, projects, quizzes, tests, health folder and class participation.

II. ATTITUDE & BEHAVIOR

A. Students will demonstrate a willingness to learn, respect of self and others, following directions, being responsible and prepared for class

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

1. The student will demonstrate an understanding of how healthy decisions promote well-being.
2. The student will demonstrate an understanding of Emergencies and how to respond to them.
3. The student will demonstrate an understanding of Basic First Aid and skills to enable the student to help someone in need.
4. The student will demonstrate an understanding of Traffic Safety both as a pedestrian and as a passenger of a vehicle.
5. The student will demonstrate an understanding of Fire Safety and the need to plan ahead.

B. SKILLS

1. The student will demonstrate the ability to respond to an emergency by contacting emergency personnel and giving aid to someone in need.
2. The student will demonstrate test taking, participation in class discussions and projects, as well as, observation of videos, charts and guest speakers.

C. APPRECIATION OF CONCEPTS

1. Students will acquire skills, habits and attitudes that promote a healthy, safe lifestyle.
2. Students will develop skills and understanding of basic first aid and emergency skills necessary for daily living.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

- A. The final grade will be a composite of class work, participation, projects, tests, homework, and health folder.

MAJOR UNITS OF STUDY

(There should be approximately 8-10 units of study for a full-year course. DELETE these directions after completing this page.)

Course Title: Multiply Disabled Health – II

- I. Personal Health and Wellness**
- II. Basic First Aid and Emergencies**
- III. Traffic Safety**
 - A. Pedestrian Safety**
 - B. Passenger Safety**
- IV. Fire Safety**

UNIT OVERVIEW

Course Title: Multiply Disabled Health – II

Unit #: UNIT 1 OVERVIEW

Unit Title: Personal Health and Wellness

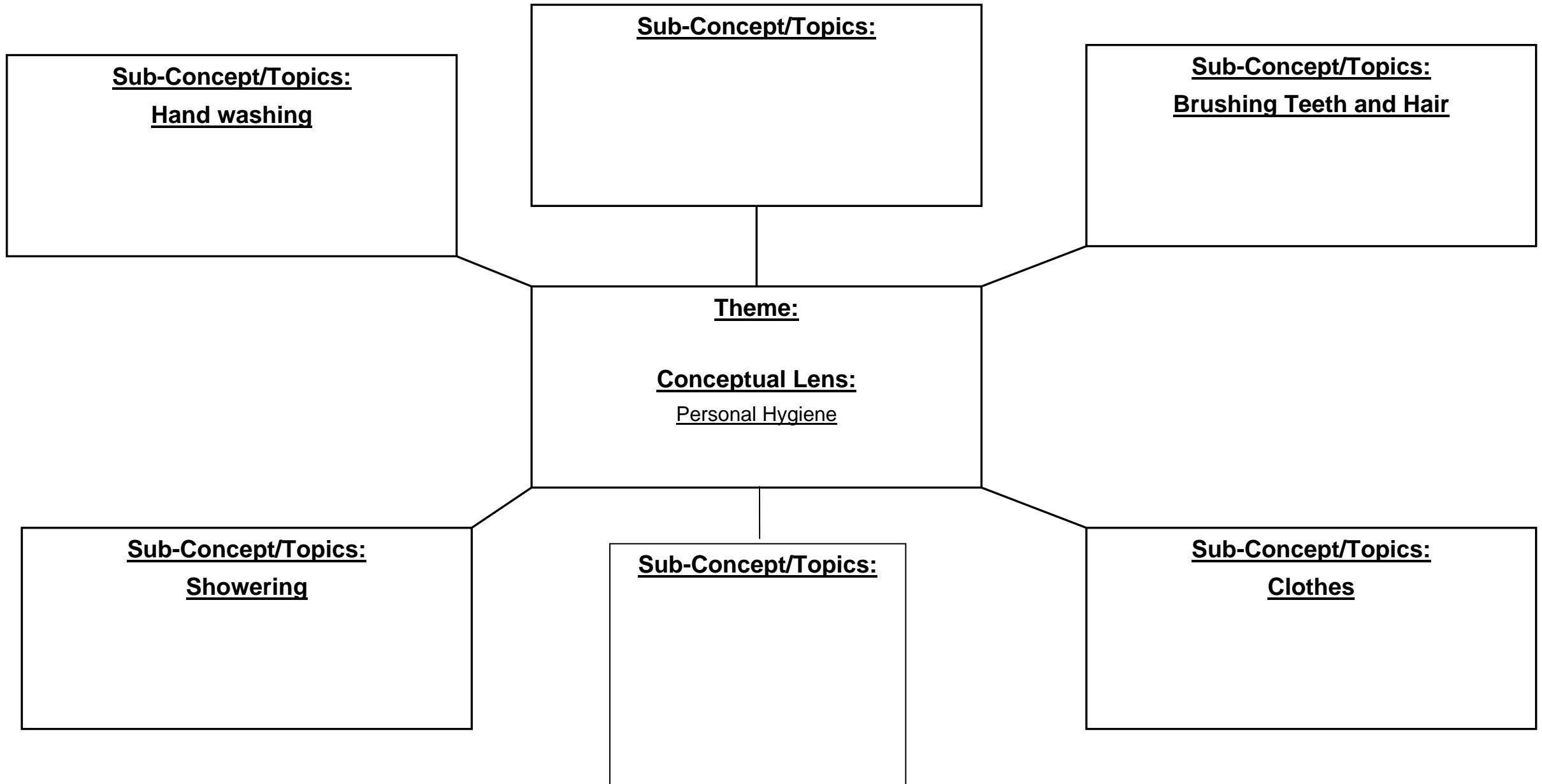
Unit Description and Objectives:

This unit will focus on Personal Hygiene for health and wellness. Maintaining personal hygiene is necessary for many reasons such as; social, psychological, and most importantly to prevent the development and spread of infection and illnesses.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What are the consequences of our choices in terms of wellness.	1. Personal hygiene is a very important part of their personal health and well being.	1.1 1.2 1.3 Etc.
2. Why are personal hygiene skills important to keep you and others from spreading germs and disease?	2. Certain skills are necessary to maintain personal hygiene.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – II
Unit Number/Title: I. Personal Health and Wellness
Conceptual Lens: Personal Hygiene
Appropriate Time Allocation (# of Days): 7 classes

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>2.1.4A.1</u>	<u>2.1.4C.1</u>	<u>2.2.2A.3</u>	<u>2.2.2B.2</u>
<u>2.1.4A.2</u>	<u>2.2.4E.1</u>	<u>2.2.2A.4</u>	<u>2.2.2C.1</u>
<u>2.1.4A.3</u>	<u>2.1.4F.1</u>	<u>2.2.2B.1</u>	<u>2.4.2A1,4,5</u>

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
I. Personal Hygiene A. Personal Health 1.Prevention and Spread of Infection and disease.(2 classes). a. Hand washing 1. demonstrate proper technique 2. discuss reasons for proper technique 3. identify types of infections	1. The student will know reasons to maintain good personal hygiene. 2. The student will know that hand washing is important for prevention and spread of infection and disease. 3. The student will know the	1. The student will be able to demonstrate proper hand washing. 2. The student will be able to describe proper bathing and good personal grooming skills. 3. The student will be able to demonstrate proper technique for tooth brushing and flossing.	(Must Include & Specify Interdisciplinary Connections in Italics) Personal Health -Discuss Personal Hygiene -Collage of Pictures describing good hygiene -Demonstrate Proper Hand Washing -Hand washing songs -Discussion of bathing and products to help prevent body odor,& athlete’s foot. -Infection and illness	edhealth.com www.proentix.com pecentral.com www.healthcentral.com healthfinder.gov www.healthteacher.com www.pelings4u.org kidshealth.org (Nemours/A.I.		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	<u>Formative Assessments:</u> <u>Summative Assessment(s)</u> -Participation in class activities and discussions. -Completion of class and homework assignments. -Written quizzes and tests.

