

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: *Multiply Disabled Health III- Emotional Health & Relationships / Adolescence Changes*

Written By: Kimberly Gilligan

Under the Direction of: Donna Costa and Paul Jacques

Description:

This quarter course is designed to enable the Multiply Disabled student to acquire an increased knowledge, attitudes and skills necessary to lead a physically, socially and emotionally healthy life. Students will have a basic knowledge of relationships, emotions, conflict resolution, decision making and communication, and the reproductive system.

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

Written: August, 2012
Revised: _____
BOE Approval: AUGUST, 2012

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: *Multiply Disabled Health III – Emotional Health & Relationships / Adolescence Changes*

I. CLASSWORK REQUIREMENTS

A. Class work assignments, cooperating group activities, projects, homework 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. The student will demonstrate an understanding of how healthy decisions promote Personal Health and Wellness.
2. The student will understand that developing healthy relationships with oneself, family, friends, school and community, and employers/co-workers as an important part of your social health.
3. The student will gain an understanding of emotional health and develop coping skills to deal with different emotions.
4. The student will demonstrate an understanding of adolescent changes that occur in the body.
5. The student will demonstrate an understanding of structures and functions of both male and female reproductive systems.

B. SKILLS

1. Students will demonstrate test taking (both written and oral), participation in class discussions, completion of projects, homework and classwork.
2. Students will demonstrate cooperation in group activities and listening skills during class discussions, guest speakers and videos.
3. Students will develop an understanding of the decision making process.

C. APPRECIATION OF CONCEPTS

1. Student will develop an understanding of the many different types of relationships.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

- A. The final grade will be a composite of classwork, participation, projects, tests, and homework.

40% - Tests/Projects

30% - Classwork/Homework

30% - Participations

MAJOR UNITS OF STUDY

Course Title: *Multiply Disabled Health III – Emotional Health & Relationships / Adolescence Changes*

- I. Social and Emotional Health**
- II. Relationships**
- III. Growing and Changing: Adolescence**

UNIT OVERVIEW

Course Title: Emotional Health & Relationships / Adolescence Change

Unit #1: _____

Unit Title: Social and Emotional Health

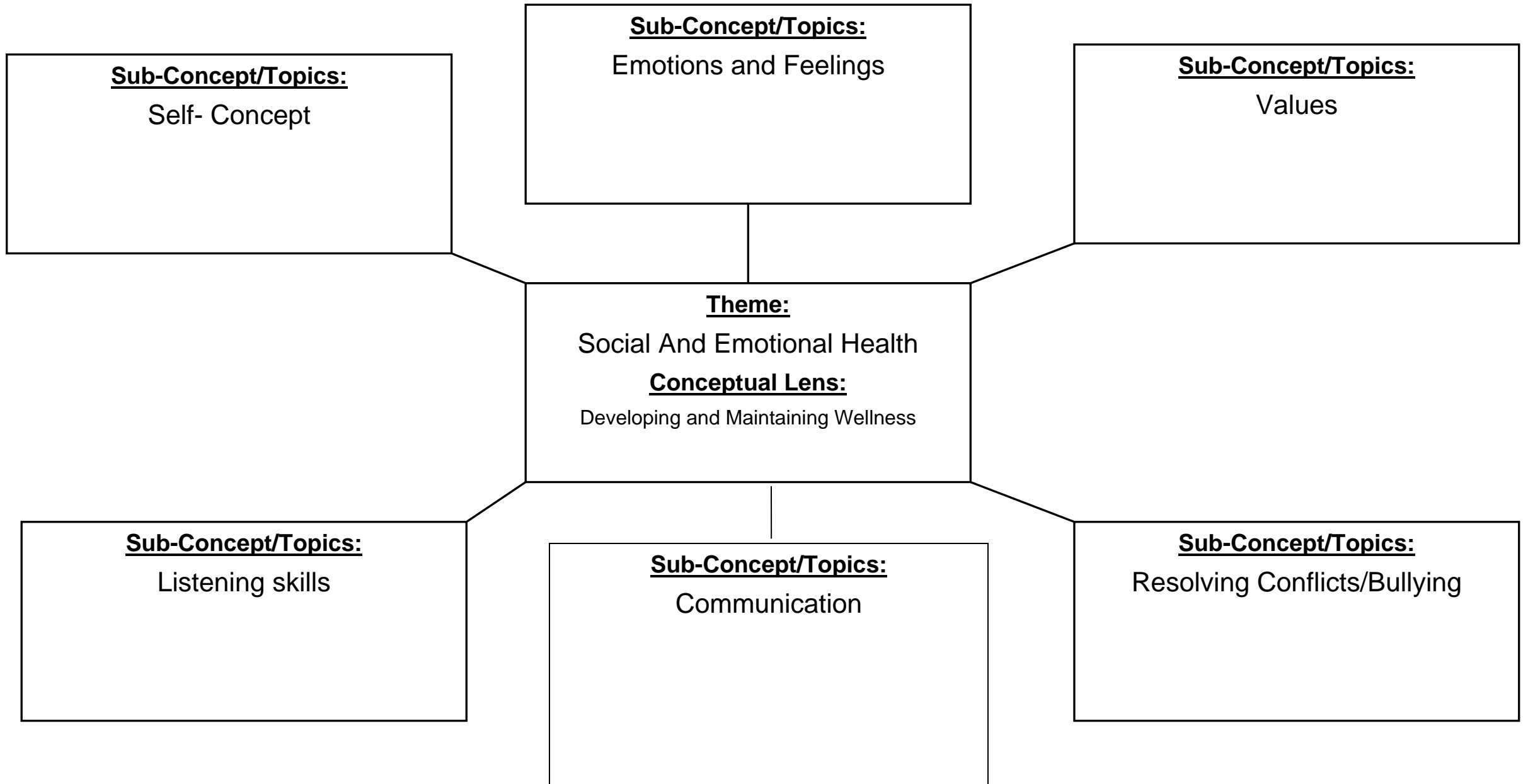
Unit Description and Objectives:

This unit will focus on self-acceptance and that of others, communication of thoughts and feelings and socially appropriate ways to express those feelings and emotions. Discussions of conflict resolution, bullying and listening skills will also be focused on.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What are the consequences of how we cope with our emotions?	1. ...communicating is important to expressing feelings and thoughts.	1.1 Why do you feel angry or sad for no reason? 1.2 What is the best way to communicate thoughts and feelings? 1.3 Etc.
2. Identify the best ways to communicate thoughts and feelings.	2. ...it is very important to be a good listener.	2.1 How can I be a better listener? 2.2 2.3 Etc.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Emotional Health & Relationships / Adolescence Changes
Unit Number/Title: #1: Social & Emotional Health
Conceptual Lens: Developing and Maintaining Wellness
Appropriate Time Allocation (# of Days): 9

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.1.4.A	2.1.2.E.	2.2.2.A	2.2.4.A
2.2.6.A	2.2.2.B.	2.2.4.B	
2.2.4.C			

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:
<p>1. SELF-KNOWLEDGE/ AWARENESS: 3 classes</p> <p>A. Who am I? B. Values</p> <p style="padding-left: 20px;">1) Right from Wrong 2) Having worth/benefit</p> <p>C. Self-confidence D. Decision making</p> <p style="padding-left: 20px;">1) "HELP" Strategy</p> <p>2. EMOTIONS: 2 classes</p> <p>A. What are they? B. Expressing Emotions</p> <p>3. COMMUNICATIONS: 4 classes</p> <p>A. Methods of Communicating B. Expressing Feelings and Thoughts C. Listening Skills D. Conflict Resolution / Bullying</p>	<p>-Qualities that make them who they are. -What values are and they get them -What self-confidence is. -How many different emotions there are. -Acceptable ways of expressing emotions. -Methods of communicating. -Positive ways of expressing feeling and thoughts. -How important listening skills are. -How to positively resolve a conflict with someone. -Types of bullying -What to do if you're being bullied.</p>	<p>-Identify qualities of self-awareness. -Identify values. -Define two meanings of value. -Differentiate between different types of emotions. -Demonstrate appropriate ways to express emotions. -Effectively communicate thoughts and feelings. -Demonstrate listening skills. -Demonstrate methods of communicating. -Demonstrate ways to resolve conflicts. -Identify ways to deal with bullying. Demonstrate ways to get along with others.</p>	<p>-Discussions of Self-awareness. -Worksheet: "About Me" -Discussion of Values -HW: Discuss and record family values -Personality Characteristic activity: Pass the paper -video: self-awareness and self-confidence -Discussion of Emotions -Collage of emotional facial expressions -Guest Speaker: Mrs.Padden -Quiz on emotions -Discuss methods of communication -Role-play methods of communication -Practice listening skills: game of telephone -Worksheet on listening skills -Discuss "Rules of Good Communication" -Poster of Good Communication Rules. -Role-Play Conflict resolution situations. Discuss types of Bullying and how to effectively deal with it. Guest Speaker: Mrs Pettilicchio, SAC counselor</p>	<p>1. Teacher generated activities. 2. Posters 3. Overhead transparencies 4. Worksheets from various websites 5. Communicative activities 6. Hands on activities 7. Current Events 8. www.kidshealth.org www.aap.org/healthtopics www.pelinks4u.org www.pesoftware.com/technew/news.html www.healthfinder.gov 9. Guest speakers 10. Glencoe: Teen Health, Chapters 3 & 5 11. Glencoe: Health: Making Life Choices, Chapter 2.</p>	<p>-LCD projector Overhead -Internet -DVDs/VCR -Turning Point -Microsoft SharePoint -Computers Lab/Notebooks -Power point E-board</p>	<p>2.1.2.E.2 2.1.2.E.2 2.1.2.E.3 2.1.4.E.3 2.1.4.A.1 2.1.4.A.2 2.2.2.A.1 2.2.4.A.1 2.2.4.A.2 2.2.6.A.1 2.2.6.A.2 2.2.2.B.4 2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.2.4.B.4 2.2.4.C.1 2.2.4.C.2 <u>Science</u> RST 6-8.1 RST 6-8.7 <u>Language Arts/Reading</u> RL.6.1 RL.6.7 <u>Language Arts/Writing</u> W.6.1 <u>Tech.Literacy</u> 8.1.2.A.2</p>	<p><u>Formative Assessments:</u> Teacher observations Listening/speaking/reading Student participation Class work activities Homework Group projects Hands on activities Health notebooks</p> <p><u>Summative Assessment(s)</u> Oral Test Teacher made test Projects Health benchmarks</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</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>
						<u>Career</u> <u>Ed/Life skills</u> 9.1.8.C.1	

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/<i>Multiple Disabled Curriculum is for special needs student</i></p>

