



This document was generated from Required Instructional Portal – <https://www.flrequiredinstruction.org/>

FSU Lab Sch's Required Instruction Report for 2022–2023 Academic Year

A. History and content of the Declaration of Independence

Selected grade(s): Grade 5, Grade 7, Grade 8, Grade 12

Selected course(s) *

5021070 – Social Studies Grade 5
 2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 2106310 – United States Government

Selected instructional materials used *

Discovering Our Past: A History of the United States, Early Years
 Florida Student Learning Center 18 Civics
 Florida, Civics, Economics & Geography
 Florida Studies Weekly, Grades K–5
 Ready Florida LAFS
 Teacher Created materials and tangible resources. District Created Materials on Locke, Montesquieu and other enlightenment authors and principles.
 Teacher created materials and tangible resources. (Replica of The Deceleration of Independence.)
 Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

5th Grade – Teacher created materials and tangible resources. (Replica of The Deceleration of Independence.) Studies Weekly standards based newspaper, videos, and pictures. Discussion and role play of events leading up to the Revolutionary War. Including the Quartering Act and Boston Tea Party. Laid the foundation for many principles in our country. Teachers use ELA curriculum called LAFS Ready. Topics include founding fathers and other aspects of our country forming.

7th and 8th Grade – In Unit 3, Foundations of American Democracy, we discuss the Deceleration of Independence per benchmarks SS.7.C.1.3 and SS.7.C.1.4. Students do an activity in which they "rewrite" the Declaration of Independence in their own words using a poem format, and must include an analysis of the natural rights, social contract, and grievances against the king.

Teacher Created materials and tangible resources. District Created Materials on Locke, Montesquieu and other enlightenment authors and principles.

"Discovering Our Past: A History of the United States–Early Years, Florida Student Learning Center 18 Civics, Economics and Geography, Florida Teacher Created Materials"

11th and 12th Grade – Teachers utilized textbook resources, developed resources, and various other materials for instruction to teach state benchmarks.

Selected grade(s): Grade 5

Selected course(s) *

5021070 – Social Studies Grade 5

Selected instructional materials used *

Florida Studies Weekly, Grades K–5
 Ready Florida LAFS
 SchoolHouse Rock Declaration of Independence

Provided details about the instruction that took place in the courses and grades selected above ***Pembroke Pines**

5th Grade- The teachers used tangible resources (e.g., Declaration of Independence) through Social Studies Weekly to discuss the events leading to the Revolutionary War and the Declaration of Independence. The LAFS Ready also reviewed topics related to the Founding Fathers and the formation of the United States and the Constitution. Skits were created and dramatic performances were shared with 3rd grade.

The morning announcements – share a series of educational lessons that are provided via our youtube channel for K–5 students. Teachers followed up with in–class discussions, technology projects, or written assignments.

B. History, meaning, significance, and effect of the provisions of the Constitution of the United States

Selected grade(s): Grade 5, Grade 7, Grade 8, Grade 12

Selected course(s) *

2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 5021070 – Social Studies Grade 5
 2106310 – United States Government

Selected instructional materials used *

Replica of the Constitution and Bill of Rights
 Florida Studies Weekly, Grades K–5
 Shh...We Are Writing The Constitution
 iCivics
 Florida Joint Center for Citizenship
 Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

5th – Teacher created materials and tangible resources. (Replica of The Constitution and print out of the Bill of Rights.) Studies Weekly standards based newspaper, videos, and pictures. Teachers use a book called "Shh... We Are Writing The Constitution" with standard based scavenger hunt.

7th and 8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials. Civics utilizes district created materials, teacher created materials, iCivics materials, and FJCC resources.

Civics utilizes district created materials, teacher created materials on the Bill of Rights and their effect on the structure of the U.S. government.

Students engage in a whole unit on the U.S. Constitution and the Bill of Rights. Some of the activities include analyzing real–life scenarios for violations of the rights guaranteed in the Bill of Rights, creating a project (board game, booklet, etc.) about the first ten amendments in the Bill of Rights, and identifying limits on our rights.

12th Grade – Teachers utilized textbook resources, developed resources, and other materials to teach Florida's required benchmarks.

Selected grade(s): Grade 5

Selected course(s) *

5021070 – Social Studies Grade 5

Selected instructional materials used *

Florida Studies Weekly, Grades K–5
 Ready Florida LAFS
 SchoolHouse Rock Preamble
 SchoolHouse Rock Constitution

Provided details about the instruction that took place in the courses and grades selected above ***Pembroke Pines**

5th - Teacher used Studies Weekly online and other tangible resources to teach the history and significance of the Constitution. Skits were created and dramatic performances shared with 3rd grade.

The morning announcement – shares a series of educational lessons that are provided via our youtube channel for K–5 students. Teachers followed up with in–class discussions, technology projects, or written assignments.

C. Arguments in support of adopting our republican form of government

Selected grade(s): Grade 5, Grade 7, Grade 8, Grade 12

Selected course(s) *

2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 5021070 – Social Studies Grade 5
 2106310 – United States Government

Selected instructional materials used *

iCivics
 Florida Joint Center for Citizenship
 Florida Studies Weekly, Grades K–5
 Teachers developed resources, and other materials to teach Florida's required benchmarks.
 Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

5th Grade – Teacher created materials and tangible resources. Studies Weekly standards based newspaper, videos, and pictures. Teach about Federalists and Anti-Federalists.

7th and 8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilized teacher created resources, textbook resources and a variety of materials. Civics utilized district created materials, teacher created materials, iCivics materials, and FJCC resources.

In our Unit 3: Foundations of American Democracy, students learn about the Federalists and Anti-Federalists and the creation of our republican government. The students take notes on the beliefs of the Federalists and Anti-Federalists, then do a matching activity where they get statements either in support of or against the adoption of the U.S. Constitution and need to match who would have said the statement (Federalist or Anti-Federalist), and then watch a video on the Federalists and the ratification of the U.S. Constitution (Benchmark SS.7.C.1.8)

Civics utilizes district created materials, teacher created materials including analyzing the both points of view expressed in the federalists papers.

12th Grade – Teachers utilized textbook resources, developed resources, and other materials to teach Florida's required benchmarks.

Selected grade(s): Grade 5

Selected course(s) *

5021070 – Social Studies Grade 5

Selected instructional materials used *

Florida Studies Weekly, Grades K–5
 Ready Florida LAFS

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

5th Grade – Teachers used Studies Weekly to teach about the republican form of government.

D. Flag education

Selected grade(s): Grade K, Grade 1, Grade 5, Grade 7

Selected course(s) *

5021070 – Social Studies Grade 5
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 5021020 – Social Studies Grade K
 5021030 – Social Studies Grade 1

Selected instructional materials used *

Florida Studies Weekly, Grades K–5
 Teacher created materials and tangible resources. (International Flags and historical American flags.)
 Teacher Created materials and tangible resources.
 Florida Studies Weekly – K, Grade K–5
 Brainpop Jr.

Provided details about the instruction that took place in the courses and grades selected above *

K - Teacher created resources, Social Studies Weekly Publication, we recited the Pledge and National Anthem each morning while saluting the flag displayed in our classroom.

First Grade teaches the American flag as symbol of America. Students learn the colors-red, white, and blue- have very specific meanings. Students learn how to properly pledge to the flag and practice it every day. Students learn what the words and phrases in the Pledge of Allegiance mean and the origin of the Pledge. Students learn about the first flag with 13 stars and 13 stripes and compare it to the current flag of 50 stars and 13 stripes. They learn the stars represent the states in America. Students complete a cut and paste of the Pledge of Allegiance, color, both the first and current flag, compare the 2 flags and know that it represents America. Students also learn that the flag never touches the ground and there is a proper way to bring a flag down from a flagpole, fold it or discard if damaged. They learn this information through Studies Weekly, Brainpop, Jr., and teacher created resources.

5th Grade – Teacher created materials and tangible resources. (International Flags and historical American flags.) Studies Weekly standards based newspaper and pictures discussing how to display and fold the U.S.A. Flag.

7th Grade – district-created Patriotism unit taught according to state statute. Enrichment/Teacher-Created Patriotism Unit taught according to state statute as required.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**Selected course(s) ***

5013060 – Music – Grade Kindergarten
 5013070 – Music – Grade 1
 5013080 – Music – Grade 2
 5013110 – Music – Intermediate 3
 5021060 – Social Studies Grade 4
 5021070 – Social Studies Grade 5
 5001010 – Art – Grade Kindergarten
 5001020 – Art – Grade 1
 5001030 – Art – Grade 2
 5001040 – Art – Intermediate 1
 5001050 – Art – Intermediate 2
 5001060 – Art – Intermediate 3

Selected instructional materials used *

Grand Old Flag Song
 Star Spangled Banner
 America the Beautiful
 Teacher Created materials and tangible resources.
 Florida Studies Weekly, Grades K–5

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–3 Music– The music teacher uses multiple videos to teach patriotic songs, including the Grand Old Flag, Star Spangled Banner and America the Beautiful.

K-5 Art – Review of famous artists flag reproductions

The morning announcement – shared a series of educational lessons that are provided via our youtube channel for K-5 students. The daily morning announcements have the patriotic songs included following the Pledge of Allegiance and National Anthem. All students are asked to recite the pledge daily and stand as the patriotic song plays.

E. Elements of civil government

Selected grade(s): Grade K, Grade 5, Grade 7, Grade 12

Selected course(s) *

5021070 – Social Studies Grade 5
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 2106310 – United States Government
 5021020 – Social Studies Grade K

Selected instructional materials used *

Ready Florida LAFS
 Florida Studies Weekly, Grades K-5
 BrainPop
 floabulary.com
 Number the Stars
 iCivics
 Florida Joint Center for Citizenship
 Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

K – We learn about rules and responsibilities through Social Studies weekly and teacher created resources. We discuss how to be a good citizen and what respect is. We learn about the presidents and patriots through our publication and teacher created activities.

5th Grade – Teacher created materials and tangible resources. (Chart of federal, state, and local positions and responsibilities.) Studies Weekly standards based newspaper, videos, and pictures. Teachers use ELA curriculum called LAFS Ready. Topics include running for P.O.T.U.S. and class president. Discussion of Washington D.C. and the logic for creating the capital.

