

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

**To make a public comment, the call in number is (US) 1-515-518-6992
The PIN is 371 625 941#**

Board of Education Meeting
October 3, 2023

Council Chambers
3 Primrose St., Newtown, CT
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

- | | |
|---------|---|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CELEBRATION OF EXCELLENCE <ul style="list-style-type: none">• Newtown High School 2022-23 CIAC Michaels Jewelers Achievement Cup Exemplary Program Award |
| Item 3 | CONSENT AGENDA <ul style="list-style-type: none">• Donation to Reed Intermediate School• Donation to Newtown High School• Newtown Middle School 8th Grade Field Trip• Correspondence Report |
| Item 4 | **PUBLIC PARTICIPATION |
| Item 5 | REPORTS <ul style="list-style-type: none">• Chair Report• Superintendent's Report• Committee Reports• Student Representatives Report |
| Item 6 | PRESENTATIONS <ul style="list-style-type: none">• First Read of Grades 5 and 6 Health Curriculum• 2022-23 Athletics Program Year in Review• 2022-23 Fine Arts Year in Review |
| Item 7 | OLD BUSINESS <ul style="list-style-type: none">• Second Read and Possible Action on Policy 6163.1 Selection of Library Media Resources |
| Item 8 | NEW BUSINESS <ul style="list-style-type: none">• Discussion and Possible Action on Replacement Truck Purchase from the Non-lapsing Fund• Discussion and Possible Action on BOE Building Committee Appointment• First Read of Policies<ul style="list-style-type: none">○ 9100 Organization Meeting of the Board○ 9221 Method of Filling Vacancies○ 6000 Instruction○ 6111 School Calendar○ 6146 Requirements for Graduation• Action on Minutes of September 19, 2023• Action on Minutes of September 20, 2023 |
| Item 9 | **PUBLIC PARTICIPATION |
| Item 10 | ADJOURNMENT |

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us*

TO: Chris Melillo
FROM: Matt Correia
DATE: September 29, 2023
RE: Donation to Reed Intermediate School

Please accept the donation of two slightly used but in like-new condition white boards from R. D. Scinto valued at approximately \$500.

Thank you.

R. D. Scinto
1 Corporate Drive
Shelton, CT

September 20, 2023

TO: Chris Melillo

FROM: Kimberly Longobucco

Please accept the donation of a brand new hydrogen carbon cleaner at a value of \$15,000. A hydrogen carbon cleaner uses water with electrolytes to create hydrogen and it cleans up carbon deposits from burning fuel from the interior of car engines and accessories. This would be a great tool that will be used by the High School Auto Tech Department

Thank you.

A handwritten signature in purple ink, appearing to be 'K. Boeckle', with a long horizontal flourish extending to the right.

Donation from:
Kevin Boeckle
295 Church Hill Road
Trumbull CT, 06611



**NEWTOWN MIDDLE SCHOOL
FIELD TRIP APPLICATION FORM**

- A. Complete this form and give the form to Sue Zimmerman, C-Wing Office. She will forward the form to the administration for approval.
- B. Once approved, please forward the list of students who will be attending the trip to
- a. Health Office (tragera@newtown.k12.ct.us and poidomanie@newtown.k12.ct.us)
 - b. C-Wing Office (kullgrenn@newtown.k12.ct.us and zimmermans@newtown.k12.ct.us)
 - c. B-Wing Office (greenfieldt@newtown.k12.ct.us)
- C. If you will not be at school during lunch, please inform the cafeteria supervisor (nmscafe@newtown.k12.ct.us). Also send them a copy of this form once approved by administration.

APPLICATION FORM

Date of Application: 9/25/2024	Teacher Making Request: Jim Ross
Name of Trip & Location: Boston	Date of Trip: May 2-3, 2003
Departure Time for School: 7:00AM on 5/2/23	Return Time to School: 7:00PM on 5/3/23
Grade(s)/Cluster(s): 8th Grade	Number of Students: 320
Purpose of Trip (Connection to Curriculum): SEL, Social Studies, Science	
Cost of Trip: (Approximate) \$400 per student	

CHAPERONE LIST

Teacher/Chaperone Name	Cell Phone Number	Teacher/Chaperone Name	Cell Phone Number

Name & Phone Number of Bus Company: DESTINATIONS UNLIMITED INC.,	No. of Buses:
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APPROVAL

Principal: _____ Date: _____

Assistant Principal: _____ Date: _____

NOTE: IF USING ALL-STAR TRANSPORTATION, COMPLETE ALL-STAR TRANSPORTATION FORM BELOW AND GIVE TO SUE ZIMMERMAN. SHE WILL FAX FORM TO ALL-STAR ONCE APPROVED.

**BOSTON ITINERARY (TENTATIVE)
NEWTOWN MIDDLE SCHOOL
MAY 2-3, 2023**

DAY 1: MAY 2, 2023

6:45AM MOTOR COACHES ARRIVE
7:00AM DEPART NEWTOWN MIDDLE SCHOOL
10:00AM ARRIVE BOSTON MUSEUM OF SCIENCE
-LUNCH ON OWN @ MUSEUM
-OMNI FILM (IF TIME ALLOWS)
-BOSTON DUCK TOURS (STAGGERED DURING TIME @ MUSEUM
3:00PM DEPART MUSEUM
3:30PM ARRIVE AT HOTEL
4:30PM DEPART FOR DINNER
5:00PM DINNER @ FIRE & ICE OR SOMETHING SIMILAR
7:30PM PERFORMANCE (BLUE MAN GROUP)
9:30PM RETURN TO HOTEL

DAY 2: MAY 3, 2023

7:30AM FULL AMERICAN BREAKFAST AT HOTEL
8:30AM GROUPS TO BE STAGGERED THROUGHOUT THE DAY AT THESE ATTRACTIONS

TOUR THE BOSTON TEA PARTY SHIP & MUSUEM

TOUR OF HISTORIC BOSTON & THE FREEDOM TRAIL (STEP-ON GUIDE)

LUNCH @ QUINCY MARKET
3:00PM DEPART BOSTON
7:00PM APPROXIMATE ARRIVAL HOME



Health Gr. 5

6 Curriculum Developers | Last Updated: Sunday, Sep 24, 2023 by Failla, Michelle

Unit Calendar by Year

Unit	Lessons	Month																																																																										
		Au		Sep			Oct			Nov			Dec			Jan			Feb			Mar			Apr			May			Ju																																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38																																					
Draft Introduction to Health & Wellnes...	0	█																																																																										
Draft Social and Emotional Health &...	0							█																																																																				
Draft Disease Prevention (DP)	0											█																																																																
Draft Alcohol, Nicotine and other Drug...	0																█																																																											
Draft Nutrition Education & Physical...	0																									█																																																		
Draft Human Growth & Sexual...	0																															█																																												
Draft Personal Safety (PS)	0																																					█																																						

7 Units found

[Previous Year](#)



Unit Plan

Introduction to Health & Wellness (HW)

Reed Intermediate School / Grade 5 / Physical Education

Week 1 - Week 5 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Introduction to Health & Wellness (HW) unit is to

~ introduce students to the wellness vocabulary, especially the 8 Dimensions of Wellness, which will lay the foundation for their Health Education and Health Literacy throughout their education.

~introduce students to the wellness concept that all choices have consequences on health and wellness.

~teach students the difference between Growth and Fixed Mindsets and using a Growth Mindset can improve personal wellness.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Self Management
- Responsible decision-making
- Self awareness
- Self-respect
- Strengths/challenges
- Growth Mindset
- Goal setting
- Choices & Consequences
- Dimensions of Wellness

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Applying knowledge about health and the eight dimensions of wellness (physical, social, intellectual, emotional, spiritual, environmental, occupational and financial) enables individuals to make informed choices about or improvements to their health now and in the future.

G2: All choices have consequences on health and wellness. Decision making enables individuals to understand positive and negative consequences of wellness choices.

G3: Health habits of daily living affect wellness each day.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What is Health? (F)

G1: What is Wellness? (F)

G1: What are the 8 Dimensions of Wellness? (F)

G1: What is your greatest strength and your biggest weakness/challenge in each dimension of wellness? (P)

G2: How can you improve your area of challenge?(P)

G3: What are the healthy habits of daily living for a child? (C)

G3: When you envision someone who is "healthy and well" what comes to mind? (C)

G4: Having a Growth Mindset is the first step to improving/achieving wellness.

G5: Achievement of goals requires a growth mindset instead of a fixed mindset.

G4: What is a Growth Mindset? (F)

G4: What is one way to achieve optimal personal wellness? (C)

G5: What is a Fixed Mindset?

G5: What are the differences between having a growth mindset and a fixed mindset? (C)

G5: Why is it important to set (and achieve) wellness goals? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students must know:

- The 8 Dimensions of Wellness (physical, intellectual, emotional, social, spiritual, environmental, occupational and financial).
- The 8 Dimensions of Wellness are interconnected - a choice in one effects the others.
- "All choices have consequences on all dimensions of wellness across the lifespan."
- The Health Habits of Daily Living

Students must be able to:

- Explain the 8 Dimensions of Wellness
- Demonstrate healthful habits and routines for each dimension of wellness
- Set and achieve realistic personal health and wellness SMART goals
- Advocate for personal health

 Wellness Wheel -grade 5 (2).pdf 

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 3-5

Core Concepts PK-12

Optimal Wellness and Disease Prevention (OWDP)

-  OWDP 1.2.5 Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly.

Mental and Emotional Health (MEH)

-  MEH 1.1.5 Explain why sleep and rest are important for proper growth and good health.

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

-  INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.

Standard 5 Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

- DM 5.5.5 Choose a healthy option when making a decision.
- DM 5.6.5 Describe the final outcome of a health-related decision.

Standard 6 Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

- GS 6.1.5 Set a realistic personal health goal.
- GS 6.2.5 Track progress toward achieving a personal health goal. GS 6.3.5 Identify resources that can help achieve a personal health goal.

