

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Multiply Disabled Health – IV

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Description: Multiply Disabled Health – IV is a course designed to enable the Multiply Disabled student to gain knowledge, skills and attitudes to lead a healthy lifestyle. This course will give the Multiply Disabled student a better understanding of Medicine, Drugs, Alcohol, and Tobacco. As well as Basic Emergency Safety (911) and Choking victims; conscious and unconscious.

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Written: August, 2013

Revised: _____

BOE Approval: AUGUST, 2013

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Multiply Disabled Health – IV

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 proper use of prescription medicines, Over-the-Counter Medicine (OTC).
3. The student will demonstrate an understanding of the consequences of the misuse of prescription and Over-the-Counter Medicines.
4. The student will demonstrate an understanding of the dangers of Illegal drugs and alcohol and the consequences of their use.
5. The student will demonstrate an understanding of Emergencies and how to respond to them.
6. The student will demonstrate an understanding of what to do with a conscious and unconscious choking victim.

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 acquire knowledge of proper use of prescription and Over-the-Counter Medicines and consequences of their misuse.
3. Students will develop skills and understanding of emergency skills necessary for daily living.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

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

MAJOR UNITS OF STUDY

Course Title: Multiply Disabled Health – IV

- I. Medicines: Prescription and Over-the-Counter**
- II. Alcohol, Illegal Drugs, and Tobacco**
- III. Emergency Safety**
 - A. Responding to an Emergency**
 - B. Choking – First Aid for Conscious and Unconscious Victims**

UNIT OVERVIEW

Course Title: Multiply Disabled Health – IV

Unit #: UNIT 1 OVERVIEW

Unit Title: Medicines

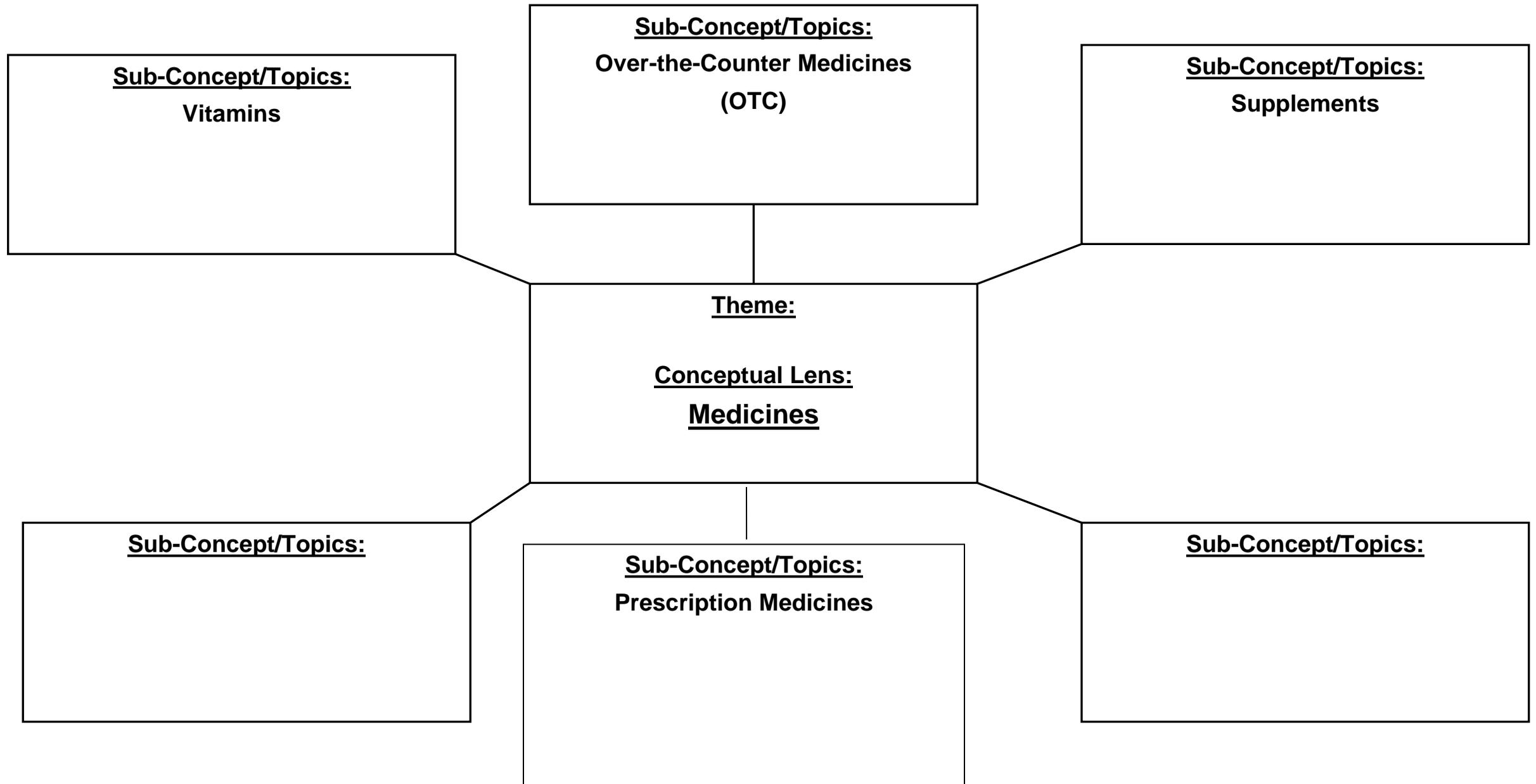
Unit Description and Objectives:

This unit will provide knowledge of benefits of proper use and possible negative consequences from the misuse of Prescription medicines, Over-the-Counter medicines and vitamins.