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
<p>and diseases</p> <p>b. Bathing</p> <p>1. Eliminate body odors</p> <p>2. personal products/deodorant</p> <p>3. Athlete's foot</p> <p>c. Hair and scalp</p> <p>1. good grooming practices</p> <p>2. Head lice</p> <p>3. Decrease dandruff.</p> <p>d. MRSA and Staph Infections</p> <p>2. Proper Dental Care</p> <p>a. Teeth brushing</p> <p>b. Flossing</p> <p>c. Regular Dental check ups.</p> <p>(1 class)</p>	<p>importance of maintaining good dental care.</p> <p>4. The student will know the psychological and social aspects of good Personal hygiene.</p> <p>5. The student will know the positive and negative aspects of personal hygiene.</p>	<p>4. The student will be able to identify personal, psychological, and social reasons for good personal hygiene.</p>	<p>worksheet</p> <p>-Guest Speaker- School Nurse –discuss spread of infections and germs.</p> <p>Dental</p> <p>-Discuss reasons for dental care.</p> <p>-Demonstrate proper brushing and flossing</p> <p>-Guest speaker – Dentist.</p> <p>Psychological</p> <p>-Discussion of Psychological reasons for good personal hygiene</p> <p>Social</p> <p>Discuss social aspects of good personal hygiene.</p>	<p>DuPont Hospital for Children)</p> <p>www.oralB.com/kids</p> <p>Guest speakers: School Nurse Dentist</p>			

<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/Learnin g Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Referenc e</u>	<u>Evaluation/ Assessment:</u>
<p>B. Psychological Health (2 classes)</p> <ol style="list-style-type: none"> 1. Increase self-esteem <ol style="list-style-type: none"> a. Look and feel better about yourself b. Increase confidence c. Increase motivation <p>C. Social Health (1 class)</p> <ol style="list-style-type: none"> 1. Projecting a positive body image. <ol style="list-style-type: none"> a. Decrease risk of being picked on b. Indentify qualities that demonstrate positive body 							

<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/Learnin g Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Referenc e</u>	<u>Evaluation/ Assessment:</u>
image.							

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: Multiply Disabled Health – II

Unit #: UNIT 2 OVERVIEW

Unit Title: Basic First Aid and Safety

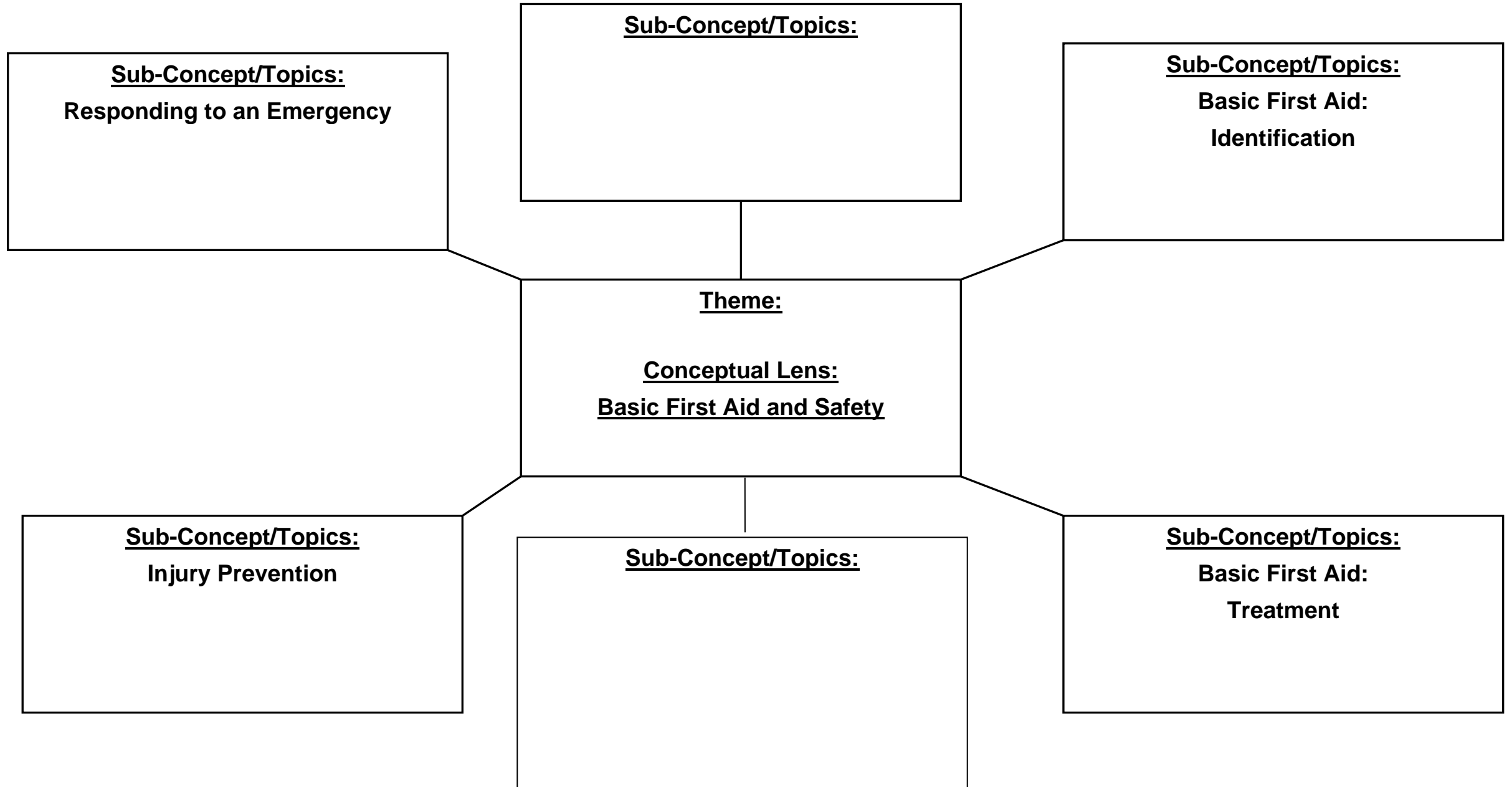
Unit Description and Objectives:

Basic First Aid and Safety practices and procedures for preventing injuries, responding to emergency situations and treating simple injuries.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What is the difference in safe and unsafe health risks?	1. First aid techniques and responding to emergencies are important for cuts, fractures, choking, burns, seizures and insect bites.	1.1 1.2 1.3 Etc.
2. Why do we sometimes take risks that can cause harm to ourselves or others?	2. Prevention is most important in home, school and community.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – II
Unit Number/Title: Unit 2/ Basic First Aid and Safety
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 20

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
2.1.2 E.1	2.1.4 E.2	_____	_____
2.1.2 E.2	_____	_____	_____
2.1.4 E.1	_____	_____	_____

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
I. Basic First Aid & Safety A. Responding to an Emergency 1. Secure safe area 2. Calling 911 3. Setting up a first aid kit. B. Injury Prevention 1. Discuss healthy and unhealthy risks 2. Discuss environmental awareness	1. The student will know how to respond to different emergency situations. 2. The student will know what to tell a 911 operator. 3. The student will know that prevention is the most important part of First Aid.	1. The student will be able to demonstrate how to respond in an emergency situation. 2. The student will be able to demonstrate making a 911 call. 3. The student will be able to discuss healthy and unhealthy risks and how to prevent them.	-Class discussions about emergency situations. -Demonstrate calls to 911 and information to give the 911 operator. -Collage of items that belong in a home first aid kit. -Discussions of Injury Prevention -Identify safety precautions taken at home, school and in the community. -Discuss and identify injuries that require	- American Red Cross - www.kidshelath.org - pecentral.com - webmd.com www.aap.org/healthtopics/safety.cfm EMSResponder.com - Pamphlets:		CPI 2.1.2.E.1 2.1.4.E.1 2.1.6.E.1 2.1.6.E.2 2.1.2.E.2 2.1.4.E.2 2.1.6.E.3 2.1.8.E.3	-Participation in class activities and discussions -Completion of class work and homework assignments -Written test/quizzes -Practical demonstrations -Projects