Standard 7 Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.
- SM 7.2.5 Demonstrate healthy practices and behaviors.
- SM 7.3.5 Make a commitment to practice healthy behaviors.

Standard 8 Advocacy




Students will demonstrate the ability to advocate for personal, family, and community health.

- AV 8.3.5 Demonstrate how to support self and others to make positive health choices.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- What is wellness?
- Life is a puzzle
- I Choose Wisely because all choices have consequences on wellness
- All about me: Gifts & Challenges
- Strength Chain <https://assets.ctfassets.net/p...>
- How do habits and hobbies influence health and wellness?

 Wellness Wheel -grade 5 (2).pdf  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

- Health
Wellness
Personal Optimum Health & Wellness
The 8 Dimensions of Wellness
- Physical

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- Connecticut Association of Administrators of Health Health & Physical Education (CAAHPE)

- Intellectual
- Emotional
- Social
- Spiritual
- Environmental
- Occupational
- Financial

Wellness Wheel**Consequence****Growth vs Fixed Mindset****Health Habits of Daily Living****SMART goals****Unit Plan**

- Connecticut State Department of Education (CSDE)
- Center for Disease Control and Prevention
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinella Media. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Videos [with Safelinks]:

- 8 Dimensions of Wellness defined
<https://video.link/w/QQNxd> [Time: 3:40.]

 8 Dimensions of Wellness defined  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #1 Grade 5 Health & Wellness Reflection | Summative | Expository Essay**Student Portfolio**

Student will write a paragraph about a personal hobby and reflect on how personal decisions and actions affect health and wellness. Students must include unit vocabulary including the Dimensions of Wellness.

6 Standards Assessed

Unit #1 Grade 5 Health & Wellness Journal | Formative | Student Portfolio

This is the first unit of professional Health Education study for students in the fifth grade. Throughout the year, all students will answer guiding wellness questions then write a reflection at the end of each unit to add to their personal Health & Wellness Portfolio.

2 Standards Assessed

 Unit #1. Journal #1. Grade 5. Health & Wellness .pdf   Unit #1. Reflection #1. Grade 5 Health & Wellness .pdf 

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Social and Emotional Health & Wellness (SEHW)

Reed Intermediate School / Grade 5 / Physical Education

Week 6 - Week 10 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Social and Emotional Health & Wellness (SEHW) unit is to help students

- ~better understand their own emotions
- ~become more self-aware of their thoughts and feelings
- ~understand that social and emotional wellness affects personal health & wellness
- ~learn and practice a variety of stress management techniques
- ~development empathy for the peers, their community and the world around them
- ~practice social skills in order to meet new people and make friends

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Self-Management
- Responsible decision-making
- Choices & Consequences
- Managing emotions
- Stress management
- Communication
- Friendship
- Empathy

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Stress is a natural and normal emotion that occurs due to stimulating one, some or all five senses.

G2: A healthy lifestyle includes emotional awareness and regulation as well as stress management.

G3: Emotionally resilient individuals can cope appropriately with a variety of stressful situations they encounter with self and others.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What are the five human senses? (F)

G1: What is stress and what causes it?(C)

G1: What are the dimensions of stress? (F)

G1: What is the stress response? (C)

G1: Do you think stress is ever a good thing? (P)

G2: What are healthful ways to manage stress? (C)

G3: Why should you be an "upstander" instead of a bystander? (P)

G3: Positive self-management strategies minimize potentially negative influences on social and emotional health of self and others.

G4: Emotional stress effects all dimensions of wellness.

G5: There are a vast variety of human and material resources to help individuals process stress and other negative emotions.

G6: Social wellness includes both verbal and nonverbal communication with others and the ability to be empathetic.

G7: Having friends and being a friend is critical for social wellness.

G3: How can you avoid putting someone down when you are stressed or angry? (P)

G4: How can physical stress effect emotional stress and vice versa? (P)

G4: How does stress affect all dimensions of wellness? (C)

G4: What can happen when someone is teased or bullied? (C)

G5: Who are trusted adults in your life that can provide emotional support? (F)

G5: What should you do if you are feeling stressed or depressed? (P)

G5: What are some healthful tools and techniques for managing stress and negative emotions? (P)

G6: What can/should you do to build social skills? (C)

G6: What does it mean to be empathetic? (C)

G7: Who is a friend? (C)

G7: How do you make friends? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students must know:

- All choices have consequences on wellness
- Five human senses and their role in the stress response
- Three types of stress and what stress feels like
- A variety of stress management tools
- Stress Management strategies and techniques
- Mindfulness
- Emotional Wellness affects all other dimensions of wellness
- How to correctly wear their backpack because physical stress can lead to emotional stress

Students must be able to:

- Identify and verbalize their emotions
- Know where to locate healthful resources to aid in stress management
- Seek and find assistance with negative feelings
- Practice/demonstrate a variety of healthful Stress Management Skills and strategies
- Utilize the Zones of Regulation and the Mood Meter
- Practice time management
- Practice/demonstrate wearing their back pack correctly

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 3-5

Core Concepts PK-12

Violence Prevention (VP)

- VP 1.1.5 Summarize the impact of teasing or bullying others.
- VP 1.2.5 Identify nonviolent ways to manage anger.
- VP 1.3.5 Describe the difference between mean spirited behavior, bullying, and harassment.
- VP 1.4.5 Explain the difference between tattling and reporting aggressive or violent behavior.

Mental and Emotional Health (MEH)

- MEH 1.2.5 Explain what it means to be mentally or emotionally healthy.
- MEH 1.3.5 Describe the relationship between feelings and behavior and describe appropriate ways to express a variety of feelings (i.e. anger, happiness, sadness, frustration, excitement, etc.)
- MEH 1.6.5 Explain the importance of talking with parents and other trusted adults about feelings.
- MEH 1.7.5 Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- MEH 1.8.5 Give examples of prosocial behaviors (e.g., helping others, being respectful of others, cooperation, consideration)
- MEH 1.9.5 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.

Skills-Based PK-12

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.1.5 Demonstrate effective verbal and nonverbal communication skills.
- IC 4.2.5 Demonstrate empathetic, compassionate, and supportive behavior toward others.
- IC 4.4.5 Demonstrate healthy ways to manage or resolve conflict.
- IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.

Standard 5 Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

- DM 5.2.5 Decide when help is needed and when it is not needed to make a healthy decision.
- DM 5.5.5 Choose a healthy option when making a decision.

Standard 7 Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- SM 7.2.5 Demonstrate healthy practices and behaviors.
- SM 7.3.5 Make a commitment to practice healthy behaviors.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Stress 101: How do I feel and who can help?

Healthful Stress Management Techniques & Reflection:

- Mindfulness
- Rainbow Breathing
- Tapping
- Yoga

Attack of the Backpack:

- Physical stress -Do you wear your backpack correctly?

Understanding the Stress Response

- Watch videos & Reflect in journal

Backpack use.pdf _Rainbow_breathing.pdf

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health**Wellness****Personal Optimum Health & Wellness****The 8 Dimensions of Wellness**

- Physical
- Intellectual
- Emotional
- Social
- Spiritual
- Environmental
- Occupational
- Financial

Stress

- Stressors
- Five senses
- Stress Response

Stress Management Techniques

- Breathing
- Mindfulness
- Rainbow Breathing
- Tapping
- Yoga

Mood Meter**Zones of Regulation****Friend****Empathy****Up-stander versus bystander****Verbal versus non-verbal communication****Resources**

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance(CTAHPERD)
- Connecticut Association of Administrators of Health Health & Physical Education (CAAHPE)
- Connecticut State Department of Education (CSDE)

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Sprenger, M. *Social Emotional Learning and the Brain*. ASCD. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Nemours KidsHealth:

<https://kidshealth.org/en/kids...> [Stress]

<https://kidshealth.org/en/pare...> [Backpack]

Videos (with Safe Links):

- "Why do we flip our lid?" <https://video.link/w/B4qxd> [Time: 6:47 minutes]
- "Social Skills for Kids" <https://video.link/w/8Cqxd> [Time: 5:56 minutes]
- "Ocean Waves for Relaxing, Study, Work, Calming Stress relief" <https://video.link/w/DRwxd>
- Marine Aquarium <https://video.link/w/VQwxd>

District resources

- School nurse
- Guidance Counselors
- School Social worker
- School Psychologist

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #2. Reflection #2. Grade 5 SE | Summative | Other written assessments

During this unit, students will participate in several skills workshops, "Think, Pair, Share," "Turn & Talks", "What if..." exercises

 Unit #2. Reflection #2. Grade 5. SE (2).pdf

13 Standards Assessed

Unit #2. Journal #2. Grade 5. Social & Emotional Wellness | Formative | Other written assessments

Student will respond to questions about their social and emotional dimensions of wellness.

 Unit #2. Journal #2. Grade 5. SE.pdf

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Disease Prevention (DP)

Reed Intermediate School / Grade 5 / Physical Education

Week 11 - Week 16 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Disease Prevention (DP) unit is to help students:

- ~ improve their Health Literacy
- ~ understand and utilize the Universal Precautions for disease prevention
- ~ understand other healthful behaviors and practices that would prevent disease/reduce health-risks for each dimension of wellness
- ~ learn to reduce or eliminate exposure to health risks that may increase their chances of incurring disease
- ~ engage and empower students to choose healthy behaviors and make any needed changes that will reduce the risk of developing sickness, disease and other illness

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Self-respect
- Wellness Skills
- Self-management
- Systems
- Choices & Consequences
- Communication
- Advocacy

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: There are universal precautions for disease prevention.

G2: Applying knowledge of the immune system and its organs enables students to make informed choices about their health and disease prevention now and in the future.

G3: Some diseases, illnesses and infections are communicable while others are not. Knowledge of germ types enables students to prevent transmission of diseases in order to protect themselves and others.