UNIT OVERVIEW

Course Title: *Emotional Health & Relationships / Adolescence Changes*

Unit #: UNIT 2 OVERVIEW

Unit Title: Relationships

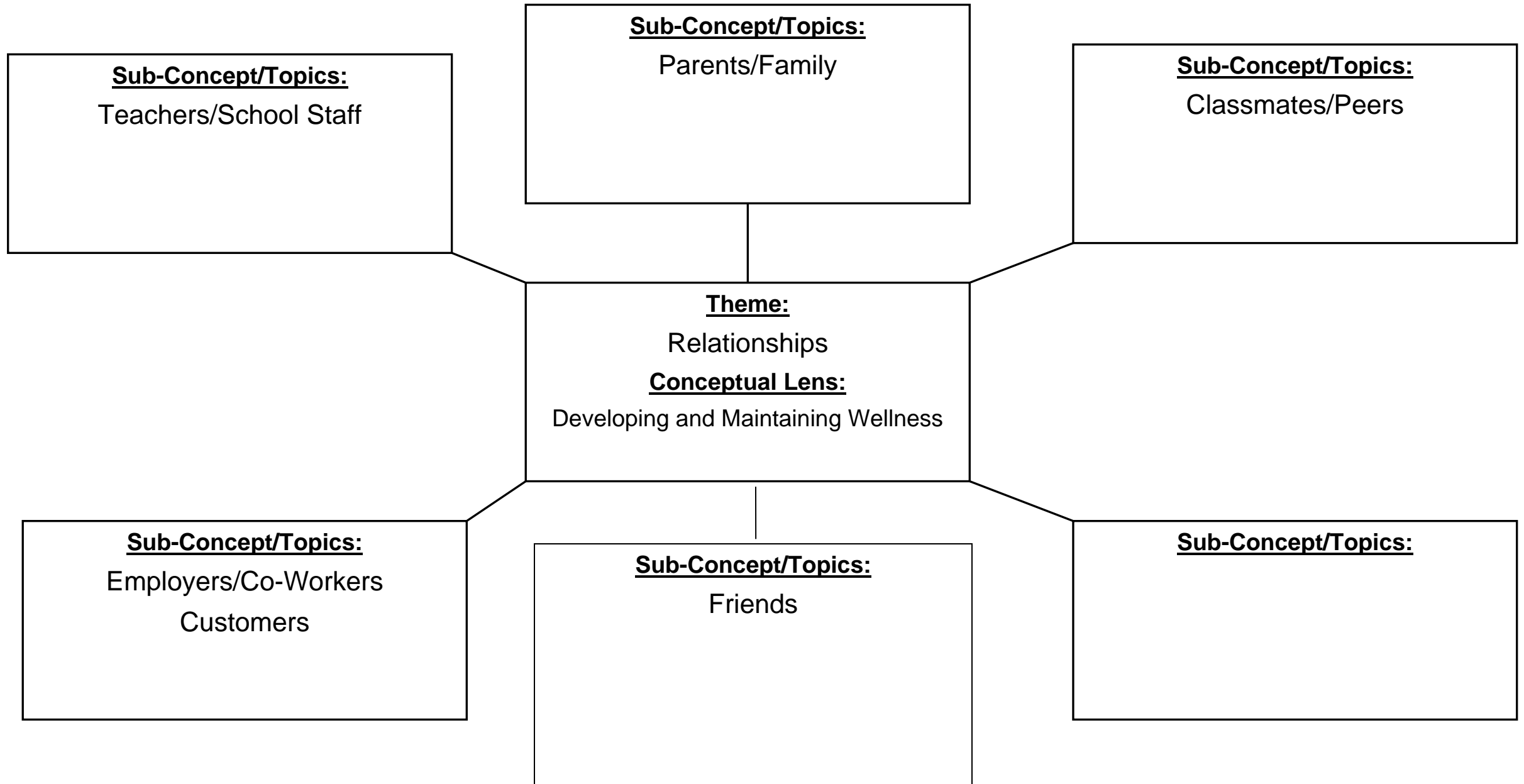
Unit Description and Objectives:

This unit will focus on all the different types of relationships one encounters in a lifetime and how to get along with others.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What qualities make a good friend?	1. . . .it is important to be a good friend.	1.1 How can I be a good friend? 1.2 What qualities make a good friend? 1.3 Etc.
2. How many different types of families are there?	2 ...there are many different types of relationships that they will encounter in a lifetime.	2.1 How can a positive attitude help with all relationships? 2.2 2.3 Etc.
3. What are differences between all the types of relations we have?	3. ...it is important to follow the "Golden Rule".	3.1 Why is it important to get along with others?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Emotional Health & Relationships / Adolescence Changes
Unit Number/Title: #2: Relationships
Conceptual Lens: Developing and Maintaining Wellness
Appropriate Time Allocation (# of Days): 15

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.1.4.A.	2.1.2.E	2.1.4.E	
2.2.2.A	2.2.4.A.	2.2.6.A.	2.2.4.C
2.2.4.D	2.2.2.B.	2.4.4.A	2.4.6.A

