



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 11

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey

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*Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
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Michelle Calas
School Business Administrator/
Board Secretary
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

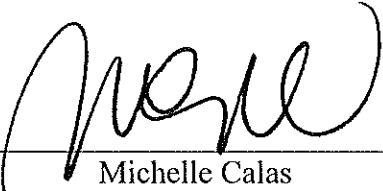
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health Grade Level: 11 Unit Title: Substance Abuse

Unit Summary: Medicines come in a variety of forms, are used for numerous reasons, and should be taken as directed in order to be safe and effective.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Career Readiness: 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

Unit Rationale: It is important for students to realize that medicines are to be taken as directed in order to be safe and effective. The FDA plays a critical role in helping to keep Americans safe while taking medications. Students should be able to read the label of a medication or herbal supplements and determine if it is safe for them to consume.

Learning Targets

Standards:

2.1: Personal and Mental Health

2.3: Safety

NJSLSA.R1- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Statutes:

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) (C.24:21-2)

Core Ideas:

Personal Growth and Development: The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

Health Conditions, Diseases and Medicines: Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.

Alcohol, Tobacco and other Drugs: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

Dependency, Substances Disorder and Treatment: Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.

PE#:	Performance Expectations:
2.1.12.PGD.2:	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.



2.3.12.HCDM.2:	Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
2.3.12.ATD.1:	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
2.3.12.ATD.2:	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
2.3.12.ATD.3:	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
2.3.12.DSDT.1:	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
2.3.12.DSDT.2:	Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
2.3.12.DSDT.3:	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
2.3.12.DSDT.4:	Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
2.3.12.DSDT.5:	Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Unit Essential Questions:

- What role does the FDA play in regulation of OTC, prescription drugs, and dietary supplements?
- What factors influence the choice, use, and effectiveness of herbal and medicinal supplements?
- What are the potential risks of prolonged prescription drug use?

Unit Enduring Understandings:

- Dietary and herbal supplements can have negative interactions with OTC and prescription drugs.
- Abuse, use and misuse of prescription drugs can lead to addiction.
- Use, abuse and misuse of OTC and prescription drugs.

Unit Learning Targets:

- Students will determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
- Relate personal abuse of prescription and over-the-counter medicines to wellness.



Evidence of Learning

Summative Assessment: 10 days-Final Project, Test/Quiz

Equipment Needed: Projector, Laptop

Teacher Resources: www.sites.google.com/site/jdhealth3

mayoclinic.com

teenhealth.org

Formative Assessments:

- Rubric
- Pre-assessment
- Observation
- Quiz
- Test
- Glogster
- Prezi
- Group work
- Presentations
- Jigsaw



Lesson Plans

Lesson	Time Frame
Lesson 1 Herbal and medicinal supplements	2/42 minute periods
Lesson 2 Evaluate the effectiveness of medicine	2/42 minute periods
Lesson 3 Personal abuse of prescription and over-the-counter medicines.	2/42 minute periods

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.cdc.gov

www.secondfloor.org

www.mayoclinic.com

www.kidshealth.org



Lesson Plan 1 Template

Content Area: Health **Lesson Title:** Herbal & Medicinal Supplements **Time Frame:** 42 min

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Technology:

Students will use the class website to access pre-approved resources about supplements.

Equipment Needed:

Student laptops
 Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.	Lesson Sequence - Attendance/Do Now - "What are some examples of Herbal or Medicinal Supplements? What do these supplements do? Why might people take them?" Students will have 5 minutes to answer the Do Now. - Directive - Teacher will explain that dietary or herbal supplements do not have to be approved (safe or screened) by the FDA before being placed on the market. Supplements are classified as food and not as drugs. - Group/independent activity: Students will define the following	- Observation - Oral questioning - Journal - Written work



	terms: DSHEA, creatine, protein supplements, ephedra & kava. 4. Closure - Teacher will discuss: The Risks of Herbal Supplements, The Different Forms (tablets, capsules, powders, liquids, etc.) 5. HW - Students bring in an herbal supplement label to complete questions on an assessment about the supplement.	
Differentiation: • Jigsaw • Varied product choices • One on one time with students		
Resources Provided: • https://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/herbal-supplements/art-20046714		



Lesson Plan 2 Template

Content Area: Health

Lesson Title: Efficacy of medicine

Time Frame: 42 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Technology:

Students will use the class website to access pre-approved resources about evaluating the effectiveness of medicine.

