

Dates: January 12, 2026 - March 6, 2026	Subject: Health
Grades: K-8 SA, K-5 AA	

Enduring Understanding	<p>Different types of texts have different purposes and structures. Text is written for a variety of purposes, including gathering, providing information and explaining the sequence of steps to perform a task or explain “How to” do something. Using open discussion to share information. How to/procedural texts have special features to make meaning clearer. Learning how to collaborate will make us better members of our communities.</p>
Essential Questions	<p>What tools can we use to process information? How can we use a graphic organizer to gather information? How can we use written texts to gather information on a “How to”? How do we present information? How can we prepare for open discussions to explain a process? Why is it important to listen to your peers? How can we take turns speaking and listening productively in a group?</p>
Culminating Task (Including DOK terms in bold)	<p><i>Safety promotion and Injury prevention</i> In this 7-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will construct a “How To” piece about safety promotion/ injury prevention by:</p> <ul style="list-style-type: none"> • Investigating a topic using at least 2 sources. (RI) • Defining at least 5 domain specific words (L) • Engaging in the writing process to relay information about what I have learned. (W, L) • Formulating an expository writing piece. (RI) • Organizing information clearly. (RI, W) • Revising work as needed through the writing process. (W) • Assessing the work of others throughout the writing process by using peer checklists/assessments. (W, L) • Presenting expository piece to teachers and peers using speaking, listening and socialization skills. (SL) • Showing evidence of grade-appropriate reading foundational skills. (RF) <p><i>Culminating Task Ideas:</i> (These are suggestions for how to display the culminating task. They may also serve as a springboard for you to come up with your own idea)</p> <ul style="list-style-type: none"> • Written piece that includes the writing process and a final draft • Poster that includes all points of the culminating task • A book that explains how to complete a task
Duration of Unit	7 weeks
NYS Next Generation Learning Standards Addressed Across Grades	<p>KR2, KR3, KW2, KSL4, KL6, KRF3 1R2, 1R3, 1W2, 1SL4, 1L6, 1RF3 2R2, 2R3, 2W2, 2SL4, 2L6, 2RF3 3R2, 3R3, 3W2, 3SL4, 3L6, 3RF3 4R2, 4R3, 4W2, 4SL4, 4L6, 4RF3 5R2, 5R3, 5W2, 5SL4, 5L6, 5RF3 6R6, 6R7, 6R8, 6W1, 6SL4, 6L6 7R6, 7R7, 7R8, 7W1, 7SL4, 7L6 8R6, 8R7, 8R8, 8W1, 8SL4, 8L6</p>
Learning Standards for Career Development	Standard 2 – Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Assessments to Be Used	Measures to assess progress may include portfolios, quizzes, tests, notebooks, journals, sketchbooks, student work samples/ portfolios, rubrics, self-evaluations, presentations, teacher observations, homework assignments, and culminating tasks.		
Materials (including virtual platforms) addressing standards and objectives for this unit	HealthSMART Social Emotional Learning Teacher made materials Classroom libraries Mosaic Curriculum Books Sora Internet Google Classroom Google Docs/Slides/Forms Rethink		
Culturally Responsive Texts	The following books were selected from the Mosaic Curriculum and serve as a sampling of what the Mosaic Curriculum has to offer for meaningful integration of a culturally responsive and sustaining educational framework.		
	Marcus Vega Doesn't Speak Spanish Finding Home Go Show the World Crown: An Ode to the Fresh Cut Looking Like Me Roll with It Ana Maria Reyes Does Not Live in a Castle My Cold Plum Lemon Pie Bluesy Mood Imagina	For Black Girls Like Me Just Like a Mama Julian is a Mermaid Our Favorite Day of the Year Don't Hug Doug You Are Enough Our Skin: A First Conversation About Race Islandborn I Am Famous	All the Way to the Top Pedro, First Grade Hero Cool Cuts Brave Hey Black Child Jabari Jumps 13 Ways of Looking at a Black Boy Black Boy Joy
	The following books were selected from Sora's online library and serve as a sampling of what Sora has to offer for meaningful integration of a culturally responsive and sustaining educational framework.		
The ABCs of What I Can Be The Boy at the Back of the Class All Kinds of Friends Welcome Back, Maple Mehta-Cohen Sounds Like School Spirit Niko Draws a Feeling If I Built a School Nana Akua Goes to School Welcoming Words The Resilient Teen Bunny Braves the Day	Becoming Vanessa A Girl Like Me Just Ask! A Walk in the Words All Are Welcome Llama Llama Misses Mama The Name Jar From the Roots Up The World Needs More Purple Schools We're All Wonders The Invisible Boy	I Like Me! The Day You Begin We Laugh Alike / Juntos nos reimos The One and Only Dylan St. Claire What I Am You Are Not Alone Zach Hangs in There Stand Tall, Molly Lou Melon Kalamata's Kitchen	

Key Terms/Vocabulary	Vocabulary from books chosen for unit: Sight words:
Key Student Learning Objectives (IEP Goals: Demonstrating Knowledge of Students)	FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS

Please note: Make sure that you know each student's PMC and MML so that teaching points can be adjusted to best meet student needs.		HEALTH TEACHING POINTS		
I can explain what being safe means.	I can define at least 5 domain specific words.	I can read nonfiction books/ adapted texts about the topic.	I can use pictures/ modeling/ video clips to gain information.	I can identify safety rules and procedures when getting on and off a bus.
I can follow safety rules and procedures when riding in a car or bus.	I can explain the importance of using safety belts, or child safety restraints.	I can describe how to be a safe pedestrian (e.g., using crosswalks, holding an adult's hand, looking both ways before crossing the street, etc.).	I can identify safety rules for playing on the playground, swimming, and playing sports.	I can describe how to safely ride a bike, skateboard, scooter, and/or inline skate.
I can identify safety rules for swimming and playing around water.	I can identify equipment needed for protection and safety in sports and recreational activities.	I can identify safety precautions for playing and working outdoors in different kinds of weather and climates.	I can identify safety hazards in the home.	I can identify safety hazards in the community.
I can identify safety rules for being around fire.	I can recognize and avoid dangerous surroundings.	I can support others to avoid risky behaviors and be safe.	I can identify people who can help when someone is injured or suddenly ill.	I can list ways to prevent injuries at home.
I can list ways to prevent injuries at school.	I can list ways to prevent injuries in the community.	I can engage in the writing process to relay information about what I have learned.	I can formulate an expository writing piece.	I can self-assess my performance throughout the unit.
<p>Window or Mirror?</p> <p>I can practice literacy skills and use technology to consider if a text is a window or mirror. I can decide if the author, speaker, character, or content reflects my lived experiences or identity (mirror) – or provides a window into the lived experiences of people whose identities differ from mine. (Select a text from the Mosaic Curriculum Books, Sora's online library, etc., such as: <i>Safe on the Playground</i> by Victor Blaine, or <i>Who Helps Keep Us Safe?</i> by Erica Donner)</p>				

LITERACY ALIGNMENT		
Discussion techniques Following directions Vocabulary building Reading Speaking and listening	Self-assessment Peer-assessment Writing Conversation Internet skills	Using graphic organizers Group discussion Asking and answering questions Turn-taking Conversation

RETHINK ALIGNMENT FROM ACADEMIC LIBRARY		
Labeling Pictures Describing Pictures Describing drawings Retelling stories	Describing cause and effect Having a scripted conversation Sustaining a conversation about a topic Identifies Emotions Labels Emotions	Puts words in order to form a sentence Writing words corresponding to pictures Matches words Matches words to pictures

Marking Period 3 HEALTHSmart Curriculum Components

<p>GRADE K</p>	<ul style="list-style-type: none"> ● Follow appropriate safety rules when riding in or on a motor vehicle. ● Avoid driving a motor vehicle while under the influence of alcohol or other drugs. ● Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs ● Use safety equipment appropriately and correctly. ● Apply safety rules and procedures to avoid risky behaviors and injury. ● Avoid safety hazards in the home and community. ● Recognize and avoid dangerous surroundings. ● Get help for oneself or others when injured or suddenly ill. ● Support others to avoid risky behaviors and be safe.
<p>GRADE 1</p>	<ul style="list-style-type: none"> ● State the benefits of riding in the back seat when a passenger in a motor vehicle. ● Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. ● Identify safe behaviors when getting on and off and while riding on a bus. ● Identify safety rules for playing on playground, swimming, and playing sports. ● Describe how injuries can be prevented. ● Identify safety rules for being around fire. ● Describe how to be a safe pedestrian. ● Identify safety hazards in the home. ● Identify how household products are harmful if ingested or inhaled. ● Identify safety hazards in the community. ● Identify people who can help when someone is injured or suddenly ill.
<p>GRADE 2</p>	<ul style="list-style-type: none"> ● State the benefits of riding in the back seat when a passenger in a motor vehicle. ● Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. ● Identify safe behaviors when getting on and off and while riding on a bus. ● Identify safety rules for playing on playground, swimming, and playing sports. ● Describe how injuries can be prevented. ● Identify safety rules for being around fire. ● Describe how to be a safe pedestrian. ● Identify safety hazards in the home. ● Identify how household products are harmful if ingested or inhaled. ● Identify safety hazards in the community. ● Identify people who can help when someone is injured or suddenly ill.

<p>GRADE 3</p>	<ul style="list-style-type: none"> ● Follow appropriate safety rules when riding in or on a motor vehicle. ● Use safety equipment appropriately and correctly. ● Apply safety rules and procedures to avoid risky behaviors and injury. ● Avoid safety hazards in the home and community ● Recognize and avoid dangerous surroundings. ● Get help for oneself or others when injured or suddenly ill. ● Support others to avoid risky behaviors and be safe.
<p>GRADE 4</p>	<ul style="list-style-type: none"> ● Follow appropriate safety rules when riding in or on a motor vehicle. ● Use safety equipment appropriately and correctly. ● Apply safety rules and procedures to avoid risky behaviors and injury. ● Avoid safety hazards in the home and community ● Recognize and avoid dangerous surroundings. ● Get help for oneself or others when injured or suddenly ill. ● Support others to avoid risky behaviors and be safe.
<p>GRADE 5</p>	<ul style="list-style-type: none"> ● Identify ways to reduce risk of injuries while riding in a motor vehicle. ● Explain how injuries can be prevented ● List examples of dangerous or risky behaviors that might lead to injuries ● Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely ● Identify ways to reduce risk of injuries in case of a fire ● Identify ways to reduce risk of injuries around water. ● Identify ways to reduce injury from falls. ● Identify ways to protect vision or hearing from injury. ● Identify ways to reduce injuries as a pedestrian. ● Identify safety precautions for playing and working outdoors in different kinds of weather and climates. ● List ways to prevent injuries at home. ● Identify ways to reduce risk of injuries from animal and insect bites and sting ● Explain why household products are harmful if ingested or inhaled.

**GRADES
6-8**

- Describe consequences of unintentional injury.
- Describe situations that could lead to unsafe risks that cause injuries.
- Identify benefits of reducing the risks for injury.
- Describe ways to reduce risks of injuries while riding in or on a motor vehicle.
- Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- Describe ways to avoid riding in or on a motor vehicle with a driver who has been using alcohol or other drugs.
- Describe ways to reduce the risk of injuries around water.
- Describe ways to reduce the risk of injuries in case of fire.
- Describe ways to reduce the risk of injuries during sports and recreational activities.
- Describe ways to reduce the risk of injuries from firearms.
- Describe ways to reduce the risk of injuries as a pedestrian.
- Describe ways to reduce the risk of injuries from falls.
- Identify actions to take to prevent injuries during severe weather.
- Explain the importance of helmets and other safety gear for biking, skateboarding, inline skating and other activities.
- Demonstrate advocacy skills to support others to be safe by encouraging the use of safety gear.
- Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries.
- Demonstrate how to respond to school emergencies.

Pacing Calendar for the Instructional Unit

Break down DOK terms weekly to ensure that ALL DOK terms are addressed with rigorous activities by end of unit

Assessments of each DOK term should be conducted to determine comprehension and next steps

More than one DOK term can be addressed in a given week

Pacing Calendar can be adapted as needed to meet your students' specific needs

DOK terms	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1 Investigating a topic using at least 2 sources					
WEEK 2 Defining at least 5 domain specific words					
WEEK 3 Engaging in the writing process to relay information about what I have learned.					
WEEK 4 Formulating a "HOW-TO" writing piece.					
WEEK 5 Organizing information clearly. Revising work as needed through the writing process.					
WEEK 6 Assessing the work of others throughout the writing process by using peer checklists/ assessments.					
WEEK 7 Presenting expository piece to teachers and peers using speaking, listening and socialization skills. Participating in an end of unit celebration with peers and teachers.					

Health “How-to” Rubric

	1	2	3	4
FORMULATING “HOW-TO” WRITING	I investigated a topic, but did not formulate a topic sentence or main idea.	I investigated a topic and had a main idea or topic sentence stated but some of the details did not support the topic.	I investigated a topic and formulated a good topic sentence and most sentences supported the main idea.	I investigated a topic and formulated a sequence of steps in order to perform a “How To” task. I also assessed and critiqued the work of a peer, and made suggestions regarding how to improve his/her “How-To.”
ORGANIZATION AND SUBSTANCE	I used incorrect sentence structure and did not capitalize or use proper punctuation.	I wrote a few sentences with proper sentence structure and used capitalization and punctuation in some sentences.	I used proper sentence structure throughout most of my writing and used correct capitalization and punctuation throughout most of my writing piece.	I introduced a topic, I wrote more than 5 steps, including more than 5 domain specific words, using more than 2 sources in my “How-To” project. I also provided a meaningful conclusion.
PARTICIPATION IN THE WRITING PROCESS	I participated in up to two activities related to the task.	I participated in several activities related to the task, including pre-writing, drafting, and publishing. I did not revise or rewrite my work.	I participated in all activities related to the task, including pre-writing, drafting, revising/editing, rewriting, and publishing. I also assessed the work of my peers. I used technology to enhance my work.	I participated in all activities related to the task, including pre-writing, drafting, revising/editing, rewriting, and publishing. I also assessed the work of my peers and gave them suggestions on how to improve their writing. I independently used multiple forms of technology to enhance my work.
PRESENTATION	I needed a great deal of support to present my work. I lacked focus and went off-topic.	I presented my writing project to my teacher and peers with supports. I conveyed information clearly and I stayed on topic with minimal redirection.	I presented my writing project to my teacher and peers with minimal support. I waited my turn, I conveyed information clearly, and I stayed on topic.	I presented my “How-To” project to my teacher and peers independently. I waited my turn, I conveyed information clearly, I stayed on topic, and I answered questions about my presentation.