Essential Questions and Enduring Understandings:

| Essential Questions: | <u>Enduring Understandings/Generalizations</u> Students will understand that: | Guiding Questions |
|---|---|--|
| 1. What are the dangers of misusing prescription and over-the-counter medicines? | 1. when taken according to prescribed dosage medicines can provide health benefits. | 1.1 How can medicines help you? 1.2 Identify difference between prescribed and over-the-counter medicines. |
| 2. What are the benefits of proper use of prescription and over-the-counter medicines? | 2. medicines can be harmful or even deadly when misused or abused. | 2.1 What are some rules for safe use of medicines? 2.2 What information must be considered before taking a prescription or over-the-counter medicine? |
| 3. Why is it possible that Vitamins and supplements may not provide all of the health benefits as advertised? | 3. vitamins and supplements are not regulated by the Food and Drug Administration | 3.1 What are vitamins and supplements? 3.2 What benefits can result from taking vitamins or supplements? 3.3 What are some negative consequences of taking vitamins or supplements |

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – IV
Unit Number/Title: I. Medicines
Conceptual Lens: Medicines
Appropriate Time Allocation (# of Days): _____

| Primary Core Content Standards referenced With Cumulative Progress Indicators | | | |
|--|--------------------------|--------------------|--------------------|
| <u>2.3.2.A.1,2,</u> | <u>2.3.2.B.1,2,3,4,5</u> | <u>2.1.2.D.1</u> | <u>2.2.6.A.1,2</u> |
| <u>2.3.4.A.1,2</u> | <u>2.3.2.C.1,2</u> | <u>2.1.4.D.1,2</u> | <u>2.2.2.B.2,3</u> |
| <u>2.3.6.A.1,2</u> | <u>2.3.4.C.1,2,3</u> | <u>2.1.6.D.2</u> | <u>2.2.4.B.1,2</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</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>I. Medicines</p> <p>A. Prescription Medicines</p> <p style="padding-left: 20px;">1. Who Prescribes medicines?</p> <p style="padding-left: 40px;">a. Doctor</p> <p style="padding-left: 20px;">2. Reasons for taking prescribed medicines.</p> <p style="padding-left: 40px;">a. illness</p> <p style="padding-left: 40px;">b. pain</p> <p style="padding-left: 40px;">c. prevent an illness</p> <p style="padding-left: 20px;">3. Guidelines for taking medicines.</p> <p style="padding-left: 40px;">a. follow directions exactly</p> <p style="padding-left: 40px;">b. discard any old or unused medicines.</p> <p style="padding-left: 40px;">c. Never take medicine prescribed for someone else.</p> <p style="padding-left: 40px;">d. Never give medicine in the dark.</p> <p style="padding-left: 40px;">e. Keep out of reach of children</p> <p>B. Over-the-Counter (OTC) Medicines</p> | <p>1. The will understand the reason for taking prescribed medicines and that a doctor is the only one who can prescribe them.</p> <p>2. The student will know reasons to properly use medicines, both prescription and over-the-counter (OTC).</p> <p>3. The student will understand the importance of following the medication guidelines exactly.</p> <p>4. The student will understand the consequences of not following the directions and prescribed dosage on the label.</p> <p>5. The student will know the positive and negative benefits of prescription and over-the-counter medicines.</p> | <p>1. The student will be able to differentiate between prescription & over-the-counter medicines.</p> <p>2. The student will be able to Identify reasons for taking prescription & over-the-counter medicines</p> <p>3. The student will be able to explain why it's important to follow medication guidelines.</p> <p>4. The student will be able to explain the consequences of not following medicine guidelines.</p> <p>5. The student will be able to explain the positive and negative benefits of prescription & over-the-counter medicines.</p> <p>6. The student will be able to identify vitamins and their benefits.</p> <p>7. The student will be able to discuss what supplements are and why people take them.</p> | <p>-Discuss prescription & over-the-counter medicines</p> <p>-Collage of Pictures describing prescription & over-the-counter medicines</p> <p>- Handouts and worksheets on prescription & over-the-counter medicines</p> <p>-Videos on prescription & over-the-counter medicines benefits and dangers.</p> <p>-Guest Speaker- School Nurse.</p> <p>-Discuss Vitamins and what they do for the body.</p> <p>-Discuss ways of getting vitamins into the body.</p> <p>-Collage of vitamins & foods that contain them.</p> <p>-Discuss consequences of too much or too little of certain vitamins.</p> <p>-Video showing how vitamins work in the body.</p> <p>-Discuss what supplements are.</p> <p>-Discuss reasons why someone takes supplements and the dangers of taking them.</p> | <p>-Teacher generated - Activities</p> <p>-Posters</p> <p>-Overhead Transparencies</p> <p>-Worksheets from various websites</p> <p>-Communicative Activities</p> <p>-Hands-on Activities</p> <p>-Current Events</p> <p>-Glencoe Teen Health - Chapter 19: Medicines</p> <p>-Websites</p> <p>edhealth.com</p> <p>safari montage</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</p> <p>(Nemours/A.I. DuPont Hospital for Children)</p> <p>Brain Pop</p> <p>Brainpop.com</p> <p>Guest speakers:</p> <p style="padding-left: 20px;">School Nurse</p> <p style="padding-left: 20px;">Student Assistance</p> <p style="padding-left: 20px;">Counselor</p> <p style="padding-left: 20px;">Police Officer</p> | <p>LCD Projector</p> <p>Overhead</p> <p>Internet</p> <p>DVD/VCR</p> <p>Computers</p> <p>Lab/Notebooks</p> <p>Powerpoint</p> <p>Eboard</p> | <p>Science:</p> <p>RST6-8.1</p> <p>RST 6-8.7</p> <p>LA/ Reading:</p> <p>RL. 6.1</p> <p>RL. 6.7</p> <p>LA/Writing:</p> <p>W. 6.1</p> <p>Tech. Lit:</p> <p>8-12.A.2</p> <p>Career Ed/Life:</p> <p>9.1.8.C.1</p> | <p><u>Formative Assessments</u></p> <p>-Teacher observations</p> <p>-Listening/Speaking/Reading</p> <p>-Student Participation</p> <p>-Hands-on Activities</p> <p><u>Summative Assessment(s)</u></p> <p>-Participation in class activities and discussions.</p> <p>-Completion of class and homework assignments.</p> <p>-Written quizzes and tests.</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> |
|---|--|---|--|--------------------------------|--|--|--------------------------------|
| <p>1. What are over-the-counter medicines? 2. Why take over-the-counter Medicines? a. pain 1. Tylenol b. allergies c. cough/cold d. flu 3. Dangers of misuse.</p> <p>C. Vitamins and Supplements 1. Vitamins a. A,B,C,D...etc b. benefits c. dangers 2. Supplements a. Types 1,protein 2. creatine 3. weight loss 4. weight gain b. dangers</p> | <p>6. The student will gain an understanding of different types of vitamins and why they are important to our bodies.</p> <p>7. The student will gain an understanding for the need to take vitamins in addition to what they get in their food.</p> <p>8. The student will gain an understanding of the dangers of too many vitamins in the body.</p> <p>9. Students will discuss what supplements are and why people might want to use them.</p> <p>10. The student will discuss dangers of using supplements.</p> | <p>8. The student will be able to discuss the consequences of misuse of vitamins and supplements.</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 section -Explain that the boldface heads divide the text by topic -Reading Strategies <ul style="list-style-type: none"> +Read the boldface headings +Predict what will be covered in the 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 -Log new terminology in notebook for reference. | <p>Most Proficient Learners:</p> <ul style="list-style-type: none"> -Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and video. | <ul style="list-style-type: none"> -Locate the Boldface heads in section -Explain that the boldface heads divide the text by topic -Reading Strategies <ul style="list-style-type: none"> +Read the boldface headings +Predict what will be covered in the 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 -Log new terminology in notebook for reference. | <p>NA/Multiply Disabled Curriculum is for Special Needs Students</p> |