Equipment Needed:

- Laptop
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Summarize the criteria for evaluating the effectiveness of a medicine.	Lesson Sequence 1. Attendance/Do Now - "Based on your experience, would you know what type of medicine to buy, based on your symptoms? Do you think there are some medicines that treat certain symptoms more effectively than others that claim to treat the same symptoms? Please explain." Student's will have 5 minutes to answer the "Do Now" question. 2. Directive - The "Do Now" question will be discussed as a large group. It will be explained to students that the same medicine	• Observation • Oral questioning • Journal • Written work



	might have different effects on two or more people, and that each individual person should read medicine labels and be aware of how their own body responds. 3. Group/independent activity - Students must have a label of a dietary/herbal supplement to answer questions about the supplement. Students will give his/her opinion about the disclaimer ("This statement has not been evaluated by the Food and Drug Administration (FDA). This product is not intended to diagnose, treat, cure, or prevent any disease.") in reference to any claims that are made about the purpose of the effectiveness of the supplement. Also, students will write a brief summary about the effects of the supplement on the brain and nervous system. 4. Closure - Students will write in their Health Journals about a time in their past when medicine was or was not effective in treating their symptoms.	
Differentiation: • Varied product choices • Work alone/partner • Have an herbal supplement label for those students who did not bring one to class.		
Resources Provided: http://www.rxlist.com/supplements/article.htm		



Lesson Plan 3 Template

Content Area:Health **Lesson Title:** Abuse of prescription and OTC medicines **Time Frame:** 42 min

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Technology:

Students will use the class website to access pre-approved resources about abusing prescription and over the counter drugs.

Equipment Needed:

- Laptop
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Relate personal abuse of prescription and over-the-counter medicines to wellness.	Lesson Sequence 1. Attendance/Do Now - "What do you know about the FDA?" Students will have 5 minutes to answer the Do Now question. 2. Large Group - As a class, we will discuss the importance of the FDA, making sure to note that it, 1. Enforces laws governing the safety of food, drugs, medical devices and cosmetics. 2. It recalls food, drug, medical devices, and cosmetic products for safety concerns 3. It maintains the FDA Consumer Affairs Information Line. 4. Lists	• Observation • Oral questioning • Journal • Written work



	ingredients in legal drugs and informs consumers that it's safe and effective & 5. Approves any ingredient, prescription drugs, or OTC drug before it is distributed 3. Group/Independent work - Teacher will distribute a handout on Over-the-Counter & Prescription Drug information discussing the following topics: What to Know About OTC & Prescription Drugs, Guidelines for the Safe Use of OTC & Prescription Drugs & The Effects of OTC & Prescription Drugs on Wellness. Students will answer questions on these topics, and may work individually or in small groups. 4. Closure - As a large group again, we will analyze each question, and make sure each has a logical answer. Students will be asked to write about their experiences with OTC and Prescription drugs in their Health Journal.	
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Differentiation:

- Varied work products
- Work alone/in small groups
- One on one time with students

Resources Provided:

- https://www.cdc.gov/medicationsafety/parents_childrenadversedrugevents.html



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Health	Grade Level: 11	Course Title: Health 3
Created: January 2020	Board Approved on:	

Unit Overview Template



Content Area: Health	Grade Level: 11	Unit Title: Safety
Unit Summary: Students will acquire the knowledge and skills to practice safety, recognize and respond to an emergency.		
Primary Interdisciplinary Connections: Language Arts		
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Career Readiness: 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.		
Unit Rationale: Students will be able to identify and explain ways to prevent injury/illnesses, recognize and respond to an emergency, follow the emergency action steps, prevent disease transmission and provide care for injuries/illnesses and life threatening emergencies.		

Learning Targets	
Standards: 2.1 Personal and Mental Health 2.3 Safety RL.11-12.1.Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Statutes: CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)	
Core Ideas: Community Health Services and Support: Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. Health Conditions, Diseases and Medicines: Public health policies are created to influence health promotion and disease prevention and can have global impact.	
PE#:	Performance Expectations:
2.3.12.HCDM.4	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
2.1.12.CHSS.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community
Unit Enduring Understandings: - Being aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. - First aid skills are necessary in preventing injuries and illnesses.	



Unit Learning Targets:

- Students will identify and explain how to prevent injuries at school and at home.
- Students will identify procedures and practices for obtaining emergency assistance and information.
- Students will access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations.