Teacher created materials and tangible resources. (Brainpop Videos and Flocabulary to introduce the topics.) Teachers use ELA Novel "Number the Stars" and comprehension questions. On Holocaust Remembrance Day we take a moment to discuss the importance of loving and accepting people that are different from our self. On the Anniversary of Pearl Harbor we discuss the Internment Camps; which eventually brings up Concentration Camps.

7th Grade – Curricular middle school units taught according to state benchmarks as required. Civics utilizes district created materials, teacher created materials, iCivics materials, and FJCC resources.

Civics utilizes district created materials, teacher created materials on the levels branches of local, state, and federal government.

Per civics benchmarks SS.7.C.3.3, 3.4, and 3.8, students learn all about the functions and relationships between the federal, state, and local levels. We do Venn Diagrams comparing the services provided at each level, we pick areas of concern in our communities to write petitions about and then identify which level of government would best handle that issue, and we also use modern-day news stories to identify some of the issues or challenges that can exist between the federal and state governments sharing power.

12th Grade – Teachers utilized textbook resources, developed resources, and other materials to teach Florida's required benchmarks.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5021020 – Social Studies Grade K
 5021030 – Social Studies Grade 1
 5021040 – Social Studies Grade 2
 5021050 – Social Studies Grade 3
 5021060 – Social Studies Grade 4
 5021070 – Social Studies Grade 5
 5001010 – Art – Grade Kindergarten
 5001020 – Art – Grade 1
 5001030 – Art – Grade 2

5001040 – Art – Intermediate 1
 5001050 – Art – Intermediate 2
 5001060 – Art – Intermediate 3

Selected instructional materials used *

Scholastic News
 Ready Florida LAFS
 Teacher Created materials and tangible resources.
 Florida Studies Weekly, Grades K–5

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–2 The Primary Teachers teach about rules and responsibilities through Social Studies Weekly. They learn about Presidents and other famous historical figures.

3-5 The Intermediate Teachers teach the branches of government and the roles and responsibilities of each. The Ready Florida LAFS reviews information related to the President and National and Local Government.

K–5 Art – Voting and presidential pets through review of famous artist reproductions.

F. History of the United States

Selected grade(s): Grade K, Grade 1, Grade 5, Grade 7, Grade 8, Grade 11

Selected course(s) *

2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 2100320 – United States History Honors
 2100330 – Advanced Placement United States History
 2100310 – United States History
 5021070 – Social Studies Grade 5
 5020120 – STEM Lab Grade 5
 5021030 – Social Studies Grade 1

Selected instructional materials used *

United States History, Reconstruction to the Present
 CPALMS
 iCivics
 Ready LAFS
 Florida Studies Weekly, Grades K–5
 Florida Joint Center for Citizenship
 Teacher Created materials and tangible resources.
 Florida Studies Weekly – K, Grade K–5
 Brainpop Jr.

Provided details about the instruction that took place in the courses and grades selected above *

K– We learn about the first Thanksgiving and why the pilgrims came to America. We use our Social Studies Weekly publication and teacher created materials.

1st Grade Teacher – Teacher created materials used to supplement Studies Weekly resources. Studies Weekly introduces first grade students to Veteran's. Flip book activity researching: Veteran's are...; Veteran's have...; Veterans can...; In addition to our Florida Studies Weekly magazine, students read Scholastic News Weekly Reader– Who are Veterans? Who can be a Veteran? Class activities include the Veteran's flip book activity, Thank you Cards to Veterans and how we can celebrate Veterans (ex. Parades). Patriots– Studies Weekly introduces first grade students to Patriots (a person who loves our country) and Presidents (a leader of our country). Read Aloud "The Wall" by Eve Bunting on Youtube , Brainpop Jr videos President; George Washington (a Patriot) and Abraham Lincoln. Classroom activities include written ideas and craft activities by students– If I Were President..., What are ways we can love our country?

5th Grade – Teacher created materials and tangible resources. (Map of major battles during the Revolutionary War and Map of European Explorers and their route/s.)

Studies Weekly standards based newspaper, videos, and pictures.

Discussion and role play of events leading up to the Revolutionary War. Including the Quartering Act and Boston Tea Party.

Teachers use ELA curriculum called LAFS Ready. Topics include Boston Tea Party, Midnight Ride, Civil War, Trail of Tears, Transcontinental Railroad, and Pony Express.

Jig Saw Google Slide Project about the three regions of Colonial America.

7th and 8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials. Civics utilizes district created materials, teacher created materials, iCivics materials, and FJCC resources.

Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials. Civics utilizes district created materials, teacher created materials, iCivics materials, and FJCC resources.

11th Grade – A year long course that is designed for students to gain a greater understanding of the political, cultural, economic, and commercial aspects of American History and how it relates to current American culture. State CPALMS and approved text books. Teacher created materials and tangible resources. (Map of major battles during the Revolutionary War and Map of European Explorers and their route/s.)

Selected grade(s): Grade 5

Selected course(s) *

5021070 – Social Studies Grade 5

Selected instructional materials used *

Florida Studies Weekly, Grades K–5
Ready LAFS

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

5th Grade –Teachers used Studies Weekly to teach about the history of the United States.

G. History of the Holocaust (1933–1945)

Selected grade(s): Grade 5, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2106020 – M/J Civics, Advanced
5021070 – Social Studies Grade 5
2100015 – M/J United States History & Career Planning
2100025 – M/J United States History Advanced & Career Planning
2106010 – M/J Civics
2108300 – Sociology
2109320 – World History Honors
2109310 – World History
1001350 – English Honors 2
1001340 – English 2
2109420 – Advanced Placement World History
2103400 – Advanced Placement Human Geography
2106360 – Comparative Political Systems
1000410 – Intensive Reading
1001320 – English Honors 1
1001380 – English Honors 3
1001410 – English Honors 4
1001310 – English 1
1001370 – English 3
1001400 – English 4

Selected instructional materials used *

Terrible Things: An Allegory of the Holocaust
Benno and the Night of Broken Glass
A Light in Every Window
Daniel's Story
BrainPop
flocabulary.com
Teacher Created materials and tangible resources.

Night
 Interviewing Holocaust Survivors
 Common Lit
 Abraham Bomba; Ellis Lewis

Provided details about the instruction that took place in the courses and grades selected above *

Grades K-5 – Gifted teacher had students participate in Holocaust Education by reading books and having open discussions about the Holocaust.

Teacher created materials and tangible resources. (Brainpop Videos and Flocabulary to introduce the topics.) Teachers use ELA Novel "Number the Stars" and comprehension questions. On Holocaust Remembrance Day we take a moment to discuss the importance of loving and accepting people that are different from our self. On the Anniversary of Pearl Harbor we discuss the Internment Camps; which eventually brings up Concentration Camps.

7th and 8th Grade – Teacher Created materials and tangible resources

9-10 Graders read articles, a speech and several vidoes that showed depictions of Holocuast survivors and what they wen through during the Holocaust. We also watched videos that described the history of the Holocaust and the effects and how many people died. We also explored the speech "The perils of Indifference" on Common Lit by Elie Wiesel.

9th-12th Grade- Discuss the ramifications of discrimination and prejudice from a sociological standpoint as it relates to the Holocaust and scapegoating.

Curricular units taught according to state benchmarks as required. Teachers utilize teacher created resources, textbook resources and a variety of materials

Novels, excerpts of texts, teacher created materials

H. History of African Americans

Selected grade(s): Grade K, Grade 1, Grade 3, Grade 5, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 2100340 – African-American History
 5021070 – Social Studies Grade 5
 5021020 – Social Studies Grade K
 1001310 – English 1
 1001340 – English 2
 1001370 – English 3
 1001400 – English 4
 1001350 – English Honors 2
 1001320 – English Honors 1
 1001410 – English Honors 4
 1001380 – English Honors 3
 1000410 – Intensive Reading
 5022000 – Study Hall-Elementary
 5021030 – Social Studies Grade 1
 2100310 – United States History

Selected instructional materials used *

From Slavery to Freedom: A History of African Americans 9th Ed.
 Teacher Created materials and tangible resources.
 iCivics
 Ready LAFS
 CPALMS
 BrainPop
 Florida Studies Weekly – K, Grade K-5
 pebblego.com

Provided details about the instruction that took place in the courses and grades selected above *

K- Celebrate Black History Month in February. Read stories and watch videos about African American's that have made an impact on the United States.

1st Grade Teacher - Teacher created materials used to supplement Studies Weekly resources. Studies Weekly introduces first grade students to the struggles and gained freedoms of African Americans; as well as introduce them to the importance of American History and famous African Americans. Students learned about famous African Americans by researching on the Pebble Go website and watching the various videos on BrainPOP Jr. Students completed African American research papers, created dioramas to match their selected individual and presented their research to the class.

Elementary Character Education Grades 3–5 –Teacher utilized materials such as internet research and media center resources to introduce students to African American historical figures and events.

5th Grade – Teacher created materials and tangible resources. (Famous African American Scoot Game.)

Studies Weekly standards based newspaper, videos, and pictures.

Teachers use ELA curriculum called LAFS Ready. Topics include the Underground Railroad.

Discussion of Jamestown in 1607 that started the Slave Trade in the colonies, and the subsequent Columbian Exchange or Triangle Trade Route.

Scholastic Underground Railroad Simulation with a factual story and activities. Includes perspectives from abolitionists, freed slaves, and bounty hunters.

African American Brain Pop Foldable, where the students get to pick six people or topics to learn about and take notes. (Ex: Harlem Renaissance or Jackie Robinson.)

For Black History Month a famous quote is displayed with the person's accomplishments.

Discussion and comparison of Martin Luther King Jr. and Malcolm X.

7th and 8th Grade – Teacher created materials and tangible resources. (Famous African American Scoot Game.)

Studies Weekly standards based newspaper, videos, and pictures.

Teachers use ELA curriculum called LAFS Ready. Topics include the Underground Railroad.

Discussion of Jamestown in 1607 that started the Slave Trade in the colonies, and the subsequent Columbian Exchange or Triangle Trade Route.

Scholastic Underground Railroad Simulation with a factual story and activities. Includes perspectives from abolitionists, freed slaves, and bounty hunters.

