Dates: **November 9 – January 8, 2027**	**Subject:** **Health**
Grades: **K-8 SA, K-5 AA**	

Enduring Understanding	Good readers use a variety of appropriate strategies to understand text. Reading books can help us relate to others and enable us to understand other points of view. I can use self-evaluation skills to become more independent.
Essential Questions	How can I use proper hygiene to prevent illness? How does washing my hands help keep me from not getting sick? How do I protect myself from the sun's rays? What can I do to help protect my teeth? What is an opinion? How can I use words to express my opinions? How do writers state their opinion? How do writers use details to support their opinion? How can I use self-evaluation skills to become more independent?
Culminating Task (Including DOK terms in bold)	*Personal Health and Wellness* In this 7-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will construct an opinion piece about **personal health** and **wellness** by: ● Identifying **and recalling** concepts taught throughout the unit. (RL) ● **Applying concepts** in the real world such as brushing your teeth, using sunscreen, washing your hands. (RL) ● Comparing the effects of making positive personal health and wellness related choices vs. making negative health and wellness related choices (e.g., Not using sunblock can lead to sunburn) (RL, SL) ● Formulating an opinion about ways to improve personal health and wellness. (RI, RL) ● **Organizing** information clearly. (RI, W) ● **Revising** work as needed through the writing process. (W) ● **Assessing** their own work throughout the writing process by using self-assessments/checklists. Culminating Task Ideas: *(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 ideas)* ● Written opinion piece about the "best"/"most important" ways to improve personal health and wellness ● Poster illustrating (encouraging the use of) sources of accurate health information. ● A class book that develops a logical argument for why someone should get enough sleep.
Duration of Unit	35 teaching days
NYS Next Generation Learning Standards Addressed Across Grades	KR6, KR7, KR8, KW1, KSL4, KL6, KRF3 1R6, 1R7, 1R8, 1W1, 1SL4, 1L6, 1RF3 2R6, 2R7, 2R8, 2W1, 2SL4, 2L6, 2RF3 3R6, 3R7, 3R8, 3W1, 3SL4, 3L6, 3RF3 4R6, 4R7, 4R8, 4W1, 4SL4, 4L6, 4RF3 5R6, 5R7, 5R8, 5W1, 5SL4, 5L6, 5RF3 6R6, 6R7, 6R8, 6W1, 6SL4, 6L6 7R6, 7R7, 7R8, 7W1, 7SL4, 7L6 8R6, 8R7, 8R8, 8W1, 8SL4, 8L6
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.

<table>
<tr><td>Assessments to Be Used</td><td colspan="3">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.</td></tr>
<tr><td>Materials (including virtual platforms) addressing standards and objectives for this unit</td><td colspan="3">HealthSMART
Social Emotional Learning
Teacher made materials
Classroom libraries
Mosaic Curriculum Books
Internet
Google Classroom
Google Docs/Slides/Forms
Rethink</td></tr>
<tr><td rowspan="2">Culturally Responsive Texts</td><td colspan="3">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.</td></tr>
<tr><td>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</td><td>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</td><td>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</td></tr>
<tr><td>Key Terms/Vocabulary</td><td colspan="3">Vocabulary from books chosen for unit:

Sight words:</td></tr>
<tr><td>Key Student Learning Target (IEP Goals: Demonstrating Knowledge of Students)</td><td colspan="3">FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS</td></tr>
</table>

***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 demonstrate how to locate sources of accurate health information.	I can describe what it means to be healthy.	I can identify the proper steps for daily brushing and flossing teeth.	I can state why hygiene is important to good health.	I can identify family and school rules about use of medicines.
I can demonstrate the steps for proper hand washing.	I can identify the benefits of personal health care practices such as washing hair and bathing regularly.	I can identify ways to protect vision and hearing.	I can describe symptoms that occur when a person is sick.	I can explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
I can illustrate the proper clothing to wear during different seasons.	I can list ways to prevent harmful effects of the sun.	I can explain why sleep and rest are important for proper growth and good health.	I can make requests to promote personal health.	Set a goal to improve a personal health and wellness related practice.
I can use pictures/ modeling/ video clips to gain information	I can compare the effects of making positive personal health and wellness related choices vs. making negative health and wellness related choices.	I can formulate an opinion about the "best"/"most important" ways to improve personal health and wellness & I can encourage others to make positive personal health and wellness related choices.	I can engage in the writing process to relay information about what I have learned.	I can self-assess my performance throughout the unit. I can assess my peers' performance throughout the unit.

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 2 HEALTHSmart Curriculum Components	
GRADE K	· Identify the proper steps for daily brushing and flossing teeth. · State why hygiene is important to good health. · Describe what it means to be healthy. · Identify proper steps for treating a wound to reduce chances of infection. · Identify family and school rules about use of medicines. · Describe how to use medicines correctly with the help of an adult. · Demonstrate the steps for proper handwashing. · Demonstrate the steps for proper tooth brushing. · Make a pledge to brush teeth and wash hands. · Make requests to promote personal health.
GRADE 1	· Identify the proper steps for daily brushing and flossing teeth. · State why hygiene is important to good health. · Explain why sleep and rest are important for proper growth and good health. · Illustrate the proper clothing to wear during different seasons. · List ways to prevent harmful effects of the sun. · Describe how to use medicines correctly with the help of an adult. · Demonstrate the proper way to wash hands. · Demonstrate the steps for proper tooth brushing. · Make a pledge to brush teeth and wash hands. · Assess their own sleep patterns. · Set a goal to manage their sleep patterns for better health
GRADE 2	· Identify the proper steps for daily brushing and flossing teeth. · Identify the benefits of personal health care practices such as washing hair and bathing regularly. · Explain why sleep and rest are important for proper growth and good health. · Explain how hearing can be damaged by loud noise. · Identify ways to protect vision. · Identify ways to protect hearing. · List ways to prevent harmful effects of the sun. · Describe what it means to be healthy. · Identify different ways that disease-causing germs are transmitted. · Identify ways to prevent the spread of germs that cause common infectious diseases. · Explain the harmful effects of medicines when used incorrectly · Describe how to use medicines correctly with the help of an adult. · Demonstrate the steps for proper handwashing. · Encourage peers to make positive personal health and wellness related choices.

GRADE 3	· Describe ways that common infectious diseases are transmitted. · Describe ways to prevent the spread of germs that cause infectious diseases. · Describe symptoms that occur when a person is sick. · Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases. · Describe the importance of seeking help and treatment for common infectious diseases. · Explain the benefits of medicines when used correctly. · Explain how to use medicines correctly. · Encourage others to make positive personal health and wellness related choices.
GRADE 4	· Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. · Explain why sleep and rest are important for proper growth and good health. · Explain how hearing can be damaged by loud sounds. · Describe how vision can be damaged. · Describe ways to prevent vision or hearing damage. · Describe ways to prevent harmful effects of the sun. · Describe ways to prevent the spread of germs that cause infectious diseases. · Set a goal to improve a personal health and wellness related practice.
GRADE 5	· Describe values that promote healthy behaviors. · Describe characteristics of accurate health and wellness information. · Explain the difference between infectious diseases and non-infectious diseases. · Describe symptoms that occur when a person is sick. · Describe ways to prevent the spread of germs that cause infectious diseases. · Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases. · Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. · Demonstrate how to locate sources of accurate health information. · Access sources of accurate information about common chronic diseases. · Assess personal health and wellness practices.

GRADES 6-8	· Explain how positive health behaviors can benefit people throughout their life span. · Identify sources of accurate information for help with personal health issues and concerns. · List questions to ask when evaluating the reliability of online information about personal health. · Summarize actions to protect vision. · Summarize actions to protect hearing. · Summarize actions to protect skin from sun damage. · Summarize the benefits of getting proper rest and sleep for healthy growth and development. · Advocate for healthy behaviors. · Summarize the symptoms of someone who is sick or getting sick. · Explain the differences between infectious and noninfectious diseases. · Summarize the ways that common infectious diseases are transmitted. · Describe the behavioral and environmental factors that contribute to the major chronic diseases. · Summarize health practices to prevent the spread of infectious illnesses. · Summarize health practices to help prevent chronic disease.

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 **Identifying and recalling** concepts taught throughout the unit					
Week 2 **Applying Concepts** in the real world such as brushing your teeth, using sunscreen, washing your hands					
Week 3 **Comparing** the effects of making positive personal health and wellness related choices vs. making negative health and wellness related choices					
Week 4 **Formulating** an opinion about the "best"/"most important" ways to improve personal health and wellness					
Week 5-6 **Organizing** information clearly and **Revising** work as needed through the writing process					
Week 7 **Assessing** their own work throughout the writing process by using self-assessments/checklists. Presenting their opinion piece to teachers and peers using speaking and listening skills.					

Health Opinion Piece Rubric

	1	2	3	4
FORMULATING AN OPINION	I formulated my own opinion but did not support it. I did not make text-to-self connections.	I formulated my own opinion about a specific topic presented in a text and used 2 details to support my opinion. I made 2 text-to-self connections.	I formulated my own opinion about a specific topic presented in a text and used 3 details to support my opinion. I made 3 text-to-self connections.	I formulated my own opinion about a specific topic presented in a text and used more than 3 details to support my opinion. I made more than 3 text-to-self connections.
ORGANIZATION AND SUBSTANCE OF OPINION PIECE	I stated my opinion but could not support my opinion with any details. I did not include an introduction or conclusion.	I read or listened to a text and interpreted the meaning of pictures, text or unfamiliar words. I introduced my topic, stated my opinion about the topic, used 2 details to support my opinion, and provided a conclusion using PMC.	I read or listened to a text and interpreted the meaning of pictures, text and/or unfamiliar words. I introduced my topic, stated my opinion about the topic, used 3 details to support my opinion, and provided a conclusion using PMC.	I read or listened to a text and interpreted the meaning of pictures, text and unfamiliar words. I introduced my topic, stated my opinion about the topic, used more than 3 details to support my opinion, and provided a conclusion using PMC.
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 collecting information, organizing information, and publishing. I did not revise or rewrite my work.	I participated in all activities related to the task, including collecting information, defining topic words, organizing information, revising/editing, and publishing. I used technology to enhance my opinion piece. I also assessed my work or the work of others during the writing process by using peer checklists/assessments.	I participated in all activities related to the task, including collecting information, defining topic words, organizing my details, revising/editing, and publishing. I independently used multiple forms of technology to enhance my opinion piece. I also assessed my work and the work of others during the writing process by using peer checklists/assessments.
PRESENTATION OF OPINION PIECE	I needed a great deal of support to present my work. I lacked focus and went off-topic.	I presented my opinion piece to my teacher and peers with supports: I conveyed information clearly and I stayed on topic with minimal redirection.	I presented my opinion piece to my teacher and peers with minimal support: I waited my turn, I conveyed information clearly, and I stayed on topic.	I presented my opinion piece 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.