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
<p>3. Safety Precautions</p> <p>a. reduce risk of injury to oneself and others.</p> <p>C. Basic First Aid- Identification</p> <p>1. Sprains & Strains</p> <p>2. Fractures</p> <p>3. Cuts and Bruises</p> <p>4. Burns</p> <p>5. Choking</p> <p>a. Universal sign</p> <p>b. Heimlich</p> <p>6. Seizures</p> <p>7. Insect Bites</p> <p>a. Ticks/Lymes Disease</p> <p>b .Mosquitoes</p> <p>c. Spiders/Cellulitous</p> <p>D. Basic First Aid – Treatment</p> <p>1.RICE: for</p>	<p>4. The student will know that environmental awareness and taking safety precautions will reduce risk of injury to oneself and others.</p>	<p>4. The student will be able to discuss environmental awareness and how taking safety precautions can reduce risk of injury.</p> <p>5. The student will be able to understand the importance of learning basic first aid.</p> <p>6. The student will be able to identify items that belong in a first aid kit.</p> <p>7. The student will be able to demonstrate the universal choking sign and the procedure of administering the “Heimlich Maneuver”.</p>	<p>first aid.</p> <p>-Discuss and Identify injuries that require first aid.</p> <p>-Putting together a home first aid kit.</p> <p>-Practical demonstrations for situations requiring first aid: bandages, immobilization, and R.I.C.E.</p> <p>-Demonstrate procedure to follow for a choking person.</p> <p>-Describe and demonstrate what to do if someone has a seizure.</p> <p>-Videos dealing with emergencies, first aid, choking and seizures.</p> <p>Guest Speakers: EMT</p> <p>Athletic Trainer</p>	<p>Treating Injuries 911 Emergencies</p> <p>-Department approved videos</p> <p>- www.Johnson&Johnson.Com</p> <p>-EMT</p> <p>-Athletic Trainer</p>		<p>2.2.2.B.1</p> <p>2.2.2.B.2</p> <p>2.2.4.B.1</p> <p>2.2.4.B.2</p> <p>2.2.4.B.3</p> <p>2.2.6.B.1</p>	

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
Sprains and Strains 2. Direct pressure to cuts 3. Cleaning and applying dressings to cuts 4. Immobilization for possible fractures 5. Heimlich maneuver 6. Seizure a. Keep person safe 7. Insect Bites a. Removing ticks b. Treatment for itching c. when to seek medical treatment.		8. The student will be able to describe and demonstrate basic first aid for sprains, fractures, burns, cuts and abrasions and insect bites. 9. The student will be able to understand what a seizure is and how to deal with a situation when someone has one.					

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: Multiply Disabled Health – II