Topics/Concepts 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:
<p>RELATIONSHIPS:</p> <p>TYPES OF RELATIONSHIPS:</p> <p>FAMILIES: 3 classes Parents/Siblings Types of Families</p> <p>FRIENDS: 3 classes Making friends Being a friend</p> <p>School/Community: 3 classes Teachers/Aides School Staff a. Administration b. Secretaries c. Custodians d. Cafeteria workers Coaches Church</p> <p>Classmates/Peers: 3 classes Getting along with Positive and Negative pressure.</p> <p>Work: 3 classes Employer Co-Workers Customers</p>	<p>-All the different types of families. -That sometimes families change. -What makes a healthy family. How to define: love, respect and caring. -Qualities that make a good friend. -The “golden Rule” -Why friendships are important. -Reasons for becoming friends with certain people. -Difference in way you relate to people in different settings. -What is peer pressure. -Difference in positive and negative peer pressure. -Ways to resist negative peer pressure. -Learn that saying “no” in certain circumstances is OK.</p>	<p>-Identify different types of families. -Define what makes a healthy family. -Identify qualities that make a good friend. -Identify and demonstrate the “Golden Rule”. -Identify and Demonstrate different relationships in family, school and work environments. -Explain peer pressure -Identify differences between positive and negative peer pressure.</p>	<p>-Discussions of different types of families. -Worksheet – types of families -collage of different types of families -Vocabulary worksheet on names of different types of families: nuclear family, couple family, single-parent family, blended family, extended family. Totem Pole Poster to represent your family. -Discussions: What qualities make good friends. -Crossword: qualities of a good friend -Discuss the importance of friends. -discuss reasons why we make and keep friends. -Worksheet – list friends that complete categories of reasons we have different friends: similar interests, similar values, personal qualities, same school or neighborhood, community or church groups, and sports. -Use the “SOFTEN” approach when meeting new people. -Guest speakers -Discuss types of peer pressure -Compare positive and negative peer pressure -list examples of positive and</p>	<p>1. Teacher generated activities. 2. Posters 3. Overhead transparencies 4. Worksheets from various websites 5. Communicative activities 6. Hands on activities 7. Current Events 8. www.kidshealth.org www.aap.org/healthtopics www.pelinks4u.org www.pesoftware.com/technical/news.html www.healthfinder.gov 9. Guest speakers 10. Video on peer pressure. 11. Glencoe: Teen Health, Chapters 3 & 5</p>	<p>-LCD projector Overhead -Internet -DVDs/VCR -Turning Point -Microsoft SharePoint -Computers Lab/Notebooks -Power point E-board</p>	<p>2.1.2.E.1 2.1.2.E.2 2.1.2.E.3 2.1.4.A.1 2.1.4.A.2 2.1.4.E.1 2.1.4.E.2 / 2.1.4.E.3 2.1.4.E.4 2.2.2.A.2 2.2.4.A.1 2.2.4.A.2 2.2.6.A.1 2.2.6.A.2 2.2.2.B.1 2.2.4.B.1 2.4.6.1 2.2.4.C.1 2.2.4.C.2 2.2.4.C.3 2.2.4.D.1 2.4.4.A.1 2.4.4.A.2 2.4.6.A.1 2.4.6.A.2 2.4.6.A.3 2.4.6.A.4 <u>Science</u> RST 6-8.1 RST 6-8.7 <u>Language</u></p>	<p>Formative Assessments: Teacher observations Listening/speaking/reading Student participation Class work activities Homework Group projects Hands on activities Health notebooks</p> <p>Summative Assessment(s) Oral Test Teacher made test Projects Health benchmarks</p>

			<p>negative peer pressure that you have experienced.</p> <p>-Discuss ways to deal with peer pressure.</p> <p>-Videp on peer pressure</p> <p>Role – Play positive and negative peer pressure situations.</p> <p>-Discuss Business type relationships with employers, co-workers, and customers and how they differ from relationships with family and friends.</p> <p>-Discuss what to do if a relationship make you feel uncomfortable.</p> <p>Role-play : relationships that might make you feel uncomfortable.</p>			<p><u>Arts/Reading</u> RL.6.1 RL.6.7</p> <p><u>Language Arts/Writing</u> W.6.1</p> <p><u>Tech.Literacy</u> 8.1.2.A.2</p> <p><u>Career Ed/Life skills</u> 9.1.8.C.1</p>			
									2.2.
									2.2.

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/<i>Multiple Disabled Curriculum is for special needs student</i></p>

UNIT OVERVIEW

Course Title: Emotional Health & Relationships / Adolescence Changes

Unit #: UNIT 3 OVERVIEW

Unit Title: Growing and Changing: Adolescence

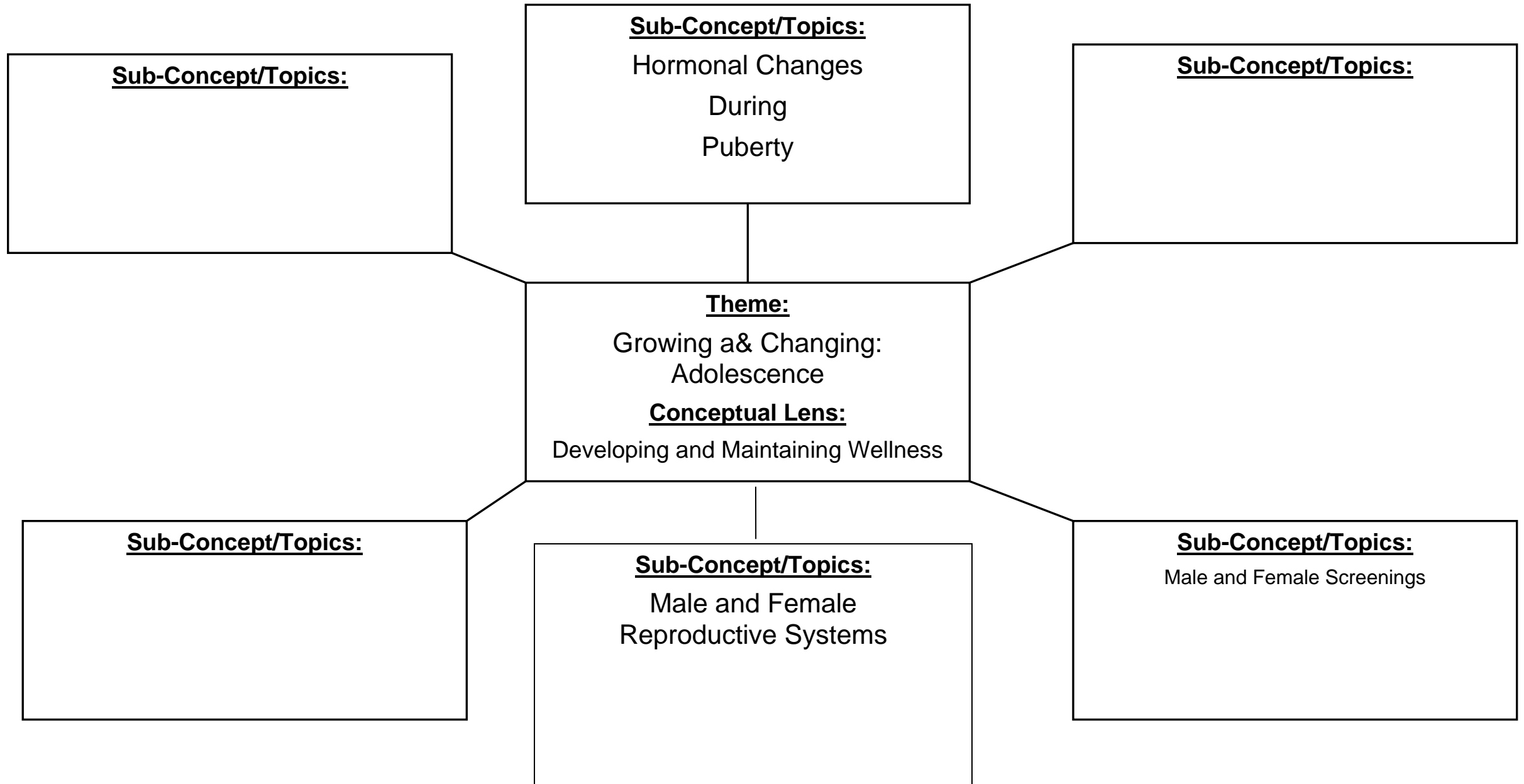
Unit Description and Objectives:

This unit will focus on the body changes that occur during adolescence in both males and females and what causes those changes. It will also focus on structures and functions of the male and female reproductive system.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How has your body changed since elementary school and middle school?	1. ...during adolescence you experience many physical and emotional changes.	1.1 What causes changes in your body? 1.2 What physical changes do males and females experience during puberty? 1.3 Etc.
2. What are the major parts of the male and female reproductive system?	2. ...changes during puberty occur at different times and differently in each person.	2.1 2.2 2.3 Etc.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Emotional Health & Relationships / Adolescence Changes
Unit Number/Title: #3: Growing & Changing: Adolescence
Conceptual Lens: Developing & Maintaining Wellness
Appropriate Time Allocation (# of Days): _____

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.1.4.A 1,2	2.4.2.B.1	2.4.4.B.1	2.4.6.B.1

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 & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Reproductive System 1. Male Reproductive System: 4 classes A. External Organs 1. Structures 2. Functions 3. Changes during Puberty B. Internal Organs 1. Structures 2. Functions 3. Changes during Puberty C. Male Reproductive System Health and wellness 1. Screenings</p> <p>2. Female Reproductive System: 4 classes A. External Organs 1. Structures 2. Functions 3. Changes during Puberty B. Internal Organs 1. Structures 2. Functions 3. Changes during Puberty C. Female Reproductive System Health and wellness 1. Screenings</p>	<p>-Changes that occur during puberty. -That changes during puberty are caused by hormones. -Major structures and functions of male and female reproductive systems. -The importance of self-examination for early detection of health issues.</p>	<p>-Identify external organs of the male reproductive system. -Develop an understanding of the internal male reproductive organs and their functions. -Identify external and internal reproductive system. -Develop an understanding of internal female reproductive system and their functions. -Explain how to perform a self-examination and why it is important for early detection for health issue.</p>	<p>-Discussions of Puberty and changes that occur. -Hand outs and work sheets with diagrams for male and female reproductive systems. -Guest speaker: School Nurse -Discussions and handouts demonstrating self-examinations. - Venn Diagram; Male changes/Female changes Changes experienced by both -Discuss mood swings are normal because of hormones. - Discuss respectful behaviors for each body change -Movies: Where teenagers come From? Kids to Kids talk Puberty -Discuss dating -Color and label parts of the male and female reproductive system -Discuss where the fetus grows in the female reproductive system.</p>	<p>1. Teacher generated activities. 2. Posters 3. Overhead transparencies 4. Worksheets from various websites 5. Communicative activities 6. Hands on activities 7. Current Events 8. www.kidshealth.org www.aap.org/healthtopics www.pelinks4u.org www.pesoftware.com/technews.html www.healthfinder.gov 9. Guest speakers 10. Glencoe: Teen Health, Chapters 3 & 5 11. GLENCOE: Education in Sexuality</p>	<p>-LCD projector Overhead -Internet -DVDs/VCR -Turning Point -Microsoft SharePoint -Computers Lab/Notebooks -Power point E-board</p>	<p>2.1.4.A.1 2.1.4.A.2 2.4.2.B.1 2.4.4.B.1 2.4.6.B.1</p> <p style="text-align: center;"><u>Science</u> RST 6-8.1 RST 6-8.7</p> <p style="text-align: center;"><u>Language Arts/Reading</u> RL.6.1 RL.6.7</p> <p style="text-align: center;"><u>Language Arts/Writing</u> W.6.1</p> <p style="text-align: center;"><u>Tech.Literacy</u> 8.1.2.A.2</p> <p style="text-align: center;"><u>Career Ed/Life skills</u> 9.1.8.C.1</p>	<p style="text-align: center;"><u>Formative Assessments:</u> (</p> <p>Teacher observations Listening/speaking/reading Student participation Class work activities Homework Group projects Hands on activities Health notebooks</p> <p style="text-align: center;"><u>Summative Assessment(s)</u> Oral Test Teacher made test Projects Health benchmarks</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</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>

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/<i>Multiple Disabled Curriculum is for special needs student</i></p>

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Multiply Disabled Health III- Emotional Health & Relationships / Adolescence Changes **Grade:** MD – 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
Social and Emotional Health	1.1.2.C.1 1.1.2.C.3 1.1.2.D.1		RL.6.1 RL.6.7 W.6.1					8.1.2.A.4 8.1.3.A.5 8.1.4.A.2 8.1.2.E.1 8.1.4.E.1	9.1.8.C.1
Relationships	1.1.2.C.1 1.1.2.C.3 1.1.2.D.1		RL.6.1 RL.6.7 W.6.1			6.3.4.D.1		8.1.2.A.4 8.1.3.A.5 8.1.4.A.2 8.1.2.E.1 8.1.4.E.1	9.1.8.C.1
Growing and Changing: Adolescence	1.1.2.C.1 1.1.2.C.3 1.1.2.D.1		RL.6.1 RL.6.7 W.6.1		5.3.2.A.1 5.3.4.A.3 5.3.2.D.2 5.3.4.D.1 5.3.6.D.1			8.1.2.A.4 8.1.3.A.5 8.1.4.A.2 8.1.2.E.1 8.1.4.E.1	9.1.8.C.1

*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.