Evidence of Learning

Summative Assessment: Unit written exam, final health project, narrative summary

Equipment Needed: Laptops, projector

Teacher Resources: Health & Wellness textbook, health websites and databases

Formative Assessments:

- Rubric
- Pre-assessment
- Health brochure/newsletter
- Observation
- Quiz
- Test
- Group work
- Presentation

Lesson Plans

Lesson	Time Frame
Lesson 1 First Aid Emergencies: Head, Neck & Spinal Injuries	42 minutes/1 day
Lesson 2 First Aid Emergencies: Skeletal Injuries	42 minutes/1 day
Lesson 3 CPR/AED	42 minutes/1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- Facts On File
- Discovery Education
- RedCross.org



Lesson Plan 1 Template

Content Area:Health **Lesson Title:** First Aid: Head, Neck & Spinal Injuries **Time Frame:** 42 min./1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Technology:

- Students will use the pre-approved internet sources to research information for assignments.
- Students will use skills sheets from the Red Cross website and library databases for the Safety Unit.
- Study guides and lesson handouts will be posted on Oncourse.
- Assignments will be submitted via Oncourse.

Equipment Needed:

Laptop, First Response Video

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify first aid procedures for head, neck and spinal injuries.	Lesson Sequence 1. Attendance 2. Do Now: Give an example(s) of a head injury, head wound and spinal injury. 3. Introduction: Teacher will discuss answers & topics that will be discussed in a First Aid video. 4. Individual Activity: Students will answer questions on first aid procedures for head, neck, & spinal injuries after viewing a First Response video using the library database.	• Written assignment • Observation



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- | | | |
|--|--|--|
| | <ol style="list-style-type: none">5. Students will submit assignments to Oncourse.6. Closure: Questions | |
|--|--|--|

Differentiation:

Independent/collaborative & teacher guided

Resources Provided:

- <https://www.mayoclinic.org/first-aid/first-aid-spinal-injury/basics/art-20056677>
- <https://www.redcross.org/take-a-class/first-aid/performing-first-aid/first-aid-steps>



Lesson Plan 2 Template

Content Area: Health Lesson Title: First Aid: Heat and Cold Injuries Time Frame: 42 min./1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Technology:

- Students will use the Internet to research information for assignments.
- Students will use skills sheets from the Red Cross website and library databases for the Safety Unit.
- Study guides and unit handouts will be posted on Oncourse.
- Assignments will be submitted via Oncourse.

Equipment Needed:

Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify cold-related and heat-related injuries.	Lesson Sequence 1. Attendance 2. Do Now: Give example(s) of a head injury, head wound and spinal injury. 3. Introduction: Teacher will discuss answers & topics that will be discussed from Red Cross handouts on OnCourse. 4. Individual Activity: Students will choose one cold-related or heat-related injury and create a newsletter. 5. Students will submit a newsletter to Dropbox. 6. Closure: Questions	• Newsletter Rubric • Observation
Differentiation: Work alone/together, teacher assistance & provide websites for research		
Resources Provided: • https://www.redcross.org/take-a-class/first-aid/performing-first-aid/first-aid-steps • http://www.mayoclinic.com/health/first-aid-heat-exhaustion/FA00020		



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: CPR/AED	Time Frame: 42 min./1 day
Lesson Components		
21st Century Themes		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
21st Century Skills		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: ELA-Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Integration of Technology: - Students will use the Internet to research information for assignments. - Students will use skills sheets from the Red Cross website and library databases for the Safety Unit. - Study guides and unit handouts will be posted on Oncourse. - Assignments will be submitted via Oncourse.		
Equipment Needed: Laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain skills and procedures for infant, child and adult CPR. - Identify the steps in using an AED for child and adult. - Explain Janet's Law.	Lesson Sequence - Attendance - Do Now: Review CPR/AED skills sheet handouts. - Teacher: Demonstration of giving rescue breaths and compressions for infant, child and adult. - Discuss Janet's Law & the steps on using an AED. - Closure: Questions - HW: View CPR/AED videos from the Red Cross, and answer questions.	- Homework - Observation - Written Assignment
Differentiation: Work alone/together & teacher assistance		
Resources Provided: https://www.redcross.org/take-a-class/cpr/performing-cpr/cpr-steps		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Health	Grade Level: 11	Course Title: Health-3
Created: January 2020	Board Approved on:	



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Curriculum Design Template

Content Area: Health

Grade Level: 11

Course Title: Health-3

Created: January 2020

Board Approved on:



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension