

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 5th
Unit A: Mental and Emotional, Family, and Social Health	20 days
Unit B: Growth and Nutrition	20 days
Unit C: Personal Health and Safety	20 days
Unit D: Drugs and Disease Prevention	20 days
Unit E: Community and Environment Health	20 days
Unit F: Sexual Health	10 days
Unit G: Pregnancy/Parenting	10 days

Introduction

The Comprehensive Health Education Units for grades K-5 are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit.

Unit A: Mental, Emotional, Family and Social Health	
Standard	
2.1 Personal/Mental Health	
Disciplinary Concept/Performance Expectations	
Emotional Health	

2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Social Health

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

Community Health Services and Support

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Primary Interdisciplinary Connections:

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
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Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Take responsibility for my health ● Practice life skills ● Show good character ● Choose actions for a healthy self-concept ● Communicate my emotions in healthful ways ● Choose behaviors for a healthy mind ● Make responsible decisions ● Use resistance skills when necessary ● Have a plan to manage stress ● Bounce back from hard times ● Show respect for all people ● Encourage others to take responsibility for their health ● Communicate in healthful ways ● Resolve conflicts in healthful ways ● Work to have healthful family relationships ● Adjust to family changes in healthful ways 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Discuss how life skills can help you take responsibility for your health and reach wellness ● Explain how a healthful behavior and a risk behavior differ ● Identify 10 areas of health ● Describe why you need health knowledge and how to get it ● Describe how to set and achieve short-term and long-term health goals ● Explain how to make a health behavior contract ● List the 6 traits of good character ● Explain the parts of a healthy personality ● Name actions that show you have a healthy self-concept ● Identify emotions ● Describe strategies for coping with strong emotions ● Describe strategies for improving your mental health ● List and apply the steps you can take to make responsible decisions ● Describe things that might influence your choices, including peer pressure ● Describe the skills you can use in resistance pressure to make a wrong decision ● Describe what stress is and how it affects the body ● Explain strategies for stress management ● Describe ways to bounce back from hard times ● Identify the 3 main kinds of relationships ● Describe how to show respect and earn the respect of others ● List ways to be an advocate for health ● Describe how to communicate in

	<p>healthful ways</p> <ul style="list-style-type: none"> ● Identify ways to use nonverbal communication and listening skills ● Describe ways to communicate emotions ● Explain why and how conflict develops ● List strategies for resolving conflict ● Explain how a responsible adult can help with mediation of a conflict ● Identify actions that help make family relationships strong ● Describe ways a family might influence the health of its members ● Describe activities in which families cooperate ● Explain how families can adjust to changes and challenges ● List ways in which healthy families communicate ● Describe the importance of friends in your neighborhood, school and community ● Identify how to have strong friendships ● Explain how to avoid cliques ● Explain how your peers can pressure you ● Describe how to use resistance skills to avoid risk behaviors
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Instructional Plan	
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Chapters/Lessons	Resources
<p>Chapter 1: Mental and Emotional Health Lessons: What Are Health and Wellness? Plan for a Healthy Life Your Personality and Character Your Emotions Taking Charge of Your Health Managing Stress</p> <p>Chapter 2: Family and Social Health Lessons: Your Social Health</p>	<p>Health and Wellness:Mcgraw Hill</p>

<p>Communication in Relationships When Conflict Occurs Health in the Family Facing Family Challenges Among Friends Facing Challenges in Relationships</p> <p>Additional Topics Online</p> <ul style="list-style-type: none"> ● Social/Emotional Learning: The Compassion Project: Lower Elementary (15 Lessons) ● Feelings: Emotions/Behaviors, Thoughts/Feelings ● Emotions 	<p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://platform.everfi.net/teacher/catalog <p>(Must make an account, its FREE)</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feeling/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal
<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

SUGGESTED OPTIONS FOR DIFFERENTIATION
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing)

- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group

- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion

- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit B: Growth and Nutrition	
Standard	
<p>2.1 Personal/Mental Health 2.2 Physical Wellness</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Personal Growth/Development 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>Nutrition 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in 	

groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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Evidence of Student Learning

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Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips

	<p>-</p> <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills	
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Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Care for my body systems ● Accept the ways my body changes as I grow ● Choose habits for healthful growth and aging ● Learn the stages of the life cycle ● Be glad that I am unique ● Discover my learning style ● Eat correct amounts from MyPlate ● Follow the Dietary Guidelines ● Read food labels ● Check out food ads ● Eat healthful meals and snacks ● Choose healthful foods when eating at fast food restaurants ● Protect others and myself against germs in foods and beverages ● Use table manners ● Stay at a healthful weight ● Work on skills to prevent eating disorders 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how the human body is organized ● Identify the functions of the skeletal and muscular systems ● Explain how body systems work together ● Explain how the circulatory system works ● Explain how the respiratory system works ● Describe the structure and function of the digestive, nervous, endocrine and urinary systems. ● Describe the changes that occur in infancy and childhood ● Describe the changes that occur in adolescence and adulthood ● Explain how developing healthful habits helps you throughout your life ● Explain how heredity affects development ● List factors other than heredity that affect development ● Explain why you are unique ● Identify different ways in which people learn
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	<ul style="list-style-type: none"> ● List the important nutrients and the foods that provide them ● Describe how to use MyPlate to plan a balanced diet ● Explain the importance of the Dietary Guidelines ● Describe what information is contained on a food label ● Identify and name influences on food choices ● Explain how to plan well-balanced menus ● Explain how pathogens can get into foods ● List and apply safety guidelines for handling food ● Describe the safety and social benefits of table manners ● Explain what weight management is ● Explain why and how to find and maintain a healthful weight ● Describe the causes, signs and treatment of eating disorders
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Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 3: Growth and Development Lessons: Your Body's Systems Your Heart and Lungs More Body Systems The Stages of Life You are Unique</p> <p>Chapter 4: Nutrition Lessons: Your Basic Nutritional Needs Aim for a Balanced Diet Food That's Safe to Eat Your Weight Manager</p> <p>Additional Online Topics</p> <ul style="list-style-type: none"> ● Healthier Me 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://platform.everfi.net/teacher/catalog (Make Free Account)

<ul style="list-style-type: none"> ● Explore The Body ● Staying Healthy ● Puberty and Growing: Body Stuff ● Nutrition: Breakfast, Food Labels, Healthy Snacking ● Puberty ● Human Body Series ● Bullying 	<ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/center/htbw-main-page.html#cattough-topics ● https://kidshealth.org/en/kids/stay-healthy/#cattough-topics ● https://kidshealth.org/en/kids/grow/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=body ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=problems
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Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson

- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
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- Pattern sentences (speak and/or writing)
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- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
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- Modeled and shared writing activities
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Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
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- Assign a picture or movement to vocabulary words
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504 Plans

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- Follow all modifications/504 plan

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
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Unit C: Personal Health and Safety	
Standard	
<p>2.1 Personal/Mental Health 2.3 Safety</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Personal Growth/Development Personal Safety</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 	

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- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and

<ul style="list-style-type: none"> ● Go Noodle ● Music 	<p>progress</p> <ul style="list-style-type: none"> - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills	
Content/Goals	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Have regular checkups ● Be well groomed ● Get enough rest and sleep ● Keep my eyes and ears healthy ● Follow a dental health plan ● Get plenty of physical activity ● Follow safety rules for sports and games ● Prevent injuries during physical activities ● Follow safety rules for my home and school ● Follow safety rules for biking, walking, skating and swimming ● Follow safety rules for riding in a car/bus ● Follow safety rules for hazardous weather conditions ● Follow safety rules to protect myself from people who might harm me ● Be ready for an emergency ● Be skilled in first aid ● Follow safety rules to protect myself 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the components of a personal health plan ● Explain how to have correct posture ● Describe the basics of caring for skin, hair, nails and clothes ● Explain how personal hygiene can affect personal health, friendships, positive attitude and self-image ● Describe the health benefits of getting enough sleep ● Describe the structure and function of the eye ● List some common vision problems and ways they can be corrected ● Describe the structure and function of the ear ● List some common hearing problems ● Describe the structure and function of teeth ● Describe conditions that can harm teeth ● Describe the social, emotional, and physical benefits of physical activity
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against violence

- Stay away from gangs
- Follow safety rules to reduce my risk of injuries from guns
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- List the 5 kinds of health fitness
- Describe the kinds of fitness skills
- Explain how age, gender, heredity and health behaviors affect fitness
- Describe the various kinds of exercise and how they affect the body
- Explain how aerobic and anaerobic exercise benefits the heart and lungs
- Identify the formula for Fitness (FITT)
- Discuss the importance of frequent workouts
- Explain the importance of good sportsmanship
- Describe the influence of players, parents, coaches and fans on sports behavior
- List things to think about when choosing exercise equipment
- Describe safety precautions to take before , during and after a workout
- Explain how to prevent and treat muscle strain and sprains
- List ways to eliminate common safety hazards at home
- Describe some common fire hazards and some rules for fire safety
- List ways to eliminate common safety hazards at school
- Describe safety precautions for walking, riding in cars and using bicycles, scooters and skateboards
- List safety rules to follow during different weather conditions and in the water
- Explain how to assess an emergency situation
- Describe how to prepare for an emergency
- Describe what safety measures to take in case of a natural disaster
- Describe how to administer first aid for minor injuries
- Describe CPR and rescue breathing
- List examples of violence
- Describe ways to express anger and

	resolve conflict without violence <ul style="list-style-type: none"> ● Explain where victims of violence and abuse can get help ● Describe some characteristics of gangs ● Identify ways to avoid gangs ● Identify ways to avoid weapons
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Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 5: Personal Health and Physical Activity Lessons: Caring for Your Body Your Teeth, Eyes, and Ears The Benefits of Physical Activity A Balanced Workout Play it Safe</p> <p>Chapter 6: Violence and Injury Prevention Lessons: Keep Safe Indoors Keep Safe Outdoors How to Handle Emergencies Facts on First Aid Staying Violence Free Steering Clear of Gangs</p> <p>Additional Online Topics</p> <ul style="list-style-type: none"> ● Hand Washing/Sanitizing ● Staying Safe ● Being Good To My Body ● Personal Health-Safety: Bike, Fire, Food, Online, Water 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf ● https://kidshealth.org/en/kids/watch/#cattough-topics ● https://kidshealth.org/en/kids/stay-healthy/#cattough-topics ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal

<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
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Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated

- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit D: Drug and Disease Prevention	
Standard	
<p>2.3 Safety</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Health Conditions, Diseases and Medicines</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p>	

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Alcohol, Tobacco and Other Drugs

.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). **2.3.5.ATD.2:** Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Dependency, Substances Disorder and Treatment

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Dependency, Substances Disorder and Treatment

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Primary Interdisciplinary Connections:

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the

discussion and elaborate on the remarks of others.
 D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
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Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

	<p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Use over the counter (OTC) and prescription drugs in safe ways ● Tell how someone who uses drugs in harmful ways can get help ● I will not drink alcohol ● I will not use tobacco ● I will try to protect myself from second hand smoke ● I will not be involved in illegal drug use ● Tell how someone who uses drugs in harmful ways can get help ● I will not be involved in illegal drug use ● Say “no” if someone offers me a harmful drug ● Choose habits that prevent the spread of germs ● Recognize symptoms and get treatment for communicable diseases ● Choose habits that reduce the risk of heart disease ● Tell ways to manage chronic health conditions ● Choose habits that reduce the risk of cancer ● Choose habits that reduce the risk of diabetes ● Tell ways to manage chronic health conditions ● Tell ways to manage asthma and allergies 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the differences among drugs, medicine, prescription medicine, over the counter (OTC) medicine and illegal drugs ● List important safety precautions involved with taking medicines ● Describe the signs of drug misuse and abuse ● List the short term and long term effects of alcohol use ● Explain why laws prohibit children from drinking alcohol ● Describe the link between drinking alcohol and injury and disease ● List several toxins found in tobacco smoke ● Describe the short and long term effects of tobacco use on the body ● Describe the laws governing tobacco use by a minor ● Explain the link between tobacco use and disease ● Explain how secondhand smoke can be harmful to health ● Describe the role drug abuse can play in someone’s life ● Identify some illegal drugs ● List the effects of illegal drugs and drug abuse on the body ● List some prescription and over the counter drugs that should be taken with caution
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- Choose habits that reduce the risk of diabetes
- Tell ways to manage chronic health conditions
- Tell ways to manage asthma and allergies

- List the kinds of help available to people who abuse drugs
- Describe why people abuse drugs
- List sources of pressure to abuse drugs
- Explain how drug abuse can affect family and friends
- Describe ways family and friends can cope with drug abuse
- Explain how family, peers and school can influence resistance to drugs
- Describe ways to resist pressure to use drugs
- List some important FDA regulations on tobacco, alcohol and drugs
- Explain how to use resistance skills to avoid drug abuse
- Describe how pathogens spread and cause disease
- Explain how pathogens get into the body
- Distinguish between communicable and noncommunicable diseases
- List the stages of disease
- Describe how the body fights illness
- Identify ways to help strengthen your body's immune system
- List typical symptoms of common disease
- Identify some common communicable diseases and their treatments
- List symptoms of heart disease and heart attacks
- Explain how to reduce the risk of heart disease
- Define chronic disease
- Describe the effects of cancer on the body
- Explain ways to reduce the risk of and treat cancer
- Explain what diabetes is, its causes and how to manage it
- Explain what epilepsy and arthritis are and how to manage them
- Explain what asthma and allergies are and how to manage them

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
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- Teacher modeling
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- Choral chanting
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- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
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- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write

- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards

- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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Students at Risk of School Failure

- Provide peer tutoring
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- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
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Unit E: Community and Environmental Health	
Standard	
<p data-bbox="198 1575 578 1610">2.1 Personal/Mental Health</p> <p data-bbox="479 1644 1141 1680" style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p data-bbox="198 1680 711 1715">Community Health Services/Support</p> <p data-bbox="198 1715 1344 1814">2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p data-bbox="198 1814 1406 1883">2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate</p>	

change.

Primary Interdisciplinary Connections:

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Computer Science & Design Thinking

8.1 Computer Science

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8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

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9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills	
Content/Goals	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Check out sources of health information ● Check out ways technology, media and culture influence health choices ● Choose safe and healthful products ● Choose healthful entertainment ● Choose safe and healthful products ● Spend time and money wisely ● Cooperate with community and school health helpers ● Learn about health careers ● Help protect the environment ● Help keep the air, land and water clean and safe ● Help keep noise at a safe level ● Help keep the air, water and land clean and safe 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain what health-care products and services are ● Describe how technology affects health and health care ● Describe how to make responsible choices about health-care products and services ● Describe how to make responsible entertainment choices ● Explain how government and private groups help protect consumers ● List strategies to manage time and money ● List the health needs of a community ● Describe how communities meet their health needs ● Explain ways that volunteers can
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<ul style="list-style-type: none"> ● Not waste energy and resources ● Help keep the environment friendly ● Not waste energy and resources 	<p>contribute to the health of a community</p> <ul style="list-style-type: none"> ● Explain where information about health careers is available ● List some jobs done by health workers ● Describe how to prepare for a health career ● Describe what makes a healthful environment ● Explain how air pollution affects the health of the environment ● Explain how noise pollution affects the health of the environment ● List sources of water and land pollution ● Describe ways to reduce water and land pollution ● List ways to conserve water ● List ways to conserve energy ● Explain what it means to precycle, reuse and recycle ● List ways to help make a positive environment
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Instructional Plan

Chapters/Lessons	Resources
<p>Chapter 9: Consumer and Community Health Lessons: What Smart Consumers Know Help for Consumers Planning a Healthful Community Careers in Health and Fitness</p> <p>Chapter 10: Environmental Health Lessons: Your Environment Protecting Water and Land Conservation A Positive Environment</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● People, Places, and Things The Help ● Conserve The Environment 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feel-better/#cattough-topics ● https://greenerideal.com/guides/green-living/how-to-teach-kids-to-serve-the-environment/

<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music 	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills 	

SUGGESTED OPTIONS FOR DIFFERENTIATION
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing) ● Choral chanting ● Small group instruction/cooperative learning ● Active Engagement using visual, auditory, kinesthetic tactile activities ● Allowing for additional wait time for student responses during conversations ● Scaffolding questions and instructional language ● Allowing for students to show uses gestures if not yet able to produce oral language ● Modeled and shared writing activities ● Providing a student buddy <p>Special Education</p> <ul style="list-style-type: none"> ● Work longer books as skills in reading increase ● Use visuals ● Introduce key vocabulary before lesson ● Provide peer tutoring ● Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
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- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
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- Use books on tape, reading A-Z, Epic for leveled reading books
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- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions

- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit F: Sexual Health	
Standard	
2.1 Personal/Mental Health	
Disciplinary Concept/Performance Expectations Social/Sexual Health 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	
Primary Interdisciplinary Connections: <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	
Computer Science & Design Thinking	
8.1 Computer Science <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps. ● 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes. 8.2 Design Thinking <ul style="list-style-type: none"> ● 8.2.2.ED.1: Communicate the function of a product or device. ● 8.2.2.ITH.3: Identify how technology impacts or improves life. 	
Career Readiness, Life Literacies, & Key Skills	
9.1 Personal Financial Literacy <ul style="list-style-type: none"> ● 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. 	

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
-

Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals

Skills

Students will know...

- Gender Role stereotypes
- Impact of Gender roles
- Difference between sexual orientation and gender identity
- Promote dignity and respect for all

Students will be able to...

- Describe gender-role stereotypes and their potential impact on self and others
- Differentiate between sexual orientation and gender identity.
- Demonstrate ways to promote dignity

people	and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
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Instructional Plan

Topics	Resources
<ul style="list-style-type: none"> ● Gender Stereotypes ● Gender Roles/Stereotypes <ul style="list-style-type: none"> ● Gender Identity 	<ul style="list-style-type: none"> ● https://www.glsen.org/activity/thats-gender-stereotype ● https://www.common sense.org/education/articles/age-appropriate-tips-for-addressing-gender-stereotypes-in-the-classroom ● https://www.youtube.com/watch?v=Ulh0DnFUGsk ● https://www.plannedparenthood.org/learn/parents/elementary-school/what-should-i-teach-my-elementary-school-aged-child-about-identi

<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
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<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students’ skills
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SUGGESTED OPTIONS FOR DIFFERENTIATION

<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals

- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
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Unit G: Pregnancy/Parenting	
Standard	
<p>2.1 Personal/Mental Health</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on 	

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	<p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sexual intercourse ● Human reproduction ● Ways of pregnancy 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain the relationship between sexual intercourse and human reproduction. ● Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
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Instructional Plan

Topics	Resources
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