African American Brain Pop Foldable, where the students get to pick six people or topics to learn about and take notes. (Ex: Harlem Renaissance or Jackie Robinson.)

For Black History Month a famous quote is displayed with the person's accomplishments.

Discussion and comparison of Martin Luther King Jr. and Malcolm X.

9th – 12th Grade – The primary content emphasis for African American History course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African–American history, and contemporary African–American affairs.

Utilized poems, short stories, narratives, speeches and novels to show the history of African Americans from the slave trade, to abolishment, to racism, Harlem renaissance, the civil rights movement, and contemporary black literature.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5021020 – Social Studies Grade K

5021030 – Social Studies Grade 1

5021040 – Social Studies Grade 2

5021050 – Social Studies Grade 3

5021060 – Social Studies Grade 4

5021070 – Social Studies Grade 5

Selected instructional materials used *

Teacher Created materials and tangible resources.

Scholastic News

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–5 The morning announcements – share a series of educational lessons that are provided via our youtube channel for K–5 students. Teachers followed up with in–class discussions, technology projects, or written assignments.

A Canvas course was created to address Black History Month and was provided to students in K–5. The resources offer an in–depth look into the topic. Students show understanding of the concept, skill, or topic by creating a technology project, providing a written response, participating in class discussion, or completing an activity worksheet.

Daily announcements are shared to students, staff and parents via email and morning announcements about famous African Americans and their contributions to the American cultural, historical, political, economic, and social fabric of American History. These were intended to stimulate discussions in the classroom and at home to keep the topic alive throughout the month celebration.

I. Elementary principles of agriculture

Selected grade(s): Grade 6, Grade 7, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

8106810 – Agriscience Foundations 1
 2103010 – M/J World Geography
 2109010 – M/J World History
 2103020 – M/J World Geography, Advanced
 2103400 – Advanced Placement Human Geography

Selected instructional materials used *

Teacher Created materials and tangible resources.
 CPALMS

Provided details about the instruction that took place in the courses and grades selected above *

Curricular middle school units taught according to state benchmarks as required.

World History and World Geography utilize teacher created resources, textbook resources and a variety of materials.

Agriscience Foundations 1 used teacher created materials to teach the history, impact, and business of agriscience. Practiced agricultural and safety skills while operating tools and equipment. Used off-campus field trips to study plant and animals sciences. Constructed and used a greenhouse to select and use plant production systems, fertilize and irrigate plants, and control plant pests.

Selected grade(s): Grade K, Grade 1

Selected course(s) *

5013060 – Music – Grade Kindergarten
 5013070 – Music – Grade 1

Selected instructional materials used *

Johnny Appleseed
 Science Agriculture Song
 Apple Song

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K-1 –In music class, the students learn about agriculture by singing the songs and participating in follow-up discussions.

J. The true effects of all alcoholic and intoxicating liquors

Selected grade(s): Grade 5, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2002480 – Forensic Science 1
 2107350 – Advanced Placement Psychology
 5015070 – Physical Education – Grade 5
 1506320 – HOPE-Physical Education Variation

Selected instructional materials used *

Teacher Created materials and tangible resources.

Forensic Science: Fundamentals & Investigations
 D.A.R.E. Materials
 CPALMS

Provided details about the instruction that took place in the courses and grades selected above *

5th Grade – Red Ribbon Week

D.A.R.E. Program for students to learn about how to prevent use of controlled drugs, membership in gangs, and violent behavior.

8th – 12th Grade – Drug and Alcohol Interventions– Students participate in teacher lead discussions and research on the different classifications of drugs and the harmful effects that drugs and alcohol have on the human body. Students learn the penalties associated with drug crimes and the cost of treatment for drug alcohol addictions. Students research the cost that drugs/drug addiction has on local, state and federal government. Students also research and discuss the opioid epidemic and the effects that it has not only on an individual, but the family and community.

Selected instructional materials used Forensic Science– Bertino & Bertino

Curricular 9–12 units taught according to state benchmarks as required
 Teachers utilize teacher created resources, textbook resources and a variety of materials.

Online activity seeing the effects of specific drugs on your brain and neurotransmitters, discussion on specific drugs and their effect on your brain and body including tolerance and withdrawal, reading and worksheets on specific drugs and their effects.

Selected grade(s): Grade 5

Selected course(s) *

5021070 – Social Studies Grade 5

Selected instructional materials used *

G.R.A.D.E–Gang Resistance and Drug Education

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

5th –The SRO implements the Gang Resistance and Drug Education (G.R.A.D.E) program to teach various safety related topics: Self-Respect, High and Low Self-Esteem, Responsibility, Peer Pressure, Leaders and Followers, Gang Awareness and Intervention, Bullying, Personal Goals, Internet Safety, Alcohol & Drugs, and Addiction. Alcohol and addiction are discussed and the adverse impact on the mind and body. The program is 10 weeks and upon completion, they must write an essay to graduate and receive a certificate of completion and G.R.A.D.E. T-shirt and are celebrated at a breakfast provided by our PTA for the accomplishment of completing this important program.

K. Kindness to animals

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5021030 – Social Studies Grade 1
 5020060 – Science – Grade Five
 5022000 – Study Hall–Elementary

Selected instructional materials used *

Teacher Created materials and tangible resources.
 pebblego.com
 Florida Studies Weekly, Grades K–5
 Brainpop Jr.
 BrainPop
 Second Step: Skills for Social and Academic Success
 Aspire
 iReady
 Character Strong

Provided details about the instruction that took place in the courses and grades selected above *

K-5 instruction was conducted by the Health/Character Education teacher using the Character Strong program which provides social emotional learning materials and supports. Students engaged in a lesson in Kindness that included a class discussion on caring for animals and treating animals with kindness. This was followed by an activity in which children picked a pet that they would like to have and drew pictures of how to care for the animal that they picked.

1st Grade – Teacher used Social Studies Weekly. Teacher created instructional materials and used pebblego.com. Read stories and have classroom discussions on how to treat animals with kindness. Also, how to take care of pets. Difference between wild and tame animals. We have Redemptive Love farm bring animals and they teach us how to care for them. Painted Pony is also a field trip we take to visit a farm/animals and learn how to care for them. Children get hands on activities/experiences in caring for animals.

5th Grade – Teacher created materials used to teach about endangered animals as defined in the FSSA Glossary, interdependence, and limiting factors that influence species survival.

Selected grade(s): Grade K, Grade 1, Grade 2

Selected course(s) *

5001010 – Art – Grade Kindergarten
 5001020 – Art – Grade 1
 5021020 – Social Studies Grade K
 5021030 – Social Studies Grade 1
 5021040 – Social Studies Grade 2

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Scholastic News
 Pooches for Pines Animal Assistance Program

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K-1 – Save the earth, review of famous artists reproductions.

K2 Teacher used Scholastic News. Teachers read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. In this lesson teachers held classroom discussions on how to treat animals with kindness.

K-2 The SRO provides the students with an activity booklet to help the students to learn how to care for their pets (e.g., feed, clean, vaccinate, secure safely, identification tags and chips, etc.), respect animals and interact safely with animals and pets.

K-1 Our SRO coordinated having the Broward Sheriff's Office Bloodhounds Team visit our school and spend time with our Kinder and First Grade Students. They were informed of the important role that the special animals play in police investigations in finding people due to their nature scent abilities. Children were able to pet the animals and appreciate their beauty and kindness.

L. History of the state

Selected grade(s): Grade 5, Grade 6, Grade 8

Selected course(s) *

2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 5021070 – Social Studies Grade 5
 5021060 – Social Studies Grade 4

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Florida Studies Weekly – 4, Grade K-5
 Florida Studies Weekly, Grades K-5

Provided details about the instruction that took place in the courses and grades selected above *

4th Grade – reading and studying Florida Studies Weekly, videos to supplement the content, class discussions.

5th Grade – Studies Weekly standards based newspaper, videos, and pictures. A focus on the Governor Andrew Jackson and the first state Governor William Dunn Mosley.

A timeline of the Seminole Wars.

8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials.

Selected grade(s): Grade 4

Selected course(s) *

5021060 – Social Studies Grade 4

Selected instructional materials used *

Florida Studies Weekly – Grade 4, Florida History
BrainPop

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

Teachers used instructional materials including worksheets, graphic organizers and video to teach Florida's history.

During Non-COVID years, our 4th graders attend a two day trip to St. Augustine to review what they have learned in the classroom in a the real-world through LIVING HISTORY.

M. Conservation of natural resources

Selected grade(s): Grade 1, Grade 5, Grade 6, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2001310 – Earth/Space Science
5021070 – Social Studies Grade 5
2106010 – M/J Civics
2106020 – M/J Civics, Advanced
2002080 – M/J Comprehensive Science 2, Advanced
2001380 – Advanced Placement Environmental Science
2002070 – M/J Comprehensive Science 2
5021030 – Social Studies Grade 1

Selected instructional materials used *

EARTH SCIENCE: GEOLOGY, THE ENVIRONMENT, AND THE UNIVERSE, 1ST FLORIDA EDITION
Teacher Created materials and tangible resources.
keslscscience.com
Florida Studies Weekly, Grades K-5
CPALMS
Florida Joint Center for Citizenship
iCivics
HMH Florida Science: Student Edition Grade 7
Student Created
HMH Florida Science, Grade K-5
Reduce, Reuse, Recycle

Provided details about the instruction that took place in the courses and grades selected above *

1st Grade- Teacher created materials used to supplement HMH resources. HMH Unit 4 (Earth's Resources) introduces first grade students to water as a natural resource that must be conserved. Students read about conserving water in their HMH workbooks and complete the HMH digital interactive lesson as well. This concept is reinforced during the week of Earth Day, when students learn about reducing, reusing, and recycling in order to save our planet. Students watch the BrainPop Jr. video Reduce, Reuse, Recycle and sort objects and resources by which of the 3 R's applies to them. Students write about how they can conserve natural resources to help the planet.

5th Grade – Teacher created materials and tangible resources. (Map of Natural Resources found in Florida and the U.S.A.) Brings up the topic of exporting and importing, along with trading goods across a country. Studies Weekly standards based newspaper, videos, and pictures. A focus on the Florida Aquifer and how it functions. Teachers use ELA curriculum called LAFS Ready. Topics hydro, solar, and wind powered devices and how they work.

7th Grade – Students study the differences between renewable and non-renewable resources utilizing HMH. Students study the water cycle and carbon cycle utilizing Kesler Science. Students gain further instruction on resources specific to Florida using teacher created materials. Students generate a project that encompasses renewable and non-renewable resources of a specific ecosystem with the State of Florida.

Curricular middle school units taught according to state benchmarks as required. Civics utilizes teacher created materials, iCivics materials, and FJCC resources.

9th – 12th Grade – Conservation of Natural Resources Ocean Conservation and Pollution– Students participates in a teacher lead discussion/lecture on ocean pollution and the harmful effects to the environment. Students participated in a lab in which students interacted with a body of water in a tube with artificial vegetation and animals and items that would pollute the ocean. Students had to exam and determine the most effective way to clean the body of water and present their recommendations/findings to the class. Students researched and discussed the Deepwater Horizon oil spill primarily do to their close proximity to the Gulf of Mexico. Students discussed the ramifications to not only to the Gulf of Mexico, but the economic impact of the fishing industry.

Curricular 9–12 units taught according to state benchmarks as required. Teachers utilize teacher created resources, textbook resources, student created resources and a variety of other materials.

Selected grade(s): Grade K, Grade 5

Selected course(s) *

5020010 – Science – Grade K
 5020020 – Science Grade One
 5020030 – Science – Grade Two
 5020040 – Science – Grade Three
 5020050 – Science – Grade Four
 5020060 – Science – Grade Five

Selected instructional materials used *

Scholastic News
 Science Fusion

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

Teacher-created materials and resources to identify and discuss renewable or renewable resources.

N1. Community health

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 3026010 – HOPE-Physical Education (Core)
 1508070 – M/J Comprehensive Physical Education Grade 7/8
 2002040 – M/J Comprehensive Science 1
 8417110 – Health Science Foundations
 5015040 – Physical Education – Grade 2
 5022000 – Study Hall-Elementary

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Fitness for Life
 Second Step: Skills for Social and Academic Success
 HMH Florida Science, Earth
 keslerscience.com
 Introduction to Health Science: Pathways to Your Future
 iReady

BrainPop
Aspire

Provided details about the instruction that took place in the courses and grades selected above *

K–5th Grade – Teacher created materials and tangible resources used to teach required bench state benchmarks.

5th grade students participated in a series of lessons about empathy in the community. The lesson was taught by the Health/Character Education teacher using the Second Step program which is assigned as part of School-wide Social-Emotional Learning (SEL). The teacher led student in discussions about using empathy to identify problems in the community and come up with possible solutions. The student then completed teacher guided worksheets that supported the topic.

6th–8th Grade – Teacher generated materials, PowerPoints, lectures and presentations using information on various topics provided by the State Health Department and FSUS Clinic/Nursing program. Textbook titled Fitness for Life. Second Step program for middle grades provided by FSUS administration focusing on teenage community mental health. Students study the nature of infectious diseases and viruses utilizing HMH.

9th–12th Grade – Curricular 9–12 units taught according to state benchmarks as required Teachers utilize teacher created resources, textbook resources and a variety of materials

N10. Prevention and control of disease

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2000360 – Anatomy and Physiology Honors
2000320 – Biology 1 Honors
2000310 – Biology 1
8417110 – Health Science Foundations
8417211 – Nursing Assistant 3
0708830 – International Baccalaureate Spanish 4
1506320 – HOPE–Physical Education Variation

Selected instructional materials used *

Teacher Created materials and tangible resources.
The Immortal Life of Henrietta Lacks
Nursing Assisting: A Foundation in Caregiving, 4th Edition
Nursing Assistants A Basic Study Guide 10th edition
Introduction to Health Science: Pathways to Your Future
Fitness for Life

Provided details about the instruction that took place in the courses and grades selected above *

9th–12th Grade – teachers use teacher created materials and have students investigate, research and present on the transmission and prevention of various diseases.

Health and Nursing – Teacher used text book and teacher created materials to ensure instruction of state required components.

K–12 Grade – School Nurse –regularly appeared on morning announcements reminding students on proper way to wash hands and other methods to control the passes of germs and diseases.

Hope – teachers use teacher created materials and text book to ensure instruction of state required components

N11. Substance use and abuse

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2002480 – Forensic Science 1
1506320 – HOPE–Physical Education Variation
1508000 – M/J Fitness – Grade 6
5015070 – Physical Education – Grade 5
1001350 – English Honors 2
1001380 – English Honors 3
1508020 – M/J Team Sports – Grade 7

1508060 – M/J Comprehensive Physical Education Grade 6/7
 1508070 – M/J Comprehensive Physical Education Grade 7/8
 2200300 – NC Study Hall 1
 5008020 – Health – Kindergarten
 5008030 – Health – Grade 1
 5008040 – Health – Grade 2
 5008050 – Health – Grade 3
 5008060 – Health – Grade 4
 5008070 – Health – Grade 5

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
 School Counselor
 Safe School Officer (SRO)

Selected instructional materials used *

Drug Abuse Resistance Education
 Teacher Created materials and tangible resources.
 District-Created Resources
 Street Lives an Oral History of Homeless Americans
 The Absolutely True Diary of a Part-Time Indian
 Streetwise
 Fitness for Life
 Chatter High
 BrainPop
 Brainpop Jr.
 No! and I mean No! Say no to drugs
 Gale Opposing Viewpoints Online Collection

Provided details about the instruction that took place in the courses and grades selected above *

K-8 – Red Ribbon Week in October Students engaged in many activities concerning the problems related to tobacco, alcohol, and drugs. The theme is "Be Happy. Be Brave. Be Drug Free."

K-2 – Video – No! And I mean no. Say No to drugs.

5th Grade D.A.R.E. program taught by the Safe School Officer (FSUPD).

8th Grade HOPE Class – This course help students understand how to live a healthy lifestyle. Students will be learning about health and body material throughout out the year such as sexual abstinence, drug use and abuse. They will be able to idenify reasons not to use drugs or alcohol.Students will be able to understand how the body and brain respond to drugs and alcohol, the short term and long-term consequences of using drugs and alcohol, and refusal skills to counteract peer pressure. By the end of this class, each student should be able to have a better understanding of their own personal capabilities in Physical Fitness, Health and Life Management.

High School – Drug and Alcohol Interventions– Students participate in teacher leaddiscussions and research on the different classifications of drugs and the harmful effects that drugs and alcohol have on the human body. Students learn the penalties associated with drug crimes and the cost of treatment for drug alcohol addictions. Students research the cost drugs/drug addiction has on local, state and federal government. Students also research and discuss the opioid epidemic and the effects that it has not only on an individual, but the family and community. Curricular 9-12 units taught according to state benchmarks as required.

Teachers utilize teacher created resources, textbook resources and a variety of materials.

Selectedgrade(s): Grade 3, Grade 4, Grade 5

Selected course(s) *

5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 5015050 – Physical Education – Grade 3

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
 SRO Pembroke Pines Police Department

Selected instructional materials used *

G.R.A.D.E–Gang Resistance and Drug Education
G.R.E.A.T Gang Resistance and Training

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–5 Red Ribbon Week Events

See attached Student and Parent Pledge (See link to complete pledge)

<https://www.redribbon.org/pledge>

See attached National Red Ribbon Week Planning Guide for Teachers

Brain Pop Lesson Plans by Grade

<https://hopecomputers.weebly.com/red-ribbon-week.html>

Quizlet

<https://quizlet.com/498495875/substance-abuse-brainpop-flash-cards/>

Substance Abuse

<https://www.brainpop.com/health/personalhealth/substanceabuse/>

Brain Pop Jr Illegal Drugs Video

<https://www.youtube.com/watch?v=8wZPFZ8McY>

Smoking Quiz

<https://www.brainpop.com/health/personalhealth/smoking/>

Alcohol Brain Pop

<https://www.brainpop.com/health/personalhealth/alcohol/>

Addiction Brain Pop

<https://www.brainpop.com/health/psychologyandbehavior/addiction/>

SBBC Resources

<https://www.browardschools.com/Page/43327>

3–5 Grades receive instruction Using the G.R.A.D.E. Program.

Program was developed by the Pembroke Pines Police Department – Stands for Gang Resistance and Drug Education

4th Grade grade receives instruction through the G.R.E.A.T. Program. <https://www.great-online.org/>

N12. Child Trafficking Prevention Education

Selected grade(s): Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2200300 – NC Study Hall 1
2002480 – Forensic Science 1
2002490 – Forensic Sciences 2
1001380 – English Honors 3
1001350 – English Honors 2

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
School Counselor

School Psychologist

Selected method(s) of delivering instruction *

Oral
Written

Selected instructional materials used *

Aspire
Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

Instruction for 6–12 students will be taught using a specialized curriculum that is modeled after Second Step called Seminoles ASPIRE (Alliance for Supporting Positive growth & Inspiring Resilience in Education). The materials include videos created by the Seminoles ASPIRE clinicians from the FSU Psychology department. The curriculum will be delivered during High School English courses.

Forensic 1 and 2 – Teacher created materials. Students will use skills learned through out the forensic course to demonstrate strategies to protect against child trafficking and predators.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**Selected course(s)***

5015020 – Physical Education – Grade Kindergarten
5015030 – Physical Education – Grade 1
5015040 – Physical Education – Grade 2
5015050 – Physical Education – Grade 3
5015060 – Physical Education – Grade 4
5015070 – Physical Education – Grade 5
5010041 – Language Arts – Kindergarten
5010042 – Language Arts – Grade One
5010043 – Language Arts – Grade Two
5010044 – Language Arts – Grade Three
5010045 – Language Arts – Grade Four
5010046 – Language Arts – Grade Five

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
School Counselor

Selected method(s) of delivering instruction *

Oral
Written

Selected instructional materials used *

LAUREN'S KIDS
PATHS Program

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

Lauren's Kids is based in South Florida and educates adults and children about sexual abuse prevention through in-school curricula, awareness campaigns, and speaking engagements around the country and the world. Our mission is to prevent child sexual abuse through education and awareness and to help survivors heal with guidance and support.

PATHS Program – evidence –based social and emotional learning (SEL) programs that cultivate a safer and more positive learning environment, where both students and teachers can thrive.

N13. Teen dating violence and abuse

Selected grade(s): Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

1506320 – HOPE–Physical Education Variation

Selected instructional materials used *

District–Created Resources
Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

2200310 High School Advisory – Teachers used district created resources to ensure instruction.
Hope – Teachers used teacher created materials and tangible resources to ensure instruction.

N14. Sexual abstinence

Selected grade(s): Grade 8, Grade 9

Selected course(s) *

1506320 – HOPE–Physical Education Variation

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher

Selected method(s) of delivering instruction *

Oral
Written

Selected instructional materials used *

Teacher Created materials and tangible resources.
Amaze; Advocates for Youth
Healthy and Unhealthy Relationships; Aids and HIV

Provided details about the instruction that took place in the courses and grades selected above *

As part of the HOPE class, the student receives instruction in family life and prevention and control of disease. The students will learn information on the topics of the following:

- Personal Safety
- Human Reproduction and Childbirth
- Puberty
- HIV/AIDS and Sexually Transmitted Diseases (STDs)
- Abstinence
- Contraception and Pregnancy Prevention
- Healthy and Respectful Relationships
- Decision Making

The students are able to view powerpoint and videos that are related to the topics listed. We complete group activities that introduce different views and terminology of the lesson.

Selected grade(s): Grade 4, Grade 5

Selected course(s) *

5015060 – Physical Education – Grade 4
5015070 – Physical Education – Grade 5

5020050 – Science – Grade Four
5020060 – Science – Grade Five

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher

Selected method(s) of delivering instruction *

Oral

Selected instructional materials used *

All About Life K-12 Family Life & Human Sexuality Curriculum

Provided details about the instruction that took place in the courses and grades selected above *

The 4th and 5th grade teachers, with the assistance of the Physical Education teacher teach the K-12 Family Life and Human Sexuality Curriculum, which includes discussions on puberty, sexual exploration, sexually transmitted diseases (HIV & AIDS) and the social emotional and health benefits of abstinence.

N2. Consumer health

Selected grade(s): Grade 3, Grade 4, Grade 5, Grade 7, Grade 8, Grade 10, Grade 11, Grade 12

Selected course(s) *

5015050 – Physical Education – Grade 3
5015060 – Physical Education – Grade 4
5015070 – Physical Education – Grade 5
1506320 – HOPE-Physical Education Variation
2000360 – Anatomy and Physiology Honors

Selected instructional materials used *

Teacher Created materials and tangible resources.
Fitness for Life
HMH Florida Science, Life

Provided details about the instruction that took place in the courses and grades selected above *

Units taught according to state benchmarks as required. Teachers utilize teacher created resources, textbook resources and a variety of materials.
10th-12 grade students research and create presentations on consumer health.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s)*

5015030 – Physical Education – Grade 1
5015020 – Physical Education – Grade Kindergarten
5015040 – Physical Education – Grade 2
5015050 – Physical Education – Grade 3
5015060 – Physical Education – Grade 4
5015070 – Physical Education – Grade 5
5020020 – Science Grade One
5020050 – Science – Grade Four
5020060 – Science – Grade Five

Selected instructional materials used *

Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

In 1st grade, the students learn about identifying health care providers.

Wellness Policy

The Pembroke Pines Charter School system has a Wellness Policy that is updated and reviewed annually.

Chartwells' Food Service

Chartwells' Food Service promotes nutrition education in the school cafeteria. The cafeteria serves as a "learning laboratory" which enables students to apply critical thinking skills taught in the classroom. Attractive and current nutrition education materials are prominently displayed. Chartwells' Food Service utilizes signs, activities, educational materials, and promotions from their Discovery Kitchen program to engage students, provide nutrition education, and promote the consumption of healthy foods.

Youtube videos on Health Foods

K-5 The PE Teacher continually reviews healthy food choices. He uses their snacks as examples and reviews the nutritional values on their snacks to help the students to distinguish between poor and healthy food choices. The teacher explains how food choices are processed in the body and the importance of eating more protein and vegetables and less carbohydrates to help the body to be at the optimal level of health.

N3. Environmental health

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

5020010 – Science – Grade K
 5020020 – Science Grade One
 5020030 – Science – Grade Two
 5020040 – Science – Grade Three
 5020050 – Science – Grade Four
 5020060 – Science – Grade Five
 1506320 – HOPE–Physical Education Variation
 2002050 – M/J Comprehensive Science 1, Advanced
 1508060 – M/J Comprehensive Physical Education Grade 6/7
 2002070 – M/J Comprehensive Science 2

Selected instructional materials used *

Teacher Created materials and tangible resources.
 keslerscience.com
 HMH Florida Science: Student Edition Grade 7
 CPALMS

Provided details about the instruction that took place in the courses and grades selected above *

K-5 – teachers utilize state standards and adopted instructional materials to ensure instruction.

7th and 8th Grade – environmental factors and human activities and their impacts and consequences on the environment. Utilize state standards and adopted instructional materials to ensure instruction.

9th-12th Grade – discuss specific human activities and pollutants and their impact on the water, land, flora, and fauna. Utilize state standards and adopted instructional materials to ensure instruction. In addition to state standard the instructor uses college board AP environmental College standards.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5020010 – Science – Grade K
 5020020 – Science Grade One

Selected instructional materials used *

Teacher Created materials and tangible resources.
 CPALMS

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K-5 – teachers utilize state standards and adopted instructional materials to ensure instruction.

N4. Family life

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 8

Selected course(s) *

5022000 – Study Hall-Elementary
 1506320 – HOPE-Physical Education Variation
 1508060 – M/J Comprehensive Physical Education Grade 6/7
 1508070 – M/J Comprehensive Physical Education Grade 7/8

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Second Step: Skills for Social and Academic Success

Provided details about the instruction that took place in the courses and grades selected above *

K-5th Grade Character Education –Teacher used the Second step assigned grade level materials to guide students through age appropriate lessons on the importance of family units, respect, and responsibilities.

6th-8th and HOPE – Through the Second Step program students were taught how to deal with multiple issues such as bullies, friendships, intimate relationships, parent relationships, respecting authority, following rules, managing stress, maintaining schedules, controlling emotions, setting priorities and finding things to enjoy.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5020060 – Science – Grade Five
 5020010 – Science – Grade K
 5020020 – Science Grade One
 5020030 – Science – Grade Two
 5020040 – Science – Grade Three
 5020050 – Science – Grade Four

Selected instructional materials used *

Teacher Created materials and tangible resources.
 School Board of Broward County Family Life Program Resources
 All About Life K-12 Family Life & Human Sexuality Curriculum

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

HUMAN FAMILY LIFE CURRICULUM

Kinder

Lesson 6 and 9 ONLY diagrams/pictures if needed

1st

Lesson 6 and 9 ONLY diagrams/pictures if needed

2nd

Lesson 8 and 9 ONLY diagrams/pictures if needed

3rd

Lesson 6, 8, 9 ONLY diagrams/pictures if needed

4th

Lesson 4, 5 (pages 5-1 to 5-6) diagrams/pictures if needed

5th

Lesson 3, 5 (pages 5-1 to 5-8) diagrams/pictures if needed

5-Introduction & Gender Roles Being considerate to others and beginning to learn about oneself will be covered in this lesson. The importance of ground rules; using slang vs. medical terms; and the introduction of the anonymous question box will be presented to students. This lesson will define the "sex role"; development of sex roles; and recognition of historical figures of both genders in various fields. Lesson 2 – Decision-Making This lesson will discuss active vs. passive decisions. Students will have an opportunity to practice making decisions and discuss the importance of considering alternatives, consequences, feelings and beliefs during the decision making process. Lesson 3 - Reproductive System The student acquires the knowledge and skills necessary to maintain a healthy life. The student will learn information pertaining to the reproductive system such as dimensions of health, stages of growth and development, health risks, and ways to live safely. Lesson 4 – Sexual Exploitation This lesson is intended to reduce the chances that anyone in the class will be exploited in the future and to help those who may have already been exploited to feel better about themselves. Kinds of touch; the definition of exploitation; children's rights; recognizing exploitation; preventing it; reporting it; resources; and helping a friend will be discussed. Lesson 5 – HIV & AIDS HIV and AIDS are very serious. The important topics covered are the difference between healthy and unhealthy fear of the disease and the modes of transmission. This lesson will educate students on "communicable diseases", give examples of such, distinguish between illnesses caused by germs and other factors and discuss ways to prevent the contraction of HIV.

N5. Resiliency Education: Civic and Character Education and Life Skills Education.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

1506320 – HOPE-Physical Education Variation
 5022000 – Study Hall-Elementary
 5008020 – Health – Kindergarten
 5008030 – Health – Grade 1
 5008040 – Health – Grade 2
 5008050 – Health – Grade 3
 5008060 – Health – Grade 4
 5008070 – Health – Grade 5
 1508000 – M/J Fitness – Grade 6
 1508020 – M/J Team Sports – Grade 7
 1508060 – M/J Comprehensive Physical Education Grade 6/7
 1508070 – M/J Comprehensive Physical Education Grade 7/8
 8417110 – Health Science Foundations
 8417211 – Nursing Assistant 3
 1001350 – English Honors 2
 1001380 – English Honors 3

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
 School Counselor
 FSU Professor and graduate students in FSU Psychological and Counseling Services.

Selected instructional materials used *

Fitness for Life
 District Created Resources
 District Created Materials
 Second Step: Skills for Social and Academic Success
 Seminoles ASPIRE Alliance for Supporting Positive growth & Inspiring Resilience in Education
 Chatter High
 Nursing Assisting: A Foundation in Caregiving, 4th Edition
 Nursing Assistants A Basic Study Guide 10th edition
 Introduction to Health Science: Pathways to Your Future
 Sam's Secret
 Manuel: RAD Kids Personal Empowerment Safety Education
 Character Strong

Provided details about the instruction that took place in the courses and grades selected above *

K-5 instruction will be conducted by the Health/Character Education teacher using the Second Step program and Character Strong which is assigned per grade level materials as part of School-wide Social-Emotional Learning (SEL) to guide students through age appropriate lessons on the importance of mental and emotional wellness.

SEL Instruction for 6-8 students will be provided by Physical Education teachers using the Second Step curriculum and additional materials from the Fitness for Life text book. Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress. This unit's content helps students understand that all emotions are valuable because they provide us with information about our environment. Students learn to respond to their emotions in ways that help meet their wants and needs. Students also learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. The content helps students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.

Instruction for 9-12 students will be taught using a specialized curriculum that is modeled after Second Step called Seminole ASPIRE (Alliance for Supporting Positive growth & Inspiring Resilience in Education). The materials include videos created by the Seminole ASPIRE clinicians from the FSU Psychology department. The curriculum will be delivered during High School English Courses.

The CNA courses will be taught using text books and state approved materials and following the standards required by the Department of Education.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 5010041 – Language Arts – Kindergarten
 5010042 – Language Arts – Grade One
 5010043 – Language Arts – Grade Two
 5010044 – Language Arts – Grade Three
 5010045 – Language Arts – Grade Four
 5010046 – Language Arts – Grade Five

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
 School Counselor
 SRO Pembroke Pines

Selected instructional materials used *

G.R.E.A.T Gang Resistance and Training
 Monique Burr Foundation Grades K-5 Child Safety Matters
 BrainPop
 No Place for Hate
 Character Education Materials
 Start with Hello
 G.R.A.D.E-Gang Resistance and Drug Education

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

4th and 5th grade receive instruction using **G.R.A.D.E.** – Community based expert – SRO – Officer – **5th Grade** – program was developed by the Pembroke Pines Police Department – Stands for Gang Resistance and Drug Education and **G.R.E.A.T.** – Community based expert – SRO – Officer and Guidance – **4th grade** – Gang Resistance and Training

No Place for Hate – <https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate>

After school commitment – School Counselor – Grades 3-5

Character Education – (K-5)

https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13726/curriculum%20images/character%20education/Cooperation_Elementar

Student incentives provided monthly to students demonstrating the monthly character trait.

Grade level K-5

Red Ribbon Week – K-5 – Oct. 23-31st – <https://www.redribbon.org/>

Start With Hello – K-5 – <https://www.sandyhookpromise.org/our-programs/start-with-hello/>

Anti-Bullying – K-5 – <https://www.stopbullying.gov/resources/get-help-now>

Peace Week – K-5 – <https://www.awarenessdays.com/awareness-days-calendar/international-day-of-peace-2020/> – Oct. 21

No Name Calling Week – K-5 – Jan. 20-24 – <https://www.glsen.org/no-name-calling-week>

Random Acts of Kindness Week – K-5 – Feb. 3-7 – <https://www.randomactsofkindness.org/rak-week>

Mental Health Month – K-5 – May – <https://www.nami.org/Get-Involved/Awareness-Events/Mental-Health-Month>

National Mental Health Counseling Week – K-5 – May 6-12 – <https://www.amhca.org/events/eventdescription?CalendarEventKey=b1db19a-c1f9-40be-acd0-0500e00c762c&Home=%2Fevents%2Feventdescription>

National Suicide Prevention Week – K-5 – Sept. 6-12 – <https://afsp.org/keepgoing>

Brain Pop Grades K-5 – <https://www.brainpop.com/>

No Place for Hate & Kids Care Club Grades 3-5 <https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate> Grades

Red Ribbon Week – K-5 – Oct. 23-31st – <https://www.redribbon.org/>

Start With Hello – K-5 – <https://www.sandyhookpromise.org/our-programs/start-with-hello/>

Anti-Bullying – K-5 – <https://www.stopbullying.gov/resources/get-help-now>

Peace Week – K-5 – <https://www.awarenessdays.com/awareness-days-calendar/international-day-of-peace-2020/> – Oct. 21

No Name Calling Week – K-5 – Jan. 20-24 – <https://www.glsen.org/no-name-calling-week>

Random Acts of Kindness Week – K-5 – Feb. 3-7 – <https://www.randomactsofkindness.org/rak-week>

Mental Health Month – K-5 – May – <https://www.nami.org/Get-Involved/Awareness-Events/Mental-Health-Month>

National Mental Health Counseling Week – K-5 – May 6-12 – <https://www.amhca.org/events/eventdescription?CalendarEventKey=b1db19a-c1f9-40be-acd0-0500e00c762c&Home=%2Fevents%2Feventdescription>

National Suicide Prevention Week – K-5 – Sept. 6-12 – <https://afsp.org/keepgoing>

N6. Injury prevention and safety

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

2002070 – M/J Comprehensive Science 2
 2002080 – M/J Comprehensive Science 2, Advanced
 2002100 – M/J Comprehensive Science 3
 2002110 – M/J Comprehensive Science 3, Advanced
 2000350 – Anatomy and Physiology
 2000310 – Biology 1
 2000320 – Biology 1 Honors
 2003340 – Chemistry 1
 2003350 – Chemistry 1 Honors
 2001310 – Earth/Space Science
 2001320 – Earth/Space Science Honors
 2002480 – Forensic Science 1
 2002500 – Marine Science 1
 2000340 – Advanced Placement Biology
 2001381 – Cambridge AICE Environmental Management AS Level
 2003370 – Advanced Placement Chemistry
 2002200 – M/J STEM Environmental Science
 2003380 – Physics 1
 5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5

1502410 – Individual and Dual Sports 1
 1502420 – Individual and Dual Sports 2
 1502430 – Individual and Dual Sports 3
 1506320 – HOPE–Physical Education Variation
 1508060 – M/J Comprehensive Physical Education Grade 6/7
 1508070 – M/J Comprehensive Physical Education Grade 7/8
 1504400 – Golf 1
 1501340 – Weight Training 1
 1501350 – Weight Training 2
 1501360 – Weight Training 3

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Flinn Scientific Safety Rules and Contract
 District–Created Resources

Provided details about the instruction that took place in the courses and grades selected above *

K–12 th Grade– Every classroom teacher instructs all of their students on classroom emergency procedures including fire drill, lockdown, shelter in place, weather alert and Run–Hide–Fight.

5th –12th Grade – Every science class teaches lab and classroom safety. Flinn Scientific Safety Rules and Contract.

K–12 Grade – Every classroom teacher reviews classroom rules and procedures to ensure the safety of all students. Teachers review clinic procedures for going to the clinic and the medication policy.

K–12 Physical Education – Every PE teacher instructs students on safety rules to keep students safe while participating in class activities.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**Selected course(s) ***

5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 5021020 – Social Studies Grade K
 5021030 – Social Studies Grade 1
 5021040 – Social Studies Grade 2
 5021050 – Social Studies Grade 3
 5021060 – Social Studies Grade 4
 5021070 – Social Studies Grade 5

Selected instructional materials used *

G.R.E.A.T Gang Resistance and Training
 G.R.A.D.E–Gang Resistance and Drug Education
 Teacher Created materials and tangible resources.
 Eddie Eagle Program

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–5 The PE teacher continually reminds students the importance of warming up and cooling down by performing stretching or breathing exercises to help the muscles warm up and cool down to prevent injury.

K–5 The PE teacher instructs students to practice responsible behaviors and strategies when engaging in physical activity. The PE teacher encourages students to engage in physical activity and organized sports to help promote physical activity as a life practice in order to promote good health and fitness. The teacher conducts group activities, including Field Days to promote fun and fitness for life.

K-3 The SRO uses the Eddie Eagle Program to instruct the students on safety. The SRO reviews with them the importance of safety with weapons and to find an adult or to call 911. She also reviews how they should never call 911 to play only in the event of an emergency. The students receive a workbook and coloring guide to use during the lessons.

K- The SRO works with the students to learn their parent's legal names and phone numbers to help locate them if they ever lost. The SRO also reads to the classes weekly in an effort to build a rapport with the students which enables her to be proactive in preventing behavior concerns that could potentially escalate. The students feel comfortable coming her throughout the day with any concerns they have as she walks the campus.

4th- The SRO implements the Gang Resistance Education and Training (G.R.E.A.T.) to work with the students on various safety related topics: making good choices; communicating clearly; controlling anger (anger alerts and signals in the body); respecting others; being a good citizen; trusted adults; avoiding rumors and gossip; and, acting instead of reacting (think before you act). The SRO uses multiple strategies to reinforce these topics and to build a relationship with the students as one of their trusted adults they can go to if in need. The program is six weeks and continues in Middle School. Students receive a certificate and drawstring bag at the end of the program.

5th- The SRO implements the Gang Resistance and Drug Education (G.R.A.D.E) program to teach various safety related topics: Self-Respect, High and Low Self-Esteem, Responsibility, Peer Pressure, Leaders and Followers, Gang Awareness and Intervention, Bullying, Personal Goals, Internet Safety and Drugs. The program is 10 weeks and upon completion, they must write an essay to graduate and receive a certificate of completion and G.R.A.D.E. T-shirt.

N7. Internet safety

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s)

5020070 – STEM Lab Kindergarten
 5020080 – STEM Lab Grade 1
 5020090 – STEM Lab Grade 2
 5020100 – STEM Lab Grade 3
 5020110 – STEM Lab Grade 4
 5020120 – STEM Lab Grade 5
 2002480 – Forensic Science 1
 9003430 – IT Systems & Applications
 1506320 – HOPE-Physical Education Variation
 1508000 – M/J Fitness – Grade 6
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 2200300 – NC Study Hall 1
 1001350 – English Honors 2
 1508020 – M/J Team Sports – Grade 7
 1508060 – M/J Comprehensive Physical Education Grade 6/7
 1000410 – Intensive Reading
 1001380 – English Honors 3
 1001410 – English Honors 4
 1001340 – English 2
 1001370 – English 3

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
 IT Specialist, Trained Teaching Assistant, District IT, and Safe School Officer

Selected method(s) of delivering instruction *

Oral
 Written
 Web Based

Selected instructional materials used *

Teacher Created materials and tangible resources.
 District Created Resources

Gale OneFile: Educator's Reference Complete
 Second Step: Skills for Social and Academic Success
 Drug Abuse Resistance Education
 R.A.D. Kids
 Seminoles ASPIRE Alliance for Supporting Positive growth & Inspiring Resilience in Education
 Sam's Secret
 Manuel: RAD Kids Personal Empowerment Safety Education

Provided details about the instruction that took place in the courses and grades selected above *

K-5 instruction in the Stem course will contain dangers of talking to strangers on social media and websites. Discuss how to navigate social media/internet safely and what is appropriate/not appropriate to post on social media. The R.A.D Kids program in Physical Education will teach how students how to recognize dangerous situations and some basic self defense.

Forensic Science students participate in teacher lead discussions and research regarding Cyber Crimes, Crimes related to social media and penalties associated with such crimes. Teachers and students discuss how to navigate social media and the internet safely and what is appropriate/not appropriate to post on social media.

Instruction for 9-12 students will be taught using a specialized curriculum that is modeled after Second Step called Seminoles ASPIRE (Alliance for Supporting Positive growth & Inspiring Resilience in Education). The materials include videos created by the Seminoles ASPIRE clinicians from the FSU Psychology department.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s)

5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 5010041 – Language Arts – Kindergarten
 5010042 – Language Arts – Grade One
 5010043 – Language Arts – Grade Two
 5010044 – Language Arts – Grade Three
 5010045 – Language Arts – Grade Four
 5010046 – Language Arts – Grade Five
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5021070 – Social Studies Grade 5

Selected qualification(s) of the instructors for the selected courses above *

Florida Certified Teacher
 School Counselor
 SRO Pembroke Pines Police Department

Selected method(s) of delivering instruction *

Oral
 Written
 Computer

Selected instructional materials used *

Lauren's Kids: Safer Smarter Schools
 PATHS Program
 G.R.A.D.E-Gang Resistance and Drug Education

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines
 K-5 receive instruction through Lauren's Kids.
 3-5 receive instruction through the PATHS Program.

5th– The SRO implements the Gang Resistance and Drug Education (G.R.A.D.E) program to teach various safety related topics: Self–Respect, High and Low Self–Esteem, Responsibility, Peer Pressure, Leaders and Followers, Gang Awareness and Intervention, Bullying, Personal Goals, Internet Safety and Drugs. The SRO discusses how their personal information should never be given out over the internet. They also discuss viruses and malware. They review the dangers of social media (e.g., Facebook, Twitter, Instagram, Snapchat, etc). The program emphasizes how the information is never completely private and/or cannot truly be removed once posted. The topic of cyberbullying and the consequences is also discussed and the potential for criminal charges for such activity. The program is 10 weeks and upon completion, they must write an essay to graduate and receive a certificate of completion and G.R.A.D.E. T-shirt.

K–5 Students and parents are provided with Internet Safety Recommendations through our Weekly Newsletter which provides multiple resources provided by experts and law enforcement to keep students safe while online.

N8. Nutrition

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

8800510 – Culinary Arts 1
 8800520 – Culinary Arts 2
 8800530 – Culinary Arts 3
 8800540 – Culinary Arts 4 (Track 1)
 8800550 – Culinary Arts 4 (Track 2)
 8800560 – Culinary Arts 4 (Track 3)
 2000360 – Anatomy and Physiology Honors
 5015030 – Physical Education – Grade 1
 5015020 – Physical Education – Grade Kindergarten
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5
 1506320 – HOPE–Physical Education Variation

Selected instructional materials used *

Teacher Created materials and tangible resources.
 US Food and Drug Administration
 Fitness for Life
 Foundations of Restaurant Management & Culinary Arts: Level One
 Foundations of Restaurant Management and Culinary Arts, Level 2

Provided details about the instruction that took place in the courses and grades selected above *

Anatomy – teacher created materials and students keep and analyze a food log.
 Culinary – teacher created materials and text book. Review nutrition value in foods and describe the components of a nutrition label. Learn what is a healthy nutrition program and how to prepare the foods in that program.
 K –5 – Physical Education – Food pyramid, food groups, portion control, how to read food labels using US Food and Drug Administration guidelines. 3rd –5th grade did a week long food log project.
 Hope PE – teacher created and current web related materials and information from the text book.
 All grade units taught according to state benchmarks as required.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5

Selected instructional materials used *

Teacher Created materials and tangible resources.
Chartwells' Food Service

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

Wellness Policy

The Pembroke Pines Charter School system has a Wellness Policy that is updated and reviewed annually.

Chartwells' Food Service

Chartwells' Food Service promotes nutrition education in the school cafeteria. The cafeteria serves as a "learning laboratory" which enables students to apply critical thinking skills taught in the classroom. Attractive and current nutrition education materials are prominently displayed. Chartwells' Food Service utilizes signs, activities, educational materials, and promotions from their Discovery Kitchen program to engage students, provide nutrition education, and promote the consumption of healthy foods.

Selected Instructional Material

Youtube videos on Health Foods

K-5 The PE Teacher continually reviews healthy food choices. He uses their snacks as examples and reviews the nutritional values on their snacks to help the students to distinguish between poor and healthy food choices. The teacher explains how food choices are processed in the body and the importance of eating more protein and vegetables and less carbohydrates to help the body to be at the optimal level of health.

N9. Personal health

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

5020060 – Science – Grade Five
1506320 – HOPE-Physical Education Variation
0708830 – International Baccalaureate Spanish 4
8417110 – Health Science Foundations
5015030 – Physical Education – Grade 1
5015040 – Physical Education – Grade 2
5015050 – Physical Education – Grade 3
5015020 – Physical Education – Grade Kindergarten
5015060 – Physical Education – Grade 4
5015070 – Physical Education – Grade 5

Selected instructional materials used *

Always Changing & Growing Up Puberty Education Program
Teacher Created materials and tangible resources.
Fitness for Life
Nursing Assisting: A Foundation in Caregiving, 4th Edition
Nursing Assistants A Basic Study Guide 10th edition
Introduction to Health Science: Pathways to Your Future

Provided details about the instruction that took place in the courses and grades selected above *

5th Grade – School nurse uses Always Changing & Growing Up Puberty Education Program and teacher created tangible resources about personal health.

K-5 – School nurse regularly presents information on personal health on morning announcements.

Hope – Teacher uses teacher created materials and the text book to ensure all state standards are taught. 9-

12 – teachers utilize state standards and adopted instructional materials to ensure instruction.

K-5 Physical education – Teacher used created materials to teach required standards including washing hands, sneezing, coughing and personal hygiene.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5015020 – Physical Education – Grade Kindergarten
 5015030 – Physical Education – Grade 1
 5015040 – Physical Education – Grade 2
 5015050 – Physical Education – Grade 3
 5015060 – Physical Education – Grade 4
 5015070 – Physical Education – Grade 5

Selected instructional materials used *

Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–5 The teacher reviews the importance of keeping their hands clean to help reduce the risk of transmission of viruses. He also reminds them the importance of remaining hydrated by drinking water.

P. Study of Hispanic contributions

Selected grade(s): Grade 1, Grade 6, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

5021070 – Social Studies Grade 5
 2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 1001350 – English Honors 2
 1001340 – English 2
 1001380 – English Honors 3
 1001370 – English 3
 1001410 – English Honors 4
 1000410 – Intensive Reading
 5021030 – Social Studies Grade 1
 2100310 – United States History

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Ready LAFS
 Florida Social Studies–Florida Studies

Provided details about the instruction that took place in the courses and grades selected above *

1st Grade Teacher - Teacher created materials used to supplement Studies Weekly resources. Studies Weekly introduces first grade students to Hispanic American culture. Classroom teachers use the SSW lesson plan as students read through the magazine. Class discussions, videos, literature, and charts to compare similarities and differences between Hispanic American and other cultures.

5th Grade – Studies Weekly standards based newspaper, videos, and pictures. It focuses on the contributions of Spanish soldiers during the Revolutionary War and Spanish Explorers for discovering the New World. Teachers use ELA curriculum called LAFS Ready. It focuses on Cesar Chavez and the importance of the agricultural revolution he started.

8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials.

Instructors 9–12 utilized poems, short stories, narratives, speeches and novels to show the history of Hispanic leaders throughout history.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s) *

5001030 – Art – Grade 2
 5001040 – Art – Intermediate 1
 5021020 – Social Studies Grade K
 5021030 – Social Studies Grade 1
 5021040 – Social Studies Grade 2

5021050 – Social Studies Grade 3
 5021060 – Social Studies Grade 4
 5021070 – Social Studies Grade 5

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Scholastic News

Provided details about the instruction that took place in the courses and grades selected above *

Pimbroke Pines

1st Grade Teacher – Teacher created materials used to supplement Studies Weekly resources. Studies Weekly introduces first grade students to Hispanic American culture. Classroom teachers use the SSW lesson plan as students read through the magazine. Class discussions, videos, literature, and charts to compare similarities and differences between Hispanic American and other cultures.

Grades 2–3 Art – Cinco de Mayo. Review of famous artists reproductions.

The morning announcements – share a series of educational lessons that are provided via our youtube channel for K–5 students. Teachers followed up with in-class discussions, technology projects, or written assignments.

K–5 A Canvas course was created to address Hispanic Heritage Month and was provided to students in K–5. The resources offer an in-depth look into the topic. Students show understanding of the concept, skill, or topic by creating a technology project, providing a written response, participating in class discussion, or completing an activity worksheet.

K–5 Daily Announcements and Emails were sent to students, teachers and parents highlighting the accomplishments and contributions of famous Hispanic Americans and their contributions to American History and Culture.

Q. Study of women's contributions

Selected grade(s): Grade K, Grade 5, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

5021070 – Social Studies Grade 5
 2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 1001320 – English Honors 1
 1001340 – English 2
 2100310 – United States History
 1001350 – English Honors 2

Selected instructional materials used *

Ready LAFS
 Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

K– We learn about Rosie the Riveter and the symbolism of her character for women during the war.

5th Grade – Teacher created materials and tangible resources. (American Heroes: Comparing Deborah Sampson and Sacajawea.) Studies Weekly standards based newspaper, videos, and pictures. Teachers use ELA curriculum called LAFS Ready. Topics include Harriet Tubman and Pocahontas. Discuss and identify important female leaders of Women's Suffrage.

8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials.

Instructors 9–12 utilized poems, short stories, narratives, speeches and novels to show the how women's roles and involvement changed and become more prominent throughout history. We also look at women who often did amazing things but were overlooked.

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s)*

5021020 – Social Studies Grade K
 5021030 – Social Studies Grade 1

5021040 – Social Studies Grade 2
 5021050 – Social Studies Grade 3
 5021060 – Social Studies Grade 4
 5021070 – Social Studies Grade 5

Selected instructional materials used *

Teacher Created materials and tangible resources.
 Scholastic News

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K–5 The morning announcements – share a series of educational lessons that are provided via our youtube channel for K–5 students. Teachers followed up with in–class discussions, technology projects, or written assignments.

K–5 A Canvas course was created to address Women’s History and was provided to students in K–5. The resources offer an in–depth look into the topic. Students show understanding of the concept, skill, or topic by creating a technology project, providing a written response, participating in class discussion, or completing an activity worksheet.

K–5 Daily Announcements and Emails were sent to students, teachers and parents highlighting the accomplishments and contributions of famous Woman and their contributions to American History and Culture.

R. Nature and importance of free enterprise

Selected grade(s): Grade 7, Grade 8, Grade 12

Selected course(s) *

2100015 – M/J United States History & Career Planning
 2100025 – M/J United States History Advanced & Career Planning
 2106010 – M/J Civics
 2106020 – M/J Civics, Advanced
 2102335 – Economics with Financial Literacy

Selected instructional materials used *

iCivics
 Florida Joint Center for Citizenship
 Teacher Created materials and tangible resources.

Provided details about the instruction that took place in the courses and grades selected above *

7th and 8th Grade – Curricular middle school units taught according to state benchmarks as required. US History utilizes teacher created resources, textbook resources and a variety of materials. Civics utilizes teacher created materials, iCivics materials, and FJCC resources.

12th Grade – Teachers utilized textbook resources, developed resources, and other digital and print materials to teach Florida’s required benchmarks.

S. Character development program

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

1001320 – English Honors 1
 1001310 – English 1
 1000410 – Intensive Reading
 7755040 – Advanced Academics: K–5 for Gifted Students
 5022000 – Study Hall–Elementary
 1001340 – English 2
 1001350 – English Honors 2

Selected instructional materials used *

Second Step: Skills for Social and Academic Success

BrainPop

Be Kind

Teacher Created materials and tangible resources.

Aspire

Seminoles ASPIRE Alliance for Supporting Positive growth & Inspiring Resilience in Education

Provided details about the instruction that took place in the courses and grades selected above *

Grade Levels K–5 Character Education teacher used Second Step curriculum used to facilitate grade level appropriate interactive lessons with students that involved learning and practicing social and emotional skills such as kindness, honesty, self confidence, anti-bullying, and etc.

Gifted Students in grades K–5 learned about Conflict Resolution and Mediation with support from the Florida Supreme Court's Dispute Resolution Center and Brain Pop. They also learned about the Constitution, performed a mock mediation and mock trial with the assistance of Justice Polson, and explored the Court System. (Brain Pop was also used as a classroom resource.) Gifted students in grades K–5 explored the notion of kindness, ultimately writing their own picture book to be donated to the school library. (Mrs. Wilkinson has it.) Many books were used as resources (such as Be Kind, by Pat Zietlow). Reading Intervention classes in grades K–5 studied Dr. Martin Luther King, Jr. for a unit, using children's literature, Brain Pop and other resources. Study of conflict resolution and mediation (in conjunction with the Florida Supreme Court Dispute Resolution Center, including 2 field trips to the Supreme Court). Students rewrote fairy tales and original mediated cases that were performed at the Supreme Court as a culminating activity relating to our classroom instruction.

Be Kind all the Time – program developed by the K–5 Dean of students. Poster placed in every K–5 classroom. Video presentaion in every K–5 classroom. One on one review by Dean of students anytime someone is not kind.

Character Education program created by the school elementary counselor that promotes bullying prevention, responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. She teaches in classrooms, small groups nas one on one sessions.

FSUS Elementary Bullying Prevention Program is a whole-school program specifically designed to prevent and reduce bullying throughout a school setting, K–5th grade. This program is designed to help create positive changes in students' behavior and in the school climate so students can feel safe, ready to learn, and can achieve academic success.

· Students are involved in learning about bullying, identifying roles people play in bullying situations, prevention and intervention strategies to create a safe and welcoming school climate. Individual attention is given to students who are bullying others and those who are being bullied.

o Our goals:

To reduce existing bullying problems among students

To prevent the development of new bullying problems

To achieve better peer relations at school.

Replace school's bystanders with an upstander community.

Ensure teachers and administrators are committed to addressing bullying.

Incorporate bullying prevention and awareness in lessons taught.

Develop partnership with parents

FSUS Elementary is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our school works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community. We strive to create a positive learning environment where students are able to express themselves to be critical thinkers, motivated leaders, and lifelong learners.

9th–12th Grade – Instruction for 9–12 students will be taught using a specialized curriculum that is modeled after Second Step called Seminoles ASPIRE (Alliance for Supporting Positive growth & Inspiring Resilience in Education). The materials include videos created by the Seminoles ASPIRE clinicians from the FSU Psychology department. The curriculum will be delivered during High School Advisory by graduate students in Psychological and Counseling

Services.

Selected grade(s): Grade K, Grade 2, Grade 3, Grade 4, Grade 5

Selected course(s)*

5021020 – Social Studies Grade K

5021040 – Social Studies Grade 2

5021070 – Social Studies Grade 5

5021030 – Social Studies Grade 1

5021050 – Social Studies Grade 3

5021060 – Social Studies Grade 4

Selected instructional materials used *

Kids and the Power of Work (KAPOW) Program

Teacher Created materials and tangible resources.

Character Education

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

K- The SRO works with the Kindergarten Teachers to select age appropriate books on various character related topics to help teach positive messages and safety.

Grades 2 & 5 Various Community Volunteers work with the 2nd and 5th grade teachers using the KAPOW program to work with the students once per month for 8 sessions on topics selected by the teachers: jobs we know, my perfect job, good and bad work habits and attitudes, what is a team, getting to know you, connections, restaurant jobs, and field experience. The instructor engages the students in various activities to inspire and teach kids how to work well with others, plan career choices, research job requirements, training and education needed, and habits needed to be able to hold down a job once they are an adult.

Grades K-5 Students are taught the monthly Character Education Traits (e.f., Cooperation, Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, and Tolerance) via the Morning Announcements and reviewed by the teacher. Students are identified by the classroom teacher as exemplifying each character trait and submit their names to the School Counselor. The School Counselor, Administrator and SRO visit each class and recognize the winners of each month's award with JAGUAR Character Medals, Certificates and Other prizes to celebrate their good character.
[Character Education Program](#)

T. To encourage patriotism

Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Selected course(s) *

5021020 - Social Studies Grade K
 2100015 - M/J United States History & Career Planning
 2100025 - M/J United States History Advanced & Career Planning
 2106010 - M/J Civics
 2106020 - M/J Civics, Advanced
 5021030 - Social Studies Grade 1

Selected instructional materials used *

Florida Joint Center for Citizenship
 iCivics
 Teacher Created materials and tangible resources.
 Florida Studies Weekly - K, Grade K-5
 Brainpop Jr.
 The Wall

Provided details about the instruction that took place in the courses and grades selected above *

A Veterans Day Ceremony is held yearly. This ceremony is open to the school and community. During the ceremony, family members of staff and students are highlighted in a power point presentation. A POW missing man table is displayed and the symbolism behind the table is read to the audience. Patriotic Music is presented by the schools Chorus, Band and Orchestra. Reception is held at the conclusion of the ceremony to celebrate our veteran and guests.

Dailey Pledge of Allegiance and playing of the National Anthem.

K- We learn about Veteran's Day in our Social Studies publication.

1st Grade Teacher - Teacher created materials used to supplement Studies Weekly resources. Studies Weekly introduces first grade students to Veteran's. Flip book activity researching: Veteran's are...; Veteran's have...; Veterans can...; In addition to our Florida Studies Weekly magazine, students read Scholastic News Weekly Reader- Who are Veterans? Who can be a Veteran? Class activities include the Veteran's flip book activity, Thank you Cards to Veterans and how we can celebrate Veterans (ex. Parades). Patriots- Studies Weekly introduces first grade students to Patriots (a person who loves our country) and Presidents (a leader of our country). Read Aloud "The Wall" by Eve Bunting on Youtube, Brainpop Jr videos President; George Washington (a Patriot) and Abraham Lincoln. Classroom activities include written ideas and craft activities by students- If I Were President..., What are ways we can love our country?

7th and 8th Grade - Curricular middle school units taught according to state benchmarks as required.
 US History utilizes teacher created resources, textbook resources and a variety of materials.
 Civics utilizes teacher created materials, iCivics materials, and FJCC resources.

For Veterans Day and Memorial Day, we do various activities to teach students what these two holidays are for, why they are important, and the differences between them. We sometimes do a guided viewing of the History Channel's Veterans Day Special, a WebQuest, an analysis of "In Flanders Fields", a Veterans or Memorial Day acrostic poem, etc.

Selected grade(s): Grade 5**Selected course(s) ***5021070 – Social Studies Grade 5

Selected instructional materials used *

Florida Studies Weekly, Grades K–5
Ready Florida LAFS
SchoolHouse Rock Preamble
SchoolHouse Rock Constitution
SchoolHouse Rock How a Bill Becomes a Law
Grand Old Flag Song
Star Spangled Banner
America the Beautiful

Provided details about the instruction that took place in the courses and grades selected above *

Pembroke Pines

5th - Teachers used Studies Weekly online and other tangible resources to teach history and discuss patriotism.

The morning announcement – shares a series of educational lessons that are provided via our youtube channel for K–5 students. Teachers followed up with in–class discussions, technology projects, or written assignments. Also, America's Famous Patriotic Songs are played as part of the morning announcement throughout the year (e.g., My Country Tis of The, This Land is Your Land, God Bless America, America the Beautiful, Star Spangled Banner, etc.). Further, we celebrate Purple Day which recognizes the Military Child and their Family Member(s) serving our country and the sacrifices made by all.