UNIT OVERVIEW

Course Title: Multiply Disabled Health – IV

Unit #: UNIT 2 OVERVIEW

Unit Title: Alcohol, Illegal Drugs and Tobacco

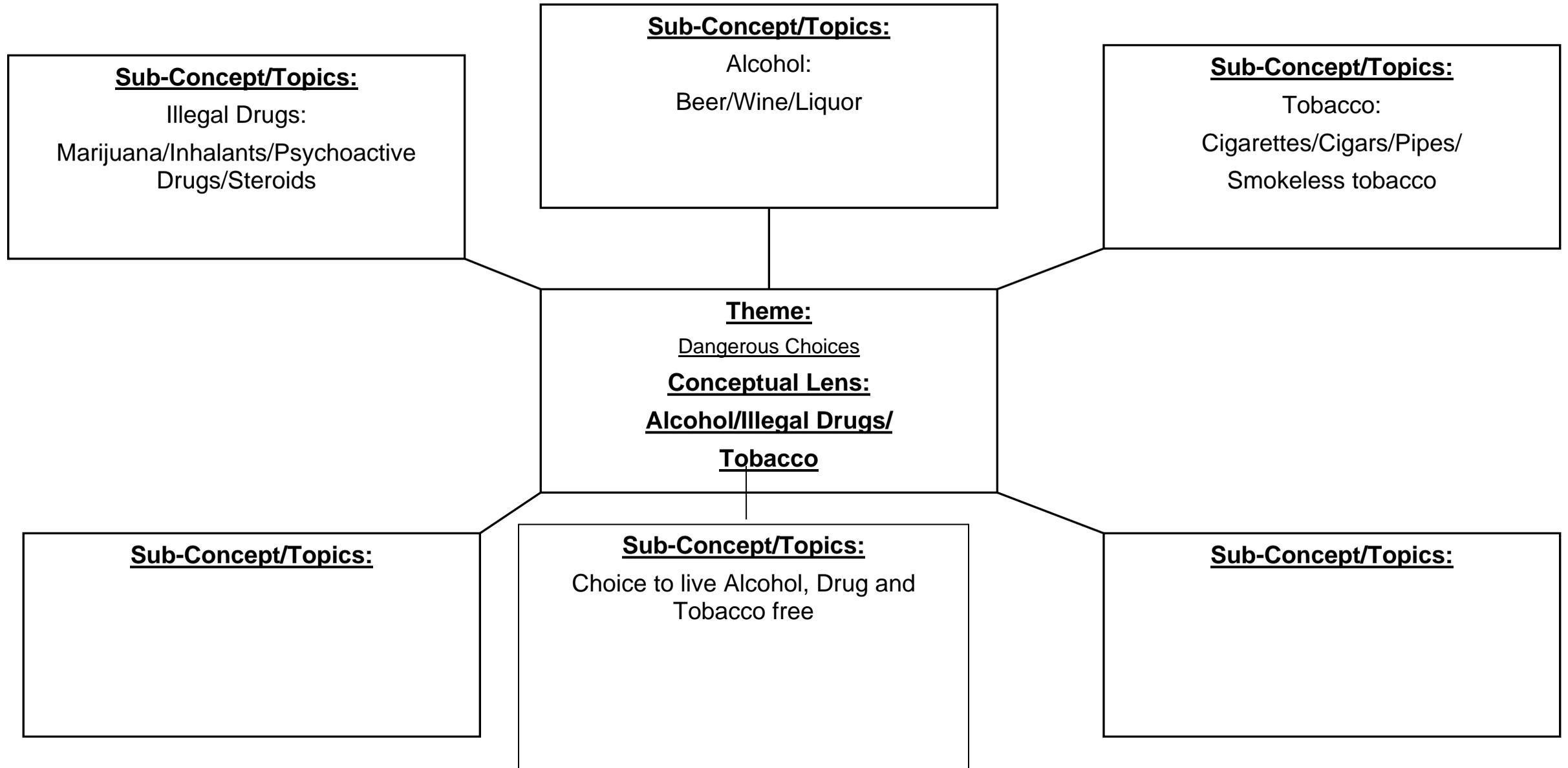
Unit Description and Objectives:

The Alcohol, Illegal Drugs and Tobacco unit will focus on some of the essential health-related decisions adolescents make involving their use. The unit will provide an opportunity to analyze the harmful effects of different drugs on the body.

Essential Questions and Enduring Understandings:

| Essential Questions: | <u>Enduring Understandings/Generalizations</u> Students will understand that: | Guiding Questions |
|--|---|--|
| 1. What are effects of Alcohol, Illegal drugs and Tobacco on the body? | 1. Alcohol, Illegal Drugs and Tobacco have many negative effects on the body that can lead to illness or injury, legal consequences, addiction, and loss of self-respect. | 1.1 What are the possible short and long term effects of the misuse and abuse of Alcohol, Illegal Drugs and Tobacco on health and the body systems? 1.2 Why are drugs especially harmful to young people? |
| 2. Why do people sometimes take risks that can cause harm to themselves or others? | 2. Drugs, Alcohol and Tobacco can affect all aspects of their health both now and throughout their lives as a result of the decisions they make. | 2.1 How can you lead an alcohol, drug and tobacco free life? 2.2 What are health risks that may occur because of alcohol, illegal drug or tobacco use? |
| 3. What are legal consequences of using Alcohol, Illegal Drugs and Tobacco? | 3. There are legal consequences regarding the use of Alcohol, Dugs and Tobacco, (age limits, illegal, DUI) | 3.1 What are some rules/laws for the use of Alcohol and Tobacco? 3.2 What are some laws regarding Illegal Drugs? |
| 4. What factors can contribute to becoming involved with alcohol, drugs and tobacco? | 4. Many factors contribute to the involvement in Alcohol, Drugs and Tobacco, such as peer pressure, history of family drug use, curiosity, media, role models and/or older siblings and perceived acceptance. | 4.1 What decisions will you make if you are in a situation involving the misuse or abuse of alcohol, tobacco or drugs. |

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – IV
Unit Number/Title: Unit 2: Alcohol, Illegal Drugs and Tobacco
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 25

| Primary Core Content Standards referenced With Cumulative Progress Indicators | | | |
|--|--------------------|--------------------|--------------------|
| <u>2.1.2 D.1</u> | <u>2.2.2.B.2-3</u> | <u>2.2.4.B.1-2</u> | <u>2.3.2.C.1-2</u> |
| <u>2.1.4.D.1-2</u> | <u>2.2.4.A.1</u> | <u>2.3.2.B.1-5</u> | <u>2.3.4.C.1-3</u> |
| <u>2.1.6.D.2</u> | <u>2.2.6.A.1-2</u> | <u>2.3.4.B.1-5</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</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> |
|---|--|--|---|---|--|---|---|
| I. ALCOHOL: A. Health Risks 1.Short Term effects -.decrease reaction time -.impairs vision -. impairs judgement -. slow CNS -. Binge drinking can lead to death 2.Long Term effects -.Alcoholism/addiction -.Liver damage -.Heart Damage -.High Blood Pressure -.Brain damage -.Cancer -.Death B. Types of Alcohol 1. Beer 2. Wine -cultural and religious use 3. Liquor | I. Alcohol 1. The student will know the health risk dangers of using alcohol. 2. The student will know The short term effects of alcohol use. 3. The student will know the long term effects of alcohol use/abuse. 4. The student will know there are different types of alcohol and what they are. 5. The student will know the cultural and religious use of alcohol. 6. The student will know the many influences around them to use alcohol. 7. The student will know that alcohol use can also be linked to | I. Alcohol 1. The student will be able to understand the risks involved with using alcohol. 2. The student will be able to identify short term and long term effects of using alcohol. 3. The student will be able to discuss unhealthy risks of using alcohol. 4. The student will be able to discuss the influences around them to use or not use alcohol. 5. The student will be able to make good choices when alcohol is available. 6. The student will be able to discuss refusal skills and practice them. 7. The student will be able to discuss the types of alcohol and the cultural and religious use of alcohol. 8. The student will be able to | -Discussion of health risks related to Alcohol use. -Worksheets on short term and long term effects of alcohol, drugs and tobacco use. -Worksheet on body systems affected by alcohol, drugs and tobacco. -Poster/collage on influences of alcohol and tobacco use. -Poster/collage of different types of drugs -PSA Poster for younger children to stay away from alcohol, drugs and tobacco -Videos on teens and alcohol, drug and tobacco -Discussion of deaths linked to alcohol, drug and tobacco use and abuse. -Discussion on ways to live an alcohol , drug and tobacco free life -vocabulary of terms -Discussion of healthy alternatives to making dangerous choices. | -Teacher generated - Activities -Posters -Overhead Transparencies -Worksheets from various websites -Communicative Activities -Hands-on Activities -Glencoe Teen Health - Chapter 19: Medicines -Websites edhealth.com safari montage pecentral.com www.healthcentral.com healthfinder.gov www.healthteacher.com www.pelings4u.org kidshealth.org (Nemours/A.I. DuPont Hospital for Children) Brain Pop Brainpop.com Guest speakers: School Nurse Student Assistance Counselor Police Officer | LCD Projector Overhead Internet DVD/VCR Computers Lab/Notebooks Powerpoint Eboard | Science: RST6-8.1 RST 6-8.7 LA/ Reading: RL. 6.1 RL. 6.7 LA/Writing: W. 6.1 Tech. Lit: 8-12.A.2 Career Ed/Life: 9.1.8.C.1 | <u>Formative Assessments</u> -Teacher observations -Listening/Speaking/Reading -Student Participation -Hands-on Activities <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</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>C. Influences to use Alcohol</p> <ol style="list-style-type: none"> 1. Family 2. Peer Pressure 3. Media Messages <p>D. Alcohol and the Law</p> <ol style="list-style-type: none"> 1. What is the law? 2. Age 21 <p>E. Avoiding Alcohol</p> <ol style="list-style-type: none"> 1. Benefits of living Alcohol Free <ul style="list-style-type: none"> -Maintain a healthy body -Establishing healthy relationships -making healthy decisions -Avoiding risky behaviors -Avoiding illegal activities -Avoiding Violence -Achieving your goals. <p>II. ILLEGAL DRUGS:</p> <p>A. Health risks of Drug Use.</p> <ol style="list-style-type: none"> 1. Drug misuse and substance abuse are life-threatening behaviors. <ol style="list-style-type: none"> a. drug use can affect one's physical/mental/ | <p>death from drowning, fire, suicide, automobile accidents.</p> <ol style="list-style-type: none"> 8. The student will know that it is illegal for anyone under age 21 to buy, possess or consume alcohol. 9. The student will know the consequences of breaking the law. 8. The student will know the benefits of living an alcohol free life. <p>II. Illegal Drugs</p> <ol style="list-style-type: none"> 9. The student will know the risks of using drugs. 10. The student will know that using illegal drugs can affect a person's physical, mental/emotional and | <p>discuss the consequences of under-age drinking.</p> <ol style="list-style-type: none"> 9. The student will be able to discuss the benefits of living an alcohol free life. 10. The student will identify benefits of living an alcohol free life. <p>II. Illegal Drugs</p> <ol style="list-style-type: none"> 11. The student will be able to discuss the risks of using drugs. 12. The student will be able to identify the affect a person goes through physically, mentally/emotionally and socially from using drugs. 13. The student will be able to identify the consequences of using illegal drugs from a legal standpoint. 14. The student will be able to discuss types of illegal drugs. 15. The student will be aware of the dangers of becoming involved with drugs. 16. The student will be able to identify influences to use illegal drugs. 17. The student will be able | | | | | |

| <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>emotional and social health.</p> <ul style="list-style-type: none"> -changes in physical appearance -depression -increased violence -crime -accidental death -decrease interest in goals and interests. <p>b. Illegal consequences</p> <ul style="list-style-type: none"> -can be arrested for drug possession, use <p>B. Marijuana</p> <ol style="list-style-type: none"> 1. Health risks: <ul style="list-style-type: none"> a. impairs memory b. hallucinations c. lung damage d. heart damage e. increase appetite f. weakened immune system g. cancer <p>C. INHALANTS:</p> <ol style="list-style-type: none"> 1. substances inhaled to achieve a high <ul style="list-style-type: none"> a. types of inhalants <ul style="list-style-type: none"> - solvents - aerosols - glue - paints - varnishes - gasoline 2. Depress the CNS | <p>social health.</p> <ol style="list-style-type: none"> 11. The student will know the consequences of using illegal drugs. 12. The student will know the difference between marijuana, inhalants, and steroids. 13. The student will know the dangers of becoming involved with marijuana, inhalants and steroids. 14. The student will know the legal consequences of becoming involved with marijuana, inhalants and steroids. 15. The student will know where influences to use marijuana, inhalants and steroids comes from. 16. The student will know what psychoactive drugs and club drugs are. 17. The student will know the dangers and consequences of using psychoactive drugs and club drugs. 18. The student will | <p>to identify what the most common drugs look like.</p> <ol style="list-style-type: none"> 18. The student will be able to discuss how to resist the pressure to do drugs. 19. The Student will be able to identify health alternatives to doing drugs. <p>III. Tobacco</p> <ol style="list-style-type: none"> 20. The student will be able to discuss the harmful substances that cause the body harm and cause disease, that are found in all forms of tobacco. 21. The student will be able to discuss different forms of tobacco. 22. The student will be able to identify the benefits that living Tobacco free has. 23. The student will be able to identify efforts in the United States to create a smoke-free environment. 24 The student will be able to identify ways to remain smoke free.. | | | | | |

| <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>a. brain damage b. Immediate effects (can also be accidental)</p> <ul style="list-style-type: none"> - glassy stare -slurred speech - impaired judgment - nausea - coughing - nosebleeds - fatigue - loss of coordination <p>D. STEROIDS:</p> <p>1. What are they? a. synthetic substance that increases unnatural muscle growth.</p> <p>2. Health risks b. side effects -tendon and ligament injury</p> <ul style="list-style-type: none"> - weight gain - acne - high blood pressure - liver and kidney tumors - violent behavior/ mood swings - Males: shrinking testicles and increased breasts - Females: increase hair growth, deepened voice. <p>E. PSYCHOACTIVE & CLUB DRUGS:</p> <p>1. Most Common</p> | <p>know how to resist pressure to use drugs.</p> <p>III. Tobacco 19.The student will know that all forms of tobacco contain harmful substances that cause the body harm and can cause disease.</p> <p>20. The student will know that living Tobacco free has many health, emotional and social benefits.</p> <p>21. The student will know that Environmental tobacco smoke causes health problems in smokers and non-smokers.</p> <p>22.The student will know that efforts are increasing in the United States to create a smoke-free society.</p> <p>23. Students will know that the media creates images to influences teens to smoke by making smoking glamorous.</p> <p>24. The student will know that smoke-free</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> |
|---|---|--|--|--------------------------------|--|--|--------------------------------|
| <p>Types:</p> <ul style="list-style-type: none"> a. Cocaine b. Methamphetamine c. Heroin d. Crack e. Ecstasy f. GHB <p>III. TOBACCO: Cigarettes, Cigars, Pipes, Smokeless Tobacco</p> <p>A. All forms of tobacco contain substances that harm the body and cause disease.</p> <ul style="list-style-type: none"> 1. Nicotine 2. Tar 3. Carbon Monoxide 4. Cyanide 5 Formaldehyde <p>B Harmful Effects: Short term</p> <ul style="list-style-type: none"> 1. Addictive properties 2. Increase Heart rate and respirations 3. Taste and smell senses are dulled 4. Appetite decreases 5. Bad Breath, Yellow teeth, smelly hair, skin and clothes. <p>C. Long Term effects of Tobacco:</p> <ul style="list-style-type: none"> 1. Chronic Bronchitis 2. Emphysema | <p>tobacco is every bit as harmful as tobacco that is smoked.</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> |
|--|--|--|--|--------------------------------|--|--|--------------------------------|
| 3. Lung Cancer, Throat Cancer, Tongue or mouth Cancer, Stomach Cancer 4. Heart Disease and Stroke 5. Weakened Immune System 6. Effects the Nervous System, Respiratory System, Digestive System, Circulatory System, & the Excretory System. 7. Totally Preventable! | | | | | | | |
| D.. Living Tobacco Free 1. Legislation: illegal to purchase cigarette is you are under age 18. 2. No smoking policies in schools, public buildings, restaurants. 3. Family Values 4. No TV ads for tobacco. | | | | | | | |

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 section -Explain that the boldface heads divide the text by topic -Reading Strategies <ul style="list-style-type: none"> +Read the boldface headings +Predict what will be covered in the 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 -Log new terminology in notebook for reference. | <p>Most Proficient Learners:</p> <ul style="list-style-type: none"> -Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and video | <p>Less Proficient Learners:</p> <ul style="list-style-type: none"> -Locate the Boldface heads in section -Explain that the boldface heads divide the text by topic -Reading Strategies <ul style="list-style-type: none"> +Read the boldface headings +Predict what will be covered in the 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 -Log new terminology in notebook for reference. | <p>NA/Multiply Disabled Curriculum is for Special Needs Students</p> |

UNIT OVERVIEW

Course Title: Multiply Disabled Health – IV

Unit #: UNIT 3 OVERVIEW

Unit Title: Emergency Safety

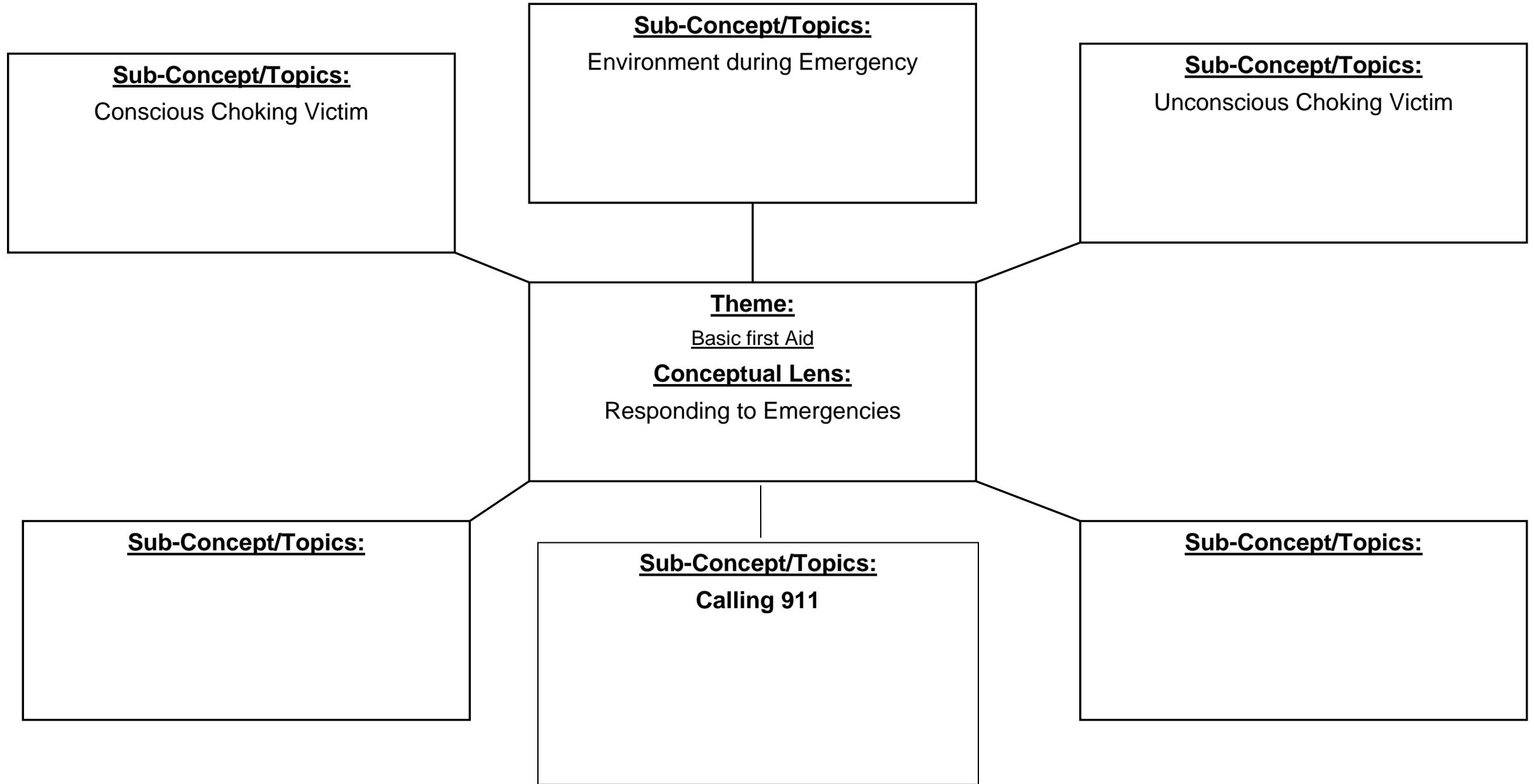
Unit Description and Objectives:

This unit will stress the importance of how to respond in an emergency, and how to deal with a conscious or unconscious choking victim.

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 responding to an emergencies is important for cuts, fractures, chocking, burns, seizures and insect bites. | 1.1 How do you respond to an emergency? 1.2 What precautions should you take about your environment in an emergency? |
| 2. Why is it important to make sure the choking victim is conscious or unconscious? | 2. Different techniques are used for unconscious and conscious choking victims. | 2.1 Why should you ask the person if they need help? 2.2 Where is hand placement for the Heimlich maneuver? 2.3 What should you do if the person losses consciousness? |

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Multiply Disabled Health – IV
Unit Number/Title: Unit 3 / Emergency Response & Choking Victims
Conceptual Lens: Responding to Emergencies
Appropriate Time Allocation (# of Days): 8 classes

| Primary Core Content Standards referenced With Cumulative Progress Indicators | | | |
|--|------------------|--|--|
| <u>2.1.P.C.1</u> | <u>2.1.4 D.4</u> | | |
| <u>2.1.2 D.1</u> | | | |
| <u>2.1.4 D.1</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</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>I. EMERGENCY RESPONSE:</p> <p>A. Responding to an Emergency</p> <ol style="list-style-type: none"> 1. Secure safe area 2. Calling 911 <p>B. Basic First Aid – Treatment for Choking victim:</p> <ol style="list-style-type: none"> 1. Conscious Choking victim: <ol style="list-style-type: none"> a. Universal sign for choking. b. Call 911 and continue talking to victim c. Proper procedure for Heimlich Maneuver 2. Unconscious choking victim <ol style="list-style-type: none"> a. Try to clear the airway b. Proper procedures for back blows and abdominal thrusts. | <ol style="list-style-type: none"> 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. 4. The student will know that environmental awareness and taking safety precautions will reduce risk of injury to oneself and others. 5. The student will know the dialogue necessary to help a conscious choking victim. 6. The student will know the proper hand placement and how to | <ol style="list-style-type: none"> 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. 4. The student will be able to discuss environmental awareness and how taking safety precautions can reduce risk of injury. 5. The student will be able to understand the importance of learning basic first aid. 6. The student will be able to demonstrate the universal choking sign. 7. The student will be able to demonstrate the proper procedure of administering the “Heimlich Maneuver”. | <p>-Class discussions about emergency situations.</p> <p>-Demonstrate calls to 911 and information to give the 911 operator.</p> <p>-Recognize and demonstrate the universal choking sign.</p> <p>-Demonstrate procedure to follow for a choking person.</p> <p>-Role playing of choking victim and rescuer.</p> <p>-Worksheets on emergencies and choking .</p> <p>-Videos dealing with emergencies, first aid, choking.</p> <p>Guest Speakers: School Nurse Athletic Trainer</p> | <p>--American Red Cross</p> <p>--American Heart Association</p> <p>--Choking Charlie Manekin</p> <p>--www.kidshelath.org</p> <p>--pecentral.com</p> <p>--webmd.com</p> <p>--www.aap.org/healthtopics/safetv.cfm</p> <p>--EMSResponder.com</p> <p>--Pamphlets: 911 Emergencies</p> <p>--Department approved videos</p> <p>--www.Johnson&Johnson.Com</p> <p>--School Nurse</p> <p>--Athletic Trainer</p> | <p>LCD Projector</p> <p>Overhead</p> <p>Internet</p> <p>DVD/VCR</p> <p>Computers</p> <p>Lab/Notebooks</p> <p>Powerpoint</p> <p>Eboard</p> | <p>Science:</p> <p>RST6-8.1</p> <p>RST 6-8.7</p> <p>LA/ Reading:</p> <p>RL. 6.1</p> <p>RL. 6.7</p> <p>LA/Writing:</p> <p>W. 6.1</p> <p>Tech. Lit:</p> <p>8-12.A.2</p> <p>Career Ed/Life:</p> <p>9.1.8.C.1</p> | <p><u>Formative Assessments</u></p> <p>-Teacher observations</p> <p>-Listening/Speaking/Reading</p> <p>-Student Participation</p> <p>-Hands-on Activities</p> <p><u>Summative Assessment(s)</u></p> <p>-Participation in class activities and discussions.</p> <p>-Completion of class and homework assignments.</p> <p>-Written quizzes and tests</p> <p>-Projects</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> |
|---|---|---|--|--------------------------------|--|--|--------------------------------|
| | <p>perform the Heimlich Maneuver.</p> <p>7. The student will know what to do if the person is conscious and then becomes unconscious.</p> <p>8. The student will know what to do if they come across an unconscious choking victim.</p> | <p>8. The student will be able to proper administer first aid to an unconscious choking victim.</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 section -Explain that the boldface heads divide the text by topic -Reading Strategies <ul style="list-style-type: none"> +Read the boldface headings +Predict what will be covered in the 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 -Log new terminology in notebook for reference. | <p>Most Proficient Learners:</p> <ul style="list-style-type: none"> -Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and video | <p>Less Proficient Learners:</p> <ul style="list-style-type: none"> -Locate the Boldface heads in section -Explain that the boldface heads divide the text by topic -Reading Strategies <ul style="list-style-type: none"> +Read the boldface headings +Predict what will be covered in the 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 -Log new terminology in notebook for reference. | <p>NA/Multiply Disabled Curriculum is for Special Needs Students</p> |

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Multiply Disabled Health - II **Grade:** 9-12

| Unit Title: | Visual and Performing Arts | Comp. Health & Physical Ed. | Language Arts Literacy | Mathematics | Science | Social Studies | World Languages | Tech. Literacy | Career Education/ Consumer, Family & Life Skills |
|------------------------------------|----------------------------|--|---|-------------|--|-------------------------------------|-----------------|---|--|
| Medicine | 1.1.2.C.3 | 2.3.2.A.1-2 2.3.4.A.1-2 2.3.6.A.1-2 2.3.2.B.1-5 2.3.2.C.1-2 2.3.4.C.1-3 2.1.2.D.1 2.1.4.D.1-2 2.1.6.D.2 2.2.6.A.1-2 2.2.2.B.2-3 2.2.4.B.1-2 | 3.3 K A1-2 3.3 K C.1 RL6.1 RL6.7 W6.1 | | 5.1.P.C.1 5.1.4.C.3 5.1.4.D.1 5.3.2.C.1 | 6.1.P.A.1 6.1.4.A.1 6.3.4.A.1 | | 8.1.2.A.4 8.1.2.A.5 8.1.4.A.2 8.1.2.E.1 8.1.4.E.1 | 9.1.4.A.1 9.1.4.A.5 9.1.4.B.1 9.1.8.C.1 9.1.4.D.2 9.1.4.E.3 |
| Alcohol, Illegal Drugs and Tobacco | 1.1.2.C.3 | 2.1.2.D.1 2.1.4.D.1-2 2.1.6.D.2 2.2.2.B.2-3 2.2.4.A.1 2.2.6.A.1-2 2.2.4.B.1-2 2.3.2.B.1-2 2.3.4.B.1-5 2.3.2.C.1-2 2.3.4.C.1-3 | 3.3 K A1-2 3.3 K C.1 RL6.1 RL6.7 W6.1 | | 5.1.P.C.1 5.1.4.C.3 5.1.4.D.1 5.3.2.C.1 | 6.1.P.A.1 6.1.4.A.1 6.3.4.A.1 | | 8.1.2.A.4 8.1.2.A.5 8.1.4.A.2 8.1.2.E.1 8.1.4.E.1 | 9.1.4.A.1 9.1.4.A.5 9.1.4.B.1 9.1.8.C.1 9.1.4.D.2 9.1.4.E.3 |
| Emergency Responses | | 2.1.P.C.1 2.1.2.D.1 2.1.4.D.1 2.1.4.D.4 | 3.3 K A1-2 3.3 K C.1 RL6.1 RL6.7 W6.1 | | 5.1.P.C.1 5.1.4.C.3 5.1.4.D.1 5.3.2.C.1 | 6.1.P.A.1 6.1.4.A.1 6.3.4.A.1 | | 8.1.2.A.4 8.1.2.A.5 8.1.4.A.2 8.1.2.E.1 8.1.4.E.1 | 9.1.4.A.1 9.1.4.A.5 9.1.4.B.1 9.1.8.C.1 9.1.4.D.2 9.1.4.E.3 |

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.