Unit #: UNIT 3 OVERVIEW

Unit Title: Traffic Safety

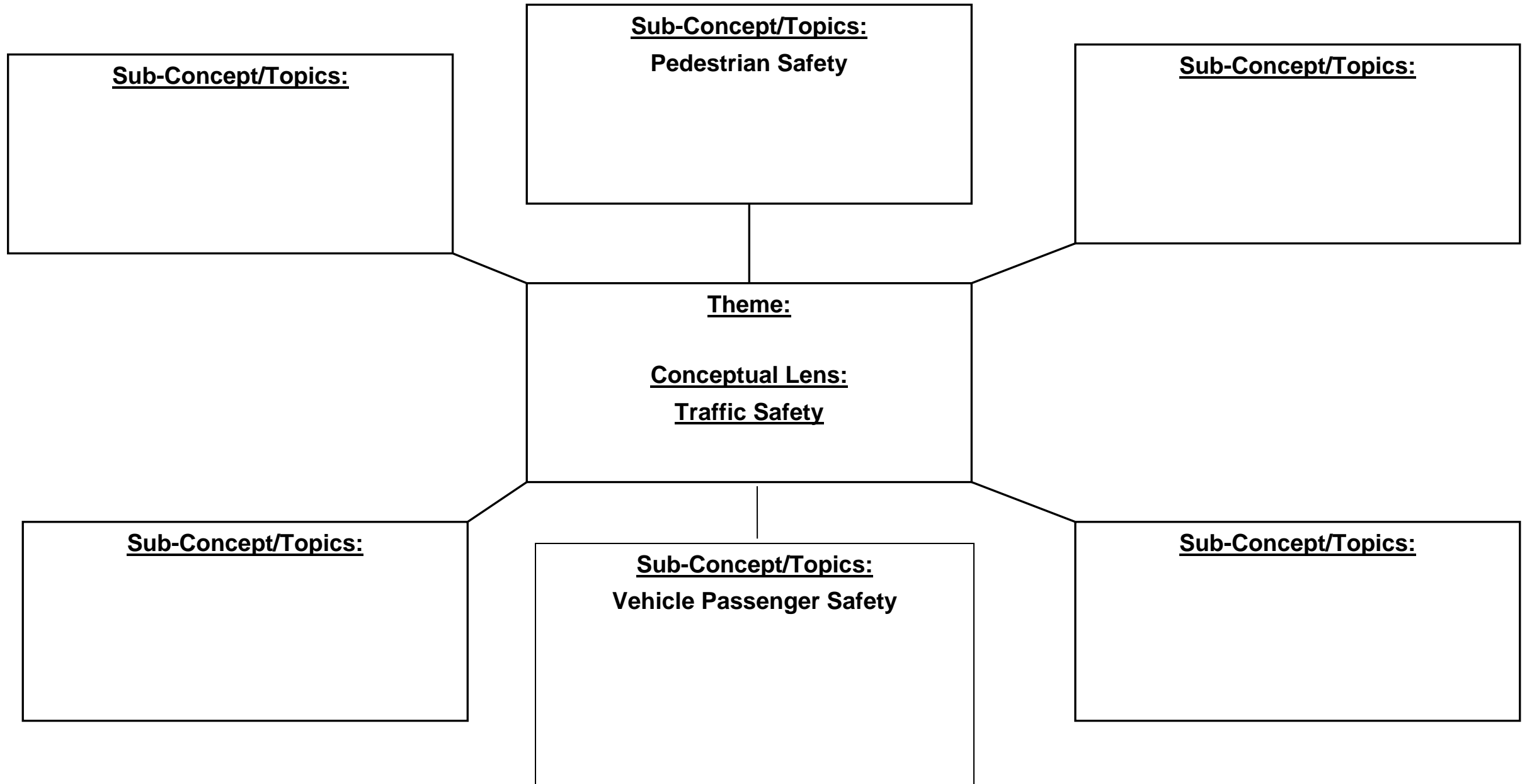
Unit Description and Objectives:

This unit will stress traffic rules and the importance to follow them to be safe as a pedestrian or passenger in a vehicle.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. To what extent can we keep ourselves safe as a pedestrian and passenger in a motor vehicle.	1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.	1.1 1.2 1.3 Etc.
2.	2. Following traffic safety rules will reduce risks as a pedestrian or passenger of a vehicle.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.		

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – II
Unit Number/Title: Unit 3 / Traffic Safety
Conceptual Lens: Traffic safety/ pedestrian and vehicle passenger.
Appropriate Time Allocation (# of Days): 8 classes

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.1.2 E.1	2.1.4 E.2		
2.1.2 E.2			
2.1.4 E.1			

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
I. Traffic Safety A. Pedestrian Safety 1. Crosswalks/sidewalks 2. Traffic Lights 3. Crosswalk signs B. Vehicle Passenger Safety 1. Seatbelts/Door locks 2. Traffic signs a. Stop	1. The student will know the importance of pedestrian safety and using sidewalks and crosswalks. 2. The student will know the meaning of traffic light colors and pedestrian crossing signs. 3. The student will know the	1. The student will be able to identify and demonstrate proper use of sidewalks and crosswalks. 2. The student will be able to identify meanings of traffic light colors and pedestrian crossing signs. 3. The student will be able to demonstrate proper way to put on a seat	- Discussions about sidewalks, crosswalks and traffic lights. -Worksheets on traffic lights, and crosswalk signs. -Walk out to traffic light at front of school and practice crossing the street. -Discussions of traffic signs, colors and shapes. -Worksheets on traffic	-NJ Department of Motor Vehicle Driver Education Manual. -Pamphlets on traffic safety -Department approved videos on Pedestrian and traffic safety. -Guest speaker: Policeman		CPI 2.1.2.E.1 2.1.4.E.1 2.1.6.E.1 2.1.6.E.2 2.1.2.E.2 2.1.4.E.2 2.1.6.E.3 2.1.8.E.3	<u>Formative Assessments:</u> (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>) <u>Summative Assessment(s)</u> -Participation in class activities and discussions.

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
b. Yield c. Speed Limit d. Railroad Crossing e. Animal Crossing 3. Traffic Accidents a. Response – 911 b. Secure area and assess injuries/wait for emergency personnel.	importance of using seat belts when riding in any vehicle. 4. The student will know the different traffic signs, shapes and meanings. 5. The student will know how to respond when involved in a traffic accident.	belt and discuss the importance of always wearing one. 4. The student will be able to identify traffic signs by shape and color and discuss meanings of each sign. 5. The student will be able to describe how to respond to a traffic accident.	signs. -Traffic sign scavenger hunt. -Practical demonstration of properly wearing a vehicle seatbelt. -Discussions on how to respond if involved in a traffic accident. -Videos on Pedestrian and traffic safety. -Guest Speaker: Policeman			2.2.2.B.1 2.2.2.B.2 2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.2.6.B.1	-Completion of classwork and homework assignments -Test/ quizzes and Practical Demonstrations -Projects

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

UNIT OVERVIEW

Course Title: Multiply Disabled Health – II

Unit #: UNIT 4 OVERVIEW

Unit Title: Fire Safety

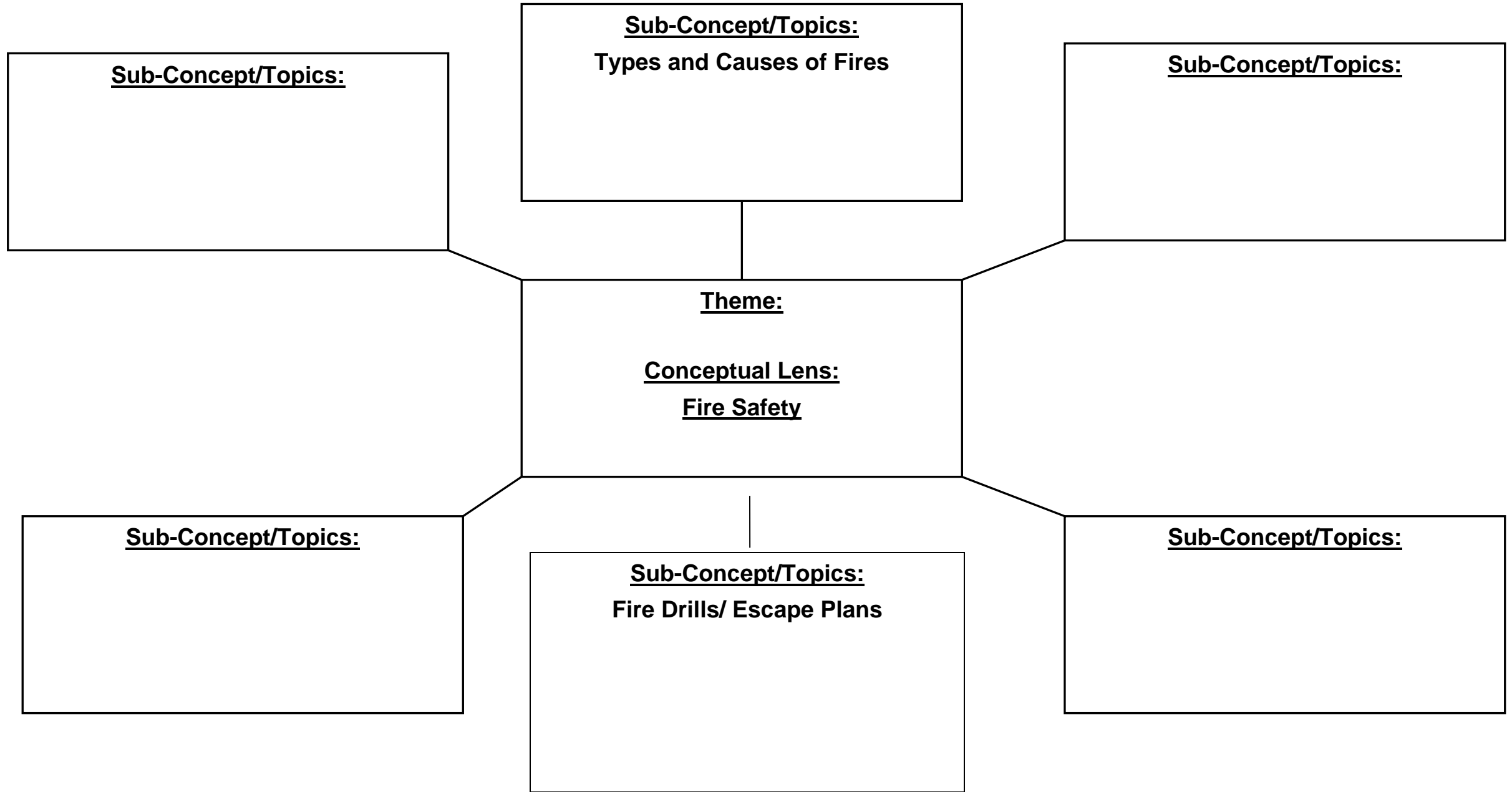
Unit Description and Objectives:

This unit will explore aspects of Fire safety at home, school and in the community.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. To what extent can we keep our selves and others safe when risk of fire exists?	1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.	1.1 1.2 1.3 Etc.
2. How can being aware of your environment keep you safe?	2. Being prepared in all situations is paramount to fire safety at home, school and in the community and necessary to save lives.	2.1 2.2 2.3 Etc.
Add rows as necessary by tabbing across: Cells will expand as necessary.	3. There are different types of fires and different ways to fight them.	

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – II
Unit Number/Title: Unit 4 / Fire Safety
Conceptual Lens: Fire Safety
Appropriate Time Allocation (# of Days): 9 Classes

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
2.1.2 E.1	2.1.4 E.2		
2.1.2 E.2			
2.1.4 E.1			

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
I. Fire Safety A. Types of Fires 1. Wood/House 2. Grease/Kitchen 3. Electrical 4. Forest/Wild B. Causes 1. Accidental 2. Cooking 3. Environmental 4. Arson 5. Lightening C. Fire Drills/Escape Plan 1. Home	1. The student will know the importance of having a fire escape plan for home, school and community facilities. 2. The student will know that being aware of ones environment will keep them and others safe. 3. The student	1. The student will be able to design an escape plan for their home. 2. The student will be able to identify exits in community buildings. 3. The student will be able to identify different types of fires and ways to extinguish them.	-Discuss different types of fires. -Discuss different causes of fires. -Worksheets to identify type and causes of fires. -Discuss Fire Drills and escape plans for homes and why they can be life saving. -Practice Fire Drill for school and discuss why they are important.	www.proentix.com pecentral.com www.healthcentral.com healthfinder.gov www.healthteacher.com www.pelings4u.org kidshealth.org Local Fire Department		CPI 2.1.2.E.1 2.1.4.E.1 2.1.6.E.1 2.1.6.E.2 2.1.2.E.2 2.1.4.E.2 2.1.6.E.3 2.1.8.E.3	Formative Assessments: (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>) Summative Assessment(s) -Participation in class activities and discussions

<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 & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
2. School 3. Community a. Churches b. Movie Theater c. Concert/Auditorium d. Shopping Center .	will know that different types of fires require different ways to be extinguished.		-Design and practice a fire escape plan for your home. -discuss the importance of finding the exits in a public place: church, movie theater, auditorium, Mall, stores. -Videos on Fires and fire safety. -Guest speaker - Fireman	Firesafety.gov Department approved videos.		2.2.2.B.1 2.2.2.B.2 2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.2.6.B.1	-Completion of classwork and homework assignments -Written test /quizzes /practical demonstrations -Projects

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Type, tab, and document will roll			

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Multiply Disabled Health - II 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
Personal Health and Wellness		2.1.4 A1-3 2.1.4 E.1 2.1.4 F.1 2.2.2 A3-4 2.2.2 C.1	3.3 K A1-2 3.3 K C.1						
Basic First Aid		2.1.2 E1-2 2.1.4 E 1-2	3.3. A.1						9.2.4 F1-3
Traffic Safety		2.1.2 E1-2 2.1.4 E 1-2	3.3. A.1						
Fire Safety		2.1.2 E1-2 2.1.4 E 1-2	3.3. A.1						9.2.4 F1-3

*All core content areas may not be applicable in a particular course.

**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.