G4: Health literate individuals know when to seek medical help for illness and to follow treatment plans.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What are the universal precautions for disease prevention?(F)

G1: What are the benefits to daily hygienic practices? (C)

G1: Which is the most important hygiene habit for children? (P)

G2: What does the immune system do? (F)

G2: How doesdoes the immune system and its organs prevent or cure illness? (C)

G2: How can individuals boost their immune system? (P)

G3: What is the difference between a communicable (infectious) and a noncommunicable (noninfectious) disease?(F)

G3: What are the four pathogens that cause disease? (F)

G4: Trusted adults and medical professionals can help an individual avoid or manage disease/infection.

G3: What are some of the ways humans become infected with germs and/or diseases? (C)

G3: How can an individual prevent acquiring a communicable disease? (C)

G3: What are the consequences of not practicing disease prevention strategies? (C)

G4: What does it mean to be health literate? (F)

G4: When should someone seek medical treatment and when is it okay not to? (P)

G5: Who are the trusted adults/professionals that can help an individual treat/manage disease or infection? (F)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students must know

- the universal precautions for disease prevention
- ways to prevent disease, injury
- healthful behaviors and practices that would prevent disease/reduce health-risks for each dimension of wellness (i.e "tick check")
- who and how to ask for help with disease or injury
- the difference between communicable and noncommunicable disease

Students must demonstrate/practice

Universal Precautions for disease prevention

- proper hand-washing, coughing, sneezing techniques, nose cleaning
- healthful habits and hobbies of daily living
- how to support self and others to make healthful choices
- empathy and sympathy towards others

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 3-5

Core Concepts PK-12

Optimal Wellness and Disease Prevention (OWDP)

- OWDP 1.1.5 Describe ways to prevent the spread of germs that cause infectious diseases.
- OWDP 1.2.5 Describe the benefits of personal health care practices such as tooth brushing and flossing, hand washing, covering a cough and sneeze, washing hair and bathing regularly.
- OWDP 1.3.5 Define the terms communicable and noncommunicable disease and identify ways to help prevent disease (e.g. HIV, diabetes, cancer, heart disease).

OWDP 1.4.5 Describe symptoms that prevent a person from daily activities (i.e. going to school, practices, playing with friends, etc.).

OWDP 1.5.5 Develop an awareness and empathy for health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.

OWDP 1.6.5 Describe the importance of seeking help and treatment for diseases.

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

IC 4.2.5 Demonstrate empathetic, compassionate, and supportive behavior toward others.

IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.

Standard 7 Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.

SM 7.2.5 Demonstrate healthy practices and behaviors.

SM 7.3.5 Make a commitment to practice healthy behaviors.

Standard 8 Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

AV 8.3.5 Demonstrate how to support self and others to make positive health choices.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Wellness Question(s) of the Week (WQW)
- Immunity Community
- Daily Habits of Healthful Living
- Wellness Reflection in Journal
- Tick Check!

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Universal Precautions

Immune System

Hygiene

Communicable disease

Noncommunicable disease

Immune System

Immunity

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- Centers for Disease Control & Prevention (CDC)
- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- Connecticut State Department of Education (CSDE)
- The Newtown Health District, 3 Primrose Street, Newtown, CT

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020

Immunization
 Antibiotic
 Prescription drug (Rx)
 Over the Counter (OTC) medication
 Germs

- Bacteria
- Virus
- Fungus
- Protozoan

 Lyme Disease & Prevention

- Tick check
- Deer tick
- Dog tick

Unit Plan

- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Books to read to students:

- Gelman, R.G. Body Battles. Scholastic (1992)

Nemours Kids Health:

- <https://kidshealth.org/en/kids...>

Videos (with Safe Links):

- "Your Magic Doctor" <https://video.link/w/jLqxd> [Time: 21:42 minutes]
- "How to perform a tickcheck." <https://video.link/w/n1jyd> [Time: 2:06]

Resources: :

- Failla, M. *Germs & Universal Precautions & the Immune System*. Updated 2022 [Slide show]
- Dalton, A. *Lyme Disease*. Newtown Public Schools. 2008 [Slide show]
- School nurse

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #3. Grade 5. Disease Prevention Exit Slip | Summative | Written Test

[Unit #3. Grade 5. Disease Prevention Exit Slip](#)

3 Standards Assessed

Unit #3. Grade 5. Reflection on Disease Prevention | Summative | Other written assessments

[Unit #3. Journal #3. Grade 5. Disease Prevention.pdf](#)

3 Standards Assessed

Unit #3. Grade 5. Adaptive Disease Prevention | Summative | Written Test

This is a Google form multiple choice adapted for students in Special Education in order to check for understanding.

<https://forms.gle/7GDQ1oaKbWSU24c59>

2 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Alcohol, Nicotine and other Drugs (ANOD)

Reed Intermediate School / Grade 5 / Physical Education

Week 17 - Week 24 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purposes of the Alcohol, Nicotine and Other Drugs (ANOD) unit, are to help students:

- ~ acquire functional health knowledge about the dangers of alcohol, smoking products, and a variety of other substances
- ~ acquire knowledge of law regarding substance and drug use/abuse
- ~ understand the purpose of medicine
- ~ practice skills needed to adopt and maintain healthy behaviors throughout their lifespan.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Safety
- Personal Wellness
- Personal Influences
- Choices & Consequences
- Disease Prevention
- Analysis of influences
- Advocacy
- Self-management
- Responsible decision-making

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Use of various substances have positive and negative consequences on personal optimal wellness.

G2: Substance use and abuse has short and long-term affects on individuals, families, and communities.

G3: Family, peers, media, culture, and technology influence substance use.

G4: Family, school, and community resources are available to support individuals.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G5: Advocating for personal wellness is a life-skill.

G6: There are benefits to being alcohol, nicotine, and drug-free.

G7: There are policies and laws that should be followed regarding the use of certain substances.

G1: What is a drug versus medicine? (F)

G1: What is personal optimal wellness? (F)

G1: How does one know what their personal optimal wellness is? (C)

G1: How does using/abusing drugs affect each dimension of wellness? (C)

G2: What are some of the short and long-term consequences to substance use/abuse? (F)

G2: What is addiction? (F)

G2: What are the Stages of Addiction? (F)

G2: How do people progress (or not) through the stages of addiction? (C)

G3: How do family, peers, media, and technology influence substance abuse? (C)

G3: Can addiction be cured? (P)

G4: What are the community resources available to individuals struggling with substance abuse? (F)

G4: Who are the people that can help you when there is substance use/abuse? (F)

G4: How can people access support for substance abuse? (C)

G5: What would you do if someone offered you drugs? (P)

G5: What would you do if you witnessed someone using drugs or driving under the influence? (P)

G6: Which is better, prevention or cure? (P)

G6: What are the benefits to being alcohol, nicotine, and drug free?(C)

G7: The legal drinking/smoking age in the United States is 21 years. Should this be changed? (P)

G7: What would you do if you witnessed someone using drugs or driving under the influence? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students must know

- Definitions of drug versus medicine
- Differences between drug use/abuse/misuse
- Short-term and long-term effects of drug use/abuse
- Dangers/consequences of smoking/vaping anything
- Dangers/consequences of secondhand smoke
- Alcohol and nicotine are highly addictive substances
- The Stages of Addiction
- The legal smoking/vaping and alcohol drinking ages in the US.
- Trusted adults
- What can happen if they go along with a decision that they know is wrong

Students must be able to:

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

- Confidently and assertively refuse offers to engage in substance use and/or underage drinking or other activities they know are wrong
- Have the self-confidence to avoid negative peer-pressure
- Seek and find help and reliable resources to improve wellness

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 3-5

Core Concepts PK-12

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Alcohol, Nicotine and Other Drugs (ANOD)

- ANOD 1.1.5 Explain why household products are harmful if intentionally absorbed or inhaled.
- ANOD 1.2.5 Explain the benefits and correct use of medicines and potential risks associated with inappropriate use of medicines.
- ANOD 1.3.5 Identify short- and long-term effects of alcohol and nicotine use, including secondhand effects.
- ANOD 1.4.5 Explain the dangers of experimenting with nicotine and alcohol
- ANOD 1.6.5 Identify the social impacts of ANOD use (e.g. family, friends, peers)

OWDP 1.4.5 Describe symptoms that prevent a person from daily activities (i.e. going to school, practices, playing with friends, etc.).

- OWDP 1.6.5 Describe the importance of seeking help and treatment for diseases.

Safety and Injury Prevention (SIP)

- SIP 1.2.5 List examples of dangerous or risky behaviors that might lead to injuries.
- SIP 1.11.5 Explain why household products are harmful if ingested or inhaled.

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.

Standard 5 Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

- DM 5.5.5 Choose a healthy option when making a decision.

Standard 7 Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.
- SM 7.2.5 Demonstrate healthy practices and behaviors.
- SM 7.3.5 Make a commitment to practice healthy behaviors.

Standard 8 Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

- AV 8.3.5 Demonstrate how to support self and others to make positive health choices.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Let's Breathe! Inhale/exhale
- Class Discussion/debate
- Demonstrations
- Journal writing
- Scenarios
- Cost of Smoking/Vaping/drinking
- Reed CHZ WYZLY T-shirts

[Template] _Cost of Smoking & Vaping & drinking alcohol Grade 5 (1).pdf ANOD T-shirt Advocacy .pdf

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health
Wellness
Personal Optimum Health & Wellness
Drug
Medicine
Prescription (Rx) versus Over-the-counter (OTC)
Drug use/abuse/misuse
Short-term effects of drug use/abuse
Long-term effects of drug use/abuse
Vaping
Tobacco
Nicotine
Inhalants
Inhale/exhale
Dangers/consequences of smoking/vaping anything
Secondhand smoke
Prevention
Addiction
The 6 Stages of Addiction

- Non-use
- Experimental
- Casual/Social
- Habitual
- Harmfully Involved
- Addiction

Tolerance
Peer-pressure
Financial Wellness
Self-respect

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- Connecticut State Department of Education (CSDE)
- Society of Health and Physical Educators (SHAPE)
- The National Association for Sport and Physical Education (NASPE)
- Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- Connecticut Association of Administrators of Health Health & Physical Education (CAAHPE)
- Connecticut School Health Survey statistics

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill, 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.
- Super, G. *What Are Drugs?* Twenty First Century Books.1990.

Nemours Kids Health:

- <https://kidshealth.org/en/kids...> [Alcohol - resource for students]
- <https://kidshealth.org/content...> [Alcohol - resources for educator/parents]
- <https://kidshealth.org/content...> [Vaping, smoking, nicotine]
- <https://kidshealth.org/content...> [Drugs-resources]

Posters:

- *SUCKED IN*. Nasco Education
- *Vaping-e-cigs*. Nasco Education
- *Tobacco Industry Poster Child*. tobaccofacts.org

- *If what happened on your inside happened on your outside, would you still smoke?* American Lung Association

District Resources:

- Failla, M.Y. "ANOD" Newtown Public Schools. Updated 2022.
- Officer Will Chapman, Newtown SRO
- Library media center
- School Nurse

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #4. Reflection #4. Grade 5. ANOD | Summative | Other written assessments

8 Standards Assessed

 Unit #4. Reflection #4. Grade 5. ANOD. (1).pdf 

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Nutrition Education & Physical Activity (NEPA)

Reed Intermediate School / Grade 5 / Physical Education

Week 25 - Week 32 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Nutrition Education & Physical Activity (NEPA) unit is to:

- ~empower students with the knowledge, skills, and dispositions to make healthful food and beverage choices
- ~ empower students with the knowledge, skills, and dispositions to be physically active and/or improve personal fitness
- ~ introduce students to the digestive system and its purpose
- ~ introduce students to nutrition tools and how to use them
- ~ prepare students for critical life skills and life-long healthful eating and physical activity habits
- ~ help students understand different cultures eat differently than other cultures and no one should be teased for their eating habits

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Responsible decision-making
- Systems
- Safety
- Choices & Consequences
- Analyze influences
- Advocacy
- Self-care
- Goal setting

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Knowledge of nutrition, food, nutrients, dietary guidelines, food safety and physical activity effects all eight dimensions of wellness across the lifespan.

G2: A healthy lifestyle includes proper daily food and nutrient consumption as well as adequate physical activity in each element of physical and motor fitness.

G3: Foods are fuel for growing, healing, repairing, and/or energizing the body and/or maintaining health.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

NUTRITION:

G1: What is nutrition? (F)

G1: What are the essential nutrients and their functions? (F)

G1: What are the elements of balanced nutrition and why are they important? (F)

G1: Why are the elements of balanced nutrition important? (P)

G1: How should individuals safely handle, prepare, and consume food? (C)

G4: Physical activity is any voluntary bodily movement produced by the skeletal muscles that requires energy expenditure and it affects all dimensions of wellness across the lifespan.

G5: Family, culture, peers, media and technology influence eating and activity behaviors.

G6: Positive and negative health behaviors with food impact wellness across the lifespan.

G7: Positive and negative health behaviors with physical activity impact wellness across the lifespan.

G8: Knowledge and utilization of various nutrition and fitness tools can improve wellness across the lifespan.

G9: Knowledge of the digestive system organs and their functions can help individuals understand the importance of the digestive process .

G1: Why is it important to handle, prepare, and consume food safely? (F)

G2: How can an individual ingest appropriate nutrients daily? (P)
G2: How can an individual improve their nutrient intake?

G3: What are foods? (F)

G3: What are the 6 Food Groups? (F)

G3: Why is "breakfast the most important meal of the day?"(P)

G5: How can family, culture, peers, media, and technology influence eating habits and food choices? (C)

G5: Why should we be respectful of what other people and cultures eat? (P)

G6: Why should people eat healthfully?

G6: What could happen to people if they consistently do not eat healthfully?

G8: What are some of the nutrition tools (Nutrition Facts Labels, MyPlate) and how can they be utilized to ensure proper nutrient intake? (C)

G8: Which nutrition tool is the best ? (P)

G9: What are the organs of the digestive system and their basic functions? (F)?

G9: What are the five steps in the digestive process?(F)

G9: How does food become fuel? (C)

PHYSICAL ACTIVITY:

G2: How much physical activity and exercise do people need at different stages of the lifespan? (F)

G2: What are the elements of physical and motor fitness? (F)

G2: What are the appropriate amounts of physical activity and sleep for children?(F)

G2: Why should people be physically active? (C)

G4: What is physical activity? (F)

G4: What can happen if a person does not engage in physical activity regularly? (C)

G5: How can family, culture, peers, media, and technology influence physical activity behaviors? (C)

G7: What could happen to someone if they are not physically active regularly? (F)

G7: Why should an individual perform physical activity each day? (C)

G8: How can an individual improve personal fitness levels? (P)

G8: How can an individual get motivated to exercise regularly? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students should KNOW:

- Nutrition is the science or study of all food

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

- Food is fuel for the body
- Importance of hydration
- Culture plays a role in meal planning and food consumption
- The elements of physical and motor fitness
- The types of exercise and activities for each element of physical fitness
- Children must be physically active at least one hour each day
- Children require 10 hours of sleep per night

Students should be able to:

- Plan balanced meals using a variety of nutrition tools
- Handle and consume food safely
- Understand the function of the digestive system and the five steps to digestion: ingest, digest, absorb, transport and eliminate
- Trace food/nutrients through the digestive system
- Respect the foods/meals consumed by people of different cultures
- Set and achieve nutrition and fitness goals in each element of fitness.
- Plan for and achieve 10 hours of sleep per night

Standards









The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 3-5

Core Concepts PK-12

Healthy Eating and Physical Activity (HEPA)

-  HEPA 1.1.5 Name the food groups and variety of nutritious food choices for each food group.
-  HEPA 1.2.5 Explain the importance of eating a variety of foods from all the food groups.
-  HEPA 1.3.5 Describe the physical, mental, social, and academic benefits of healthful eating habits and physical activity
-  HEPA 1.4.5 Identify nutritious and nonnutritious beverages.
-  HEPA 1.5.5 Describe the benefits of consuming plenty of water.
-  HEPA 1.6.5 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
-  HEPA 1.7.5 Explain the concept of eating in moderation.
-  HEPA 1.8.5 Explain body signals that tell a person when they are hungry and when they are full.

Skills-Based PK-12



Standard 5 Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

-  DM 5.6.5 Describe the final outcome of a health-related decision.

Standard 6 Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

-  GS 6.1.5 Set a realistic personal health goal.
-  GS 6.2.5 Track progress toward achieving a personal health goal. GS 6.3.5 Identify resources that can help achieve a personal health goal.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

What's on my plate? A food journal activity

Build a Better Breakfast

Introduction to Nutrition Facts Labels

Everyone Cooks Rice.

My favorite recipe

Apple to energy and waste: Food is Fuel -Understanding the digestive process

Ready, Set, GOall: Create a personal wellness goal and plan

Get Moving

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Nutrition

Food

The 6 Essential Nutrients

1. Carbohydrates
2. Proteins
3. Fats
4. Vitamins
5. Minerals
6. Water

The 6 Food Groups

1. Grains
2. Meats & Beans
3. Vegetables
4. Fruits
5. Milk/Dairy
6. Fats, sugars & Discretionary

Food Tools:

- MyPlate
- Nutrition Facts Labels
- Dietary Guidelines
- Food Safety

Elements of Physical Fitness

- Muscular strength
- Muscular endurance
- Cardiorespiratory endurance
- Flexibility
- Body composition

Elements of Motor Fitness

- Agility
- Balance
- Coordination
- Power

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- United States Department of Agriculture (USDA)
- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- American Council on Exercise (ACES)
- The Connecticut Physical Fitness Assessment (CPFA) Manual (2022)
- Connecticut State Department of Education (CSDE)
- The National Association for Sport and Physical Education (NASPE)

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Books to read to students:

- Dooley, N. *Everybody Cooks Rice*. Lerner Publishing Group. 1991.

Nemour KidsHealth:

- <https://kidshealth.org/en/kids...> [Figuring Out Food Labels]
- <https://kidshealth.org/en/pare...> [Kids and Exercise]

Video:

- *Build a Better Breakfast*. <https://video.link/w/uaBxd> [Time: 3:46]

District Resources:

- Library media center
- School Nurse
- Food Service

- Reaction time
- Speed

SMART goals

- Specific
- Measurable
- Achievable
- Realistic/Relevant
- Time bound

- [MyPlate food tool](#)
- [The Society of Health and Physical Educators, known as SHAPE America, is an American organization th](#)
- [KidsHealth is the #1 most-trusted source for physician-reviewed information and advice on children's](#)
- [American Council on Exercise](#)
- [CT Physical Fitness Assessment Manual \(2022\)](#)

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #5. Nutrition & Physical Activity Reflection | Summative | Other written assessments

[Unit #5. Nutrition & Physical Activity, Reflection #5. Grade 5. .pdf](#)

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Human Growth & Sexual Development (HGSD)

Reed Intermediate School / Grade 5 / Physical Education

Week 33 - Week 37 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purposes of the Human Growth & Sexual Development (HGSD) unit are to:

- teach children what puberty is and why it happens
- help children cope with the changes puberty brings to them
- to introduce children to the reproductive system, its organs and their functions
- prevent children from being frightened by unexplained changes to their physical and emotional wellnesses
- help children understand their rights and responsibilities regarding touch
- teach children hygienic practices to teeth, mouth and body

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Lifespan development
- Self-respect
- Self-management
- Self-care
- Systems
- Safety
- Choices & Consequences
- Communication
- Advocacy
- Self-awareness
- Responsible decision-making

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: At a certain age range, all individuals go through puberty.

G2: Puberty brings on many changes to an individual's dimensions of wellness. Knowledge of human growth and sexual development, provides individuals with strategies for coping with the physical, social, intellectual, and emotional changes of puberty and adolescence.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What is puberty? (F)

G1: What are the average age ranges for pubescent changes to occur in children? (F)

G2: What are some of the pubescent changes that occur in children? (Gender specific and similar changes) (F)

G3: Puberty is a period of rapid physical growth and sexual development that prepares individuals to reproduce.

G4: Knowledge of the reproductive organs and their functions and health, can help individuals understand and prepare for puberty and beyond.

G5: Hygienic habits of daily living affect overall health & wellness.

G6: Trusted adults in your home, school, and community can help individuals navigate problems and concerns.

G7: Touch is a basic human sense and need. Sometimes touch is appropriate and sometimes it is not.

G3: Why do we go through puberty (C)

G4: What are the names and functions of some of the organs of the male and female reproductive systems? (F)

G4: What are the private parts and how do we keep them safe and healthy? (C)

G5: What are hygienic practices and habits? (F)

G5: Why is body and oral hygiene important? (C)

G6: Who are five trusted adults in your life? (C)

G6: What should a female do if she begins to menstruate at school? (F)

G6: How can you cope with the various changes brought on due to puberty? (P)

G7: What are examples of appropriate touch? (F)

G7: What are examples of inappropriate touch? (F)

G7: Do you have the right to tell others not to touch you? (P)

G7: What are your responsibilities to keep others safe? (C)

G7: What should you do if someone touches you inappropriately? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students will know and be able to identify and explain:

Puberty:

- Definition
- Purpose
- The changes puberty brings to physical, social and emotional wellness
- Healthful coping and communication strategies
- Everyone of a certain age range goes through puberty but not at the exact same time

Organs of the Reproductive Systems and their functions

Female anatomy names and locations:

- Vagina/birth canal
- Vulva
- Labia
- Cervix
- Uterus/womb
- Fallopian tubes
- Ovaries
- Ova (egg)
- Breasts
- Urethra
- Anus

Male anatomy names and locations:

- Penis
- Scrotum
- Testes

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

- Sperm
- Semen
- Urethra
- Anus

Learn and demonstrate independently hygienic practices for teeth, mouth and body

Menstruation:

- Understand menstruation
- Female students should understand and track their menstrual cycle
- Seek assistance at home and school when sanitary supplies are needed
- Understand types of sanitary supplies and how to use/dispose of them

Touch

- Is a basic human need
- The difference between appropriate and inappropriate touch
- People have the right to say whether they want to be touched or not
- Students must be able to report any incidence of inappropriate touch

Five trusted adults they can communicate with when they have questions or concerns about puberty and sexuality

Standards






The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)




CT: Grades 3-5

Core Concepts PK-12

Sexual Health (SH)

-  SH 1.1.5 Describe basic reproductive body parts and their functions.
-  SH 1.2.5 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
-  SH 1.3.5 Describe the range of physical, social, and emotional changes that occur during puberty.
-  SH 1.4.5 Explain how puberty and development can vary greatly and still be normal.
-  SH 1.5.5 Describe how people are similar and different (e.g. sexual identity, gender, gender identity, gender expression, etc.)

Sexual Assault and Abuse Prevention (SAAP)

-  SAAP 1.2.5 Distinguish between "appropriate" and "inappropriate" touch.
-  SAAP 1.3.5 Explain that inappropriate touches should be reported to a trusted adult.
-  SAAP 1.5.5 Explain that everyone has the right to tell others not to touch his or her body

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

-  INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.

Standard 3 Accessing Information

Students will demonstrate the ability to access valid information, products, and services to enhance health.

- AI 3.3.5 Describe characteristics of appropriate and trustworthy health services.

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.1.5 Demonstrate effective verbal and nonverbal communication skills.
- IC 4.2.5 Demonstrate empathetic, compassionate, and supportive behavior toward others.
- IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.

Standard 7 Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- SM 7.2.5 Demonstrate healthy practices and behaviors.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Hygiene: Mouth, Teeth & Body
- What is puberty?
- Where and what are the private parts?
- I'm growing up - who and what are my influences?
- Reproductive System: Girls, Boys, Both or I don't know
- Safety: Good Touch/Bad Touch

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and/or explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Puberty

Menstruation

- Period
- Menstrual cycle
- Ovulation
- Sanitary products (Pads, panty liners, tampons, etc.)

Organs of the Reproductive System

Female anatomy names and locations:

- Vagina/birth canal
- Vulva
- Labia
- Cervix
- Uterus/womb
- Fallopian tubes
- Ovaries
- Ova (egg)
- Breasts
- Areola

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- Connecticut State Department of Education (CSDE)

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.
- Middleman, A.B. *Boy's Guide to Becoming a Teen*, Jossey-Bass. 2006
- Middleman, A.B. *Girl's Guide to Becoming a Teen*. Jossey-Bass. 2006

Books to read to Students:

- Urethra
- Anus

Male anatomy names and locations:

- Penis
- Scrotum
- Testes
- Sperm
- Semen
- Urethra
- Anus

Appropriate touch versus inappropriate touch

Unit Plan

- Sanders, J. *My Body! What I say Goes!* Upload Publishing Pty. 2016.
- Seskin, S, & Shamblin, A. *Don't Laugh at Me.* Random House. 2002.
- Shannon, D. *A Bad Case of Stripes.* Blue Sky Press-Scholastic. 1998.

Video:

- "Always Changing and Growing Up" Pineland Learning Center. 2020. [Time: 26:00]
 - <https://video.link/w/9t3yd>

Nemours Kids Health:

- <https://kidshealth.org/en/kids...>

District approved presentation:

- Failla, M.Y. *Human Growth & Development for Grade 5.* updated 2022 [see attachment below]
- School Nurses

Slideshow by Failla, M.Y. Human Growth & Development for Grade 5



Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #6. Human Growth & Sexual Development Reflection | Summative | Other written assessments

Unit #6 HGSD Reflection (1).pdf

5 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan Personal Safety (PS)

Reed Intermediate School / Grade 5 / Physical Education

Week 38 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purposes of the Personal Safety (PS) unit are to:

- ~ teach students how to be safe in a wide variety of situations
- ~ teach students how to prevent accidents and injuries to themselves and others
- ~ teach students how and when to seek help for injury to self and others

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Safety
- Choices & Consequences
- Communication
- Analyze influences
- Advocacy
- Self-care
- Peer-Pressure
- Self-respect
- Self-management
- Responsible decision-making

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- G1: All safety choices have consequences on personal and community health and wellness.**
- G2: Personal safety and injury prevention require knowledge and application of rules and laws.**
- G3: Family, peers, culture, media, and community effect an individual's safety decisions.**
- G4: Trusted adults and medical professionals can help in an emergency.**

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- G1: What are the safety habits of daily living in a variety of locations (home, school, community, transportation, public spaces, on-line)? (F)**
- G1: Why should everyone wear sunscreen? (F)**
- G1: How can individuals support themselves and community members to make healthy and safe choices? (P)**
- G2: Why is it important to not be a distracted driver or be in the vehicle of one? (C)**
- G2: What safety rules/laws do we need to practice in a variety of situations (i.e. cellphone and social media usage, using technology, etc)? (F)**

G2: Why is it important to follow safety rules and laws? (C)

G2: How do you get help during an emergency? (F)

G3: Why is it important to not give in to negative peer pressure? (P)

G3: Why is it important to not talk to strangers alone in-person or on-line? (P)

G4: Who are the trusted adults that could help in an emergency? (F)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students must know:

- Safety rules and laws in a variety of situations
- They have personal rights and obligations
- It is okay to say "NO!"
- Five trusted adults they can communicate with
- How to keep safe in a variety of situations and locations (home, school, community, motor vehicle including bus, sports and other activities)
- Emergency numbers to call for help/assistance (911, 811, 211, 1-800-222-1222, etc.)

Students must be able to:

- Follow safety rules and laws
- Advocate for themselves and others safety in a variety of situations
- Communicate clearly and resist social pressure to engage in dangerous behaviors
- Seek and find help in an emergency situation or offer help when needed.
- Identify available safety resources within the home, school, and community

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)











CT: Grades 3-5

Core Concepts PK-12

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Alcohol, Nicotine and Other Drugs (ANOD)

- ANOD 1.1.5 Explain why household products are harmful if intentionally absorbed or inhaled.



Safety and Injury Prevention (SIP)

-  SIP 1.1.5 Identify ways to reduce risk of injuries while riding in a motor vehicle.
-  SIP 1.2.5 List examples of dangerous or risky behaviors that might lead to injuries.
-  SIP 1.3.5 Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
-  SIP 1.4.5 Identify ways to reduce risk of injuries in case of a fire, around water, and from falls.
-  SIP 1.7.5 Identify ways to reduce injuries as a pedestrian.
-  SIP 1.9.5 List ways to prevent injuries at home, school and community.
-  SIP 1.11.5 Explain why household products are harmful if ingested or inhaled.
-  SIP 1.12.5 Explain what to do if someone is poisoned or injured and needs help.
-  SIP 1.13.5 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads and helmets.
-  SIP 1.17.5 Describe ways to prevent harmful effects of the sun.

Skills-Based PK-12


Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

-  INF 2.1.5 Identify and describe influences of peers, family, school, and community on health practices and behaviors.
-  INF 2.2.5 Identify and describe influences of media and technology that affect personal health practices and behaviors.




Standard 3 Accessing Information

Students will demonstrate the ability to access valid information, products, and services to enhance health.

-  AI 3.3.5 Describe characteristics of appropriate and trustworthy health services.




Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

-  IC 4.1.5 Demonstrate effective verbal and nonverbal communication skills.
-  IC 4.3.5 Demonstrate refusal skills to avoid or reduce health risk.
-  IC 4.5.5 Demonstrate how to effectively ask for help to improve personal health.




Standard 5 Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

-  DM 5.3.5 Explain how family, culture, peers or media influence a health-related decision.
-  DM 5.4.5 Identify options and their potential outcomes when making a health-related decision.
-  DM 5.5.5 Choose a healthy option when making a decision.


Standard 7 Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

-  SM 7.1.5 Describe practices and behaviors that reduce or prevent health risks.
-  SM 7.2.5 Demonstrate healthy practices and behaviors.
-  SM 7.3.5 Make a commitment to practice healthy behaviors.

Standard 8 Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

-  AV 8.3.5 Demonstrate how to support self and others to make positive health choices.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Wellness Question(s) of the Week (WQW)
 My Body is MINE!
 Helmet on the head and other Personal Safety Practices
 Water Safety: *Reach, Throw (Row) & Go!*
 Sun Safety: SPF
 Food safety
 Journal Reflection

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Emergency services

First responders

- Police officers and other law enforcement agents
- Firefighters
- Paramedics
- Emergency Medical Technicians (EMT)
- Athletic Trainer (AT)

Laws:

- Driving age
- Helmet
- Internet/ Social media

Water Safety:

- Reach, throw, go!
- Don't swim alone
- Rip tides
- Life vests
- Flotation devices

Sun Safety:

- Sunscreen purpose
- Exposure to
- Sun Protection Factor (SPF)

Food Safety

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- United States Department of Agriculture (USDA)
- United States Coast Guard <https://www.uscgboating.org/> [Boating Safety Guide]
- Ct.gov. [Life Jackets/ Personal Flotation Devices (PDFs)]
- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance(CTAHPERD)
- Connecticut State Department of Education (CSDE)
- The Connecticut Poison Control Center (CPCC)
- The Connecticut General Assembly <https://cga.ct.gov/PS94/rpt%5C...> [Helmet Laws]

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Sprenger, M. *Social Emotional Learning and the Brain*. ASCD. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Children's Books that teach Safety

Lessons: <https://www.childsafekit.com/a...>

- Geisler, D.I *Won't go with Strangers*. Sky Pony. 2018.
- Penziwol, J.E. *No Dragons for Tea: Fire Safety for Kids (and Dragons)*. Kids Can Press. 1999
- Sanders, J. *My Body! What I say Goes!* Upload Publishing Pty. 2016.
- Raymer, D. *A Smart Girl's Guide: Staying Home*. American Girl Publishing. 2009
- Willis, J & Ross, T. *Chicken Clicking*. Penquin Publishing. 2015.
- Johnsen, K. *The Trouble With Secrets*. Chicago Press Inc. 1986.

Nemours Kids Health:

- <https://kidshealth.org/content...> [Food Safety]
- <https://kidshealth.org/content...> [Fire Safety]
- <https://kidshealth.org/content...> [Pool & Water Safety]
- <https://kidshealth.org/content...> [Sports & Bike]

District Resources:

- Failla, M.Y. *Safety 101* Newtown Public Schools. 2022
- Library media center
- School Nurse

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #7. Personal Safety Reflection | Summative | Other written assessments

 Unit #7. Personal Safety Reflection (1).pdf

8 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Health Gr. 6

6 Curriculum Developers | Last Updated: Monday, Sep 25, 2023 by Failla, Michelle

Unit Calendar by Year

Unit	Lessons	Au		Sep			Oct			Nov			Dec			Jan			Feb			Mar			Apr			May			Ju						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Draft Health & Wellness (HW)	0	█																																			
Draft Social & Emotional Health &...	0				█																																
Draft Healthy Relationships (HR)	0							█																													
Draft Alcohol, Nicotine & Other Drugs...	0										█																										
Draft Nutrition Education & Physical...	0													█																							
Draft Human Growth & Sexual...	0																			█																	
Draft Personal Safety (PS)	0																									█											

7 Units found

Previous Year



Unit Plan

Health & Wellness (HW)

Reed Intermediate School / Grade 6 / Physical Education

Week 1 - Week 5 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Faglia, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Health & Wellness unit is to

- ~ have students in grade six review the wellness vocabulary, especially the 8 Dimensions of Wellness, which is the foundation for their Health Education and Health Literacy throughout their education.
- ~ have students in grade six, review the wellness concept that all choices have consequences on health and wellness and
- ~ introduce students to the Health & Wellness Continuum
- ~ have students in the sixth grade, review the difference between Growth and Fixed Mindsets and that using a Growth Mindset can improve personal wellness
- ~ teach students the 6 Steps to Behavior Change
- ~ give students the opportunity to set and achieve health & wellness SMART Goals

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Self Management
- Self awareness
- Self-respect
- Strengths/challenges
- Growth Mindset
- Goal setting & achieving
- Choices & Consequences
- Dimensions of Wellness
- Behavior Change
- Lifespan development

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Applying knowledge about health and the eight dimensions of wellness (physical, social, intellectual, emotional, spiritual, environmental, occupational and financial) enables individuals to make informed choices about or improvements to their health now and in the future.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- G1: What is Health? (F)
- G1: What is Wellness? (F)
- G1: What are the 8 Dimensions of Wellness? (F)
- G1: What is your greatest strength and your biggest weakness/challenge in each dimension of

G2: All choices have consequences on health and wellness - Decision making enables individuals to understand positive and negative consequences of wellness choices.

G3: Health habits of daily living affect wellness each day.

G4: Having a Growth Mindset instead of a Fixed Mindset is the first step to improving/achieving wellness.

G5: Achievement of SMART goals requires a growth mindset, discipline, and motivation.

G6: Applying knowledge of the Health & Wellness Continuum can improve wellness across the lifespan.

G7: Creating and following a Behavior Change Plan using SMART goals will improve wellness.

wellness? (P)

G2: How can you improve your area of challenge ?(P)

G2: Why should you try to improve an area of wellness weakness? (C)

G3: What are the health habits of daily living for a child? (C)

G3: When you envision someone who is "healthy and well" what comes to mind? (C)

G4: What is a Growth Mindset? (F)

G4: What is one way to achieve optimal personal wellness? (C)

G4: What is a Fixed Mindset?

G4: What are the differences between having a growth mindset and a fixed mindset? (C)

G5: What does SMART goals mean? (F)

G5: Why is it important to set (and achieve) SMART goals? (P)

G5: How can a growth mindset and healthful habits contribute to goal achievement? (C)

G6: What is the Health and Wellness Continuum? (F)

G6: How do you explain the Health & Wellness Continuum and your place on it? (P)

G6: Can you explain the controllable factors that contribute to personal optimal health and wellness? (P)

G7: What are the steps to Behavior Change? (F)

G7: How long should a Behavior Change Plan take?

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students must know:

- The 8 Dimensions of Wellness (physical, intellectual, emotional, social, spiritual, environmental, occupational and financial).
- The 8 Dimensions of Wellness are interconnected - a choice in one effect the others.
- The universal wellness concept: "All choices have consequences on all dimensions of wellness across the lifespan."
- The difference between Growth and Fixed Mindsets
- The controllable factors that contribute to or take away health and wellness
- The Health & Wellness Continuum
- The Six Steps to Behavior Change
- How to set SMART goals

Students must be able to:

- Advocate for personal health
- Demonstrate healthful habits and routines for each dimension of wellness
- Create and follow a personal Behavior Change Plan.
- Set and achieve realistic, personal, short and long-term health and wellness goals
- Track progress of personal health and wellness goals
- Reflect on and adjust their goal progress

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

- Explain the Health & Wellness Continuum
- Explain the difference between Growth and Fixed Mindsets

Standards




The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)





CT: Grades 6-8

Core Concepts PK-12

Optimal Wellness and Disease Prevention (OWDP)

-  OWDP 1.1.8 Describe the benefits of good hygiene practices
-  OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases and the importance of seeking treatment
-  OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer, diabetes, hypertension and osteoporosis).
 - Intake (food, air, water, substances)
 - Output (physical activity and movement; elimination of waste)
 - Sleep
 - Stress Management





Mental and Emotional Health (MEH)

-  MEH 1.1.8 Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers)
-  MEH 1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence)
-  MEH 1.8.8 Describe characteristics of positive mental and emotional health.
-  MEH 1.16.8 Examine the risks of impulsive behaviors.

Skills-Based PK-12



Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

-  INF 2.1.8 Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
-  INF 2.2.8 Explain how personal values and beliefs influence personal health practices and behaviors.
-  INF 2.3.8 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors (e.g., how alcohol use influences sexual risk behavior).
-  INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors.

Standard 3 Accessing Information

Students will demonstrate the ability to access valid information, products, and services to enhance health.

-  AI 3.2.8 Describe situations that call for professional health services.
-  AI 3.4.8 Access valid and reliable health information from home, school or community.







Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

-  IC 4.5.8 Demonstrate how to effectively ask for assistance to improve personal health.




Standard 5 Decision Making

Students will demonstrate the ability to use decisionmaking skills to enhance health.

-  DM 5.1.8 Determine when situations require a health-related decision.
-  DM 5.2.8 Distinguish when health-related decisions should be made individually or with the help of others.
-  DM 5.3.8 Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
-  DM 5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
-  DM 5.6.8 Choose a healthy alternative when making a health-related decision.
-  DM 5.7.8 Analyze the effectiveness of a final outcome of a health-related decision.




Standard 6 Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

-  GS 6.1.8 Assess the impact and power of embracing a growth mindset in order to determine and reach one's goals
-  GS 6.2.8 Assess personal health practices.
-  GS 6.3.8 Set a **realistic** personal health goal. GS 6.4.8 **Assess the** barriers to achieving a personal health goal. GS6.5.8 Apply strategies to **overcome barriers** to achieving a **personal health goal**.

Standard 7 Self Management













Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

-  SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.
-  SM 7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks. SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.
-  SM 7.4.8 Make a commitment to practice healthy behaviors.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Review the 8 Dimensions of Wellness
- Wellness Wheel
- Health & Wellness Continuum: Where am I?
- Behavior Change Plan
- Yeti's name is Betty - understanding Growth Mindset and the Power of "Yet"
- Ready, Set, GOOOOOOOOOOOOAL!

[8 Dimensions of Wellness](#)   [8 Dimensions of Wellness DOW: A Study Guide.pdf](#)   [Health & Wellness Continuum.pdf](#)  
[6 Steps to Behavior Change: A Study Guide.pdf](#)   [Growth versus Fixed Mindset.pdf](#)   [Entrance slip Dimensions of Wellness](#)  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

The 8 Dimensions of Wellness

- Physical
- Intellectual

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance(CTAHPERD)
- Center for Disease Control and Prevention
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>

- Emotional
- Social
- Spiritual
- Environmental
- Occupational
- Financial

Wellness Wheel

Consequence

Growth vs Fixed Mindset

Health Habits of Daily Living

SMART goals

Health & Wellness Continuum

Behavior Change Plan

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Sprenger, M. *Social Emotional Learning and the Brain*. ASCD. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Nemours Kidshealth:

- <https://kidshealth.org/en/teen...> [Total Well-being]

Videos:

- 8 Dimensions of Wellness defined <https://video.link/w/QQNxd> [Time: 3:40]
- Growth Mindset <https://video.link/w/7VNxd> [Time: 2:28]

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #1. HW. Journal & Reflection | Summative | Other written assessments

Self Assessment

 Unit #1_ Behavior Change_ Journal & Reflection.pdf

10 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Social & Emotional Health & Wellness (SEHW)

Reed Intermediate School / Grade 6 / Physical Education

Week 6 - Week 10 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

- The purpose of the Social and Emotional unit is to help students
- ~better understand their own emotions
 - ~become more self-aware of their thoughts and feelings
 - ~understand that social and emotional wellness affects total personal health & wellness
 - ~understand their personal stress and anger styles
 - ~learn and practice a variety of stress and anger management techniques
 - ~development empathy for the peers, their community and the world around them
 - ~practice social skills in order to meet new people and make friends

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Self-Management
- Responsible decision-making
- Choices & Consequences
- Managing emotions
- Stress & Anger management
- Communication
- Friendship
- Empathy

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Stress is a natural and normal emotion that occurs due to stimulating one, some or all five senses.

G2: A healthy lifestyle includes emotional awareness and regulation as well as stress and anger management.

G3: Emotionally resilient individuals can cope appropriately with a variety of stressful situations they encounter with self and others.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What are the five human senses? (F)

G1: What is stress and what causes it?(C)

G1: What are the dimensions of stress? (F)

G1: What is the stress response? (C)

G1: Do you think stress is ever a good thing? (P)

G2: What are healthful ways to manage stress? (C)

G2: How can you control your anger? (C)

G2: Should you manage your stress and anger? (P)

G3: Positive self-management strategies minimize potentially negative influences on social and emotional health of self and others.

G4: Emotional stress and anger effect all dimensions of wellness.

G5: There are a vast variety of human and material resources to help individuals process stress and other negative emotions.

G6: Social wellness includes both verbal and nonverbal communication with others and the ability to be empathetic.

G7: Having friends and being a friend is critical for social wellness.

G8: There are 6 styles of Anger Management (AM). Understanding your AM style is a life skill.

G3: Why should you be an "upstander" instead of a bystander? (P)

G3: How can you avoid putting someone down when you are stressed or angry? (P)

G3: How can you make amends when you have physically or emotionally

G4: How can physical stress effect emotional stress and vice versa? (P)

G4: How does stress or anger affect all dimensions of wellness? (C)

G4: What can happen when someone is teased or bullied? (C)

G5: Who are trusted adults in your life that can provide emotional support? (F)

G5: What should you do if you are feeling stressed, angry or depressed? (P)

G5: What are some healthful tools and techniques for managing stress and negative emotions? (P)

G6: What can/should you do to build social skills? (C)

G6: What does it mean to be empathetic? (C)

G7: Who is a friend? (C)

G7: How do you make friends? (P)

G8: What are the 6 Styles of Anger Management? (F)

G8: Which is the best anger management style? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students must know:

- All choices have consequences on wellness
- Stress is a natural emotion
- Their individual stress response
- A variety of stress management tools
- Healthful Stress Management strategies
- Mindfulness
- Emotional Wellness affects other dimensions of wellness
- Trusted adults that can help them manage stress
- Positive and negative consequences of using social media platforms
- How to manage time
- Style of Anger Management
- Zones of Regulation
- The 4 categories of the Mood Meter,

Students must be able to:

- Identify and verbalize their emotions/feelings
- Know where to locate healthful resources to aid in stress/anger management
- Seek and find assistance with negative feelings
- Practice/demonstrate a variety of healthful Stress/Anger Management Skills and Strategies
- Utilize the Zones of Regulation, Mood Meter, and human resources to identify and regulate negative feelings
- Practice time management
- Make friends and be a friend

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

- Be an up-stander instead of a by-stander

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 6-8

Core Concepts PK-12

Mental and Emotional Health (MEH)

- MEH 1.1.8 Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers)
- MEH 1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence)
- MEH 1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others
- MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies
- MEH 1.6.8 Describe characteristics of a mentally and emotionally healthy person.
- MEH 1.7.8 Discuss how emotions change during adolescence.
- MEH 1.8.8 Describe characteristics of positive mental and emotional health.
- MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.
- MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset.
- MEH 1.11.8 Summarize feelings and emotions associated with loss and grief.
- MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors.
- MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress and anxiety.
- MEH 1.15.8 Describe personal stressors at home, in school, and with friends.
- MEH 1.16.8 Examine the risks of impulsive behaviors.
- MEH 1.17.8 Identify trusted adults and resources for assistance.

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors.

Standard 3 Accessing Information

Students will demonstrate the ability to access valid information, products, and services to enhance health.

- AI 3.2.8 Describe situations that call for professional health services.

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- IC 4.2.8 Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.

Standard 5 Decision Making

Students will demonstrate the ability to use decisionmaking skills to enhance health.

- DM 5.1.8 Determine when situations require a health-related decision.
- DM 5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision.
- DM 5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- DM 5.6.8 Choose a healthy alternative when making a health-related decision.

Standard 6 Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

- GS 6.2.8 Assess personal health practices.

Standard 7 Self Management

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- SM 7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks. SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- SM 7.4.8 Make a commitment to practice healthy behaviors.

Standard 8 Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

- AV 8.2.8 Persuade others to make positive health choices.
- AV 8.3.8 Collaborate with others to advocate for healthy individuals, families and schools.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Stress 101: How do I feel and who can help?**Healthful Stress Management Techniques & Reflection:**

- Mindfulness
- Rainbow Breathing
- Virtual vacation
- Fitness & other hobbies

Everything I ever needed to know I learned in Kindergarten:

- Reflection
- Friendship

Chill out! Stress & Anger Management

- Watch videos & Reflect in journal

Be an Outstanding Upstander!

[Stress Study Guide X.pdf](#) [All I Really Need To Know I Learned In Kindergarten.pdf](#)

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Health**Wellness****The 8 Dimensions of Wellness**

- Physical
- Intellectual
- Emotional

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance(CTAHPERD)

- Social
- Spiritual
- Environmental
- Occupational
- Financial

Stress

- Stressors
- Five senses
- Stress Response

Stress Management Techniques

- Journal writing and reflection
- Mindfulness
- Rainbow Breathing
- Progressive Muscle Relaxation
- Tapping
- Yoga

Mood Meter**Zones of Regulation****Friend****Empathy****Up-stander versus bystander****Verbal versus non-verbal communication****6 Styles of Anger Management**

- Avoidance
- Explosive
- Passive-aggressive
- Sarcasm
- Self-abuse
- Problem solvers

Unit Plan

- The Connecticut State Department of Education (CSDE) Social-Emotional-Learning Documents

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Sprenger, M. *Social Emotional Learning and the Brain*. ASCD. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.
- Rizzo Toner, P. *Stress Management and Self-Esteem Activities*. The Center for Applied Research in Education. 1993.

Nemours KidsHealth:

- <https://kidshealth.org/en/kids...> [Stress]
- <https://kidshealth.org/en/kids...> [On-line Safety & Social Media]
- <https://kidshealth.org/en/kids...> [Friendship & Peer Pressure]

District Resources:

- School nurse
- Guidance Counselors
- School Social worker
- School Psychologist

Videos (with Safe Links)

- "Stressed Out: Coping Skills for Kids & Teens" <https://video.link/w/MBKxd> [Time: 7:15]
- "Underwater Wonders" <https://video.link/w/69Kxd> [Time: 3:00.00]
- "Social Skills for Kids" <https://video.link/w/8Cqxd> [Time: 5:56 minutes]
- "Picnic on the Beach Ambience, Oceanwave Sounds" <https://video.link/w/vAKxd> [Time: 2:00.04]
- "Be an Upstander" <https://video.link/w/fqTxd> [Time:4:00]

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #5. Social and Emotional Journal & Reflection | Summative | Other written assessments

Self Assessment

 Unit #2 SE Journal & Reflection, Grade 6.pdf

11 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Healthy Relationships (HR)

Reed Intermediate School / Grade 6 / Physical Education

Week 11 - Week 15 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purposes of the Healthy Relationships (HR) unit are to help students in grade six:

- ~ explain and demonstrate the characteristics of a healthy relationship
- ~ use communication skills to meet people and make friends
- ~ start a conversation with an adult or peer
- ~ know where to locate healthful resources to aid in conflict resolution
- ~ practice conflict resolution and restitution
- ~ explain and demonstrate empathy
- ~ learn why they should be an up-stander instead of a bystander
- ~ avoid being discriminatory towards others
- ~ describe strategies to avoid physical violence
- ~ politely understand others' points-of-view/perspectives

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Communication
- Self-respect
- Self-management
- Responsible decision-making
- Analyze influences
- Advocacy
- Peer-pressure
- Friendship

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Healthy relationships and friendships have several characteristics.

G2: Friendship and healthy relationships improve social and spiritual wellness practices.

G3: Empathy, sympathy and understanding different points-of-view are important life skills.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What are the characteristics of healthy relationships? (F)

G1: What is the definition of friendship? (F)

G2: What are the health benefits of having friends? (C)

G2: How do you make friends? (C)

G2: What does it mean to be a friend? (C)

G4: Prejudice, racism, discrimination and bias are wrong. Kind and respectful individuals can respond and cope appropriately with a variety of situations they encounter with self and others.

G5: Communication and conflict resolution strategies can help individuals avoid violence, and build or improve relationships.

G6: Advocating for self and others' social and emotional well-being is a life skill. Up-standers can prevent or stop violence and correct mean behaviors in others.

G3: What is the difference between empathy and sympathy? (C)

G3: Is it important to be empathetic and sympathetic towards others? (P)

G3: Why is it important to understand differing points-of-view (POV)?

G3: What should you do if you do not see/understand someone else's POV? (C)

G4: What are the definitions of prejudice, racism, discrimination and bias? (F)

G4: How can you avoid being discriminatory towards others? (C)

G4: Why is it wrong to tease/harass others based upon personal characteristics? (P)

G5: What are the styles of Conflict Resolution? (F)

G5: How can social media positively and negatively effect relationships and friendships? (C)

G5: Which is the best Conflict Resolution style? (P)

G6: What is the role of an up-stander? (C)

G6: Is being an upstander tattling? (C)

G6: Should you be an up-stander instead of a bystander? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Students must know:

- All choices have consequences on wellness
- How to make a friend
- How to be a friend
- Emotional Wellness affects other dimensions of wellness
- Trusted adults that can help them manage conflict and practice restitution
- Positive and negative consequences of using social media platforms on friendship
- How to manage time
- Conflict Resolution Style
- Characteristics of healthy relationships
- No means No!
- There is a proper time and place for displays of affection

Students must be able to:

- Use communication skills to make a friend
- Know where to locate healthful resources to aid in conflict resolution
- Seek and find assistance with negative feelings
- Practice/demonstrate a variety of healthful Stress/Anger Management Skills and Strategies
- Practice conflict resolution techniques
- Start a conversation with an adult or peer
- Be an up-stander
- Avoid being discriminatory towards others
- Describe strategies to avoid physical violence
- Explain and demonstrate empathy
- Politely understand others' points-of-view/perspectives

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 6-8

Core Concepts PK-12

Healthy Relationships (HR)

- HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries)
- HR 1.4.8 Differentiate between healthy and unhealthy relationships.
- HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).
- HR 1.12.8 Explain how the use of social media can positively and negatively impact relationships

Violence Prevention (VP)

- VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
- VP 1.3.8 Describe strategies to avoid physical fighting and violence.
- VP 1.7.8 Define prejudice, discrimination and bias.

Sexual Assault and Abuse Prevention (SAAP)

- SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.

Safety and Injury Prevention (SIP)

- SIP 1.2.8 Define Digital Wellness and its impact on overall health.

Skills-Based PK-12

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict.
- IC 4.6.8 Demonstrate how to effectively communicate empathy and support for others.

Standard 7 Self Management

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Getting to Know You #1
- Getting to Know You #2
- Creating Friendships
- Conflict Resolution

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Mean behavior

Bully
Bullying
Up-stander
Bystander

Empathy
Sympathy
Friend
Friendship

Racism
Prejudice
Discrimination
Bias
Equity
Equality
Digital Wellness

Restitution
"Let go and move on"

Conflict Resolution Styles:

- Accommodate
- Avoid
- Agree to disagree

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance(CTAHPERD)

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Sprenger, M. *Social Emotional Learning and the Brain*. ASCD. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Nemours KidsHealth:

- <https://kidshealth.org/en/kids...> [Friendship & Peer Pressure]

Videos (with Safe Links):

- "How to Create Friendships" <https://video.link/w/WyTxd> [Time: 4:22]
- "Be an Upstander" <https://video.link/w/fqTxd> [Time:4:00]

- Compromise
- Collaboration
- Competing (it is my way or the highway)

- "Anger Management for Kids" <https://video.link/w/wwTxd> [Time: 6:00]

District Resources:

- Guidance Counselors
- School Social worker
- School Psychologist
- School nurses

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #3. Healthy Relationships Reflection. | Summative | Other written assessments

Self Assessment

 Unit #3_ Healthy Relationships Reflection.pdf

6 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Alcohol, Nicotine & Other Drugs (ANOD)

Reed Intermediate School / Grade 6 / Physical Education

Week 16 - Week 21 | 6 Curriculum Developers | Last Updated: Today by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit,

The purposes of the Alcohol, Nicotine and Other Drugs (ANOD) unit, are to help students:

- ~ acquire functional health knowledge about the dangers of alcohol, smoking products, and a variety of other substances
- ~ understand the laws in regard to smoking, drinking and substance use
- ~ understand there are healthful ways to manage stress
- ~ practice skills needed to adopt and maintain healthy behaviors throughout their lives.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Safety
- Personal Wellness
- Personal Influences
- Choices & Consequences
- Disease Prevention
- Analysis of influences
- Advocacy
- Self-management
- Responsible decision-making

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Use of various substances, drugs and medicines have positive and negative consequences on personal optimal wellness.

G2: Substance use and abuse has short and long-term affects on individuals, families, and communities.

G3: Family, peers, media and technology influence substance use.

G4: Family, school, and community resources are available to support individuals.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What is a drug versus medicine? (F)

G1: What is personal optimal wellness? (F)

G1: How does one know what their personal optimal wellness is? (C)

G2: What are some of the short and long-term consequences to substance use/abuse? (F)

G2: What is addiction? (F)

G2: What are the Stages of Addiction? (F)

G5: Advocating for personal wellness is a life-skill.

G6: There are benefits to being alcohol, nicotine, and drug-free.

G7: There are policies and laws that should be followed regarding the use of certain substances.

G8: There are a variety of healthful alternatives to coping with stress, depression, disappointments and anxiety.

G2: How do people progress (or not) through the stages of addiction? (C)

G2: How does using/abusing drugs affect each dimension of wellness? (C)

G3: How do family, peers, media, and technology influence substance use/abuse? (C)

G3: Can addiction be cured? (P)

G4: What are the community resources available to individuals struggling with substance abuse? (F)

G4: Who are the people that can help you when there is substance use/abuse? (F)

G4: How can people access support for substance abuse? (C)

G5: What would you do if someone offered you drugs? (P)

G5: What would you do if you witnessed someone using drugs or driving under the influence? (P)

G6: Which is better, prevention or cure? (P)

G6: What are the benefits to being alcohol, nicotine, and drug free? (C)

G7: The legal drinking/smoking age in the United States is 21 years. Should this be changed? (P)

G7: Why is it dangerous to intentionally inhale or absorb household products and other substances? (P)

G8: How could you healthfully cope with life stressors instead of using/abusing substances? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students must know:

- Definitions of drug versus medicine
- Differences between drug use/abuse/misuse
- Short-term and long-term effects of drug use/abuse
- Dangers/consequences of smoking/vaping anything
- Dangers/consequences of secondhand smoke
- Dangers/consequences of using inhalants
- Alcohol and nicotine are highly addictive substances
- The Stages of Addiction
- The legal smoking/vaping and alcohol drinking ages in the US.
- Trusted adults that can provide assistance

Students must be able to:

- Confidently and assertively refuse offers to engage in substance use and/or underage drinking
- Have the self-confidence to avoid negative peer-pressure
- Seek and find help and reliable resources to improve wellness
- Advocate for healthful choices
- Create health-related messages for different audiences
- Perform healthful stress management techniques

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 6-8

Core Concepts PK-12

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Alcohol, Nicotine and Other Drugs (ANOD)

- ANOD 1.1.5 Explain why household products are harmful if intentionally absorbed or inhaled.
- ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use
- ANOD 1.2.8 Distinguish between proper use and abuse of over-the-counter and prescription medicines.
- ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.
- ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs.
- ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.
- ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine and other drugs.
- ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.
- ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.
- ANOD 1.9.8 Describe short- and long- term physical, social and emotional effects of using ANOD's (e.g. effects on organs, including brain, peer relationships, family relationships, self- esteem)

Optimal Wellness and Disease Prevention (OWDP)

- OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases and the importance of seeking treatment
- OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e. heart disease, cancer, diabetes, hypertension and osteoporosis).
 - Intake (food, air, water, substances)
 - Output (physical activity and movement: elimination of waste)
 - Sleep
 - Stress Management

Mental and Emotional Health (MEH)

- MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- INF 2.3.8 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors (e.g., how alcohol use influences sexual risk behavior).
- INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors.

Standard 3 Accessing Information

Students will demonstrate the ability to access valid information, products, and services to enhance health.

- AI 3.2.8 Describe situations that call for professional health services.

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.3.8 Demonstrate effective peer resistance and negotiation skills to avoid or reduce health risks.

Standard 5 Decision Making

Students will demonstrate the ability to use decisionmaking skills to enhance health.

DM 5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision.

DM 5.6.8 Choose a healthy alternative when making a health-related decision.

Standard 7 Self Management

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.

SM 7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks. SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.

SM 7.4.8 Make a commitment to practice healthy behaviors.

Standard 8 Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

AV 8.4.8 Demonstrate how to adapt positive health-related messages for different audiences.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Inhale/exhale: Escape the Vape!
- Recipe for disaster! Demonstration
- Cost of Smoking/Vaping
- Class Discussion/debate
- CHZYLY! Advocate for personal & community wellness

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Drug

Medicine

Prescription (Rx) versus Over-the-counter (OTC)

Drug use/abuse/misuse

Short-term effects of drug use/abuse

Long-term effects of drug use/abuse

Vaping

Tobacco

Nicotine

Inhalants

Inhale/exhale

Dangers/consequences of smoking/vaping anything

Secondhand smoke

Prevention

Addiction

The 6 Stages of Addiction

- Non-use
- Experimental
- Casual/Social

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- Connecticut State Department of Education (CSDE)
- Society of Health and Physical Educators (SHAPE)
- The National Association for Sport and Physical Education (NASPE)
- Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- Connecticut School Health Survey statistics

Books:

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Sprenger, M. *Social Emotional Learning and the Brain*. ASCD. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.

- Habitual
- Harmfully Involved
- Addiction

Tolerance

Peer-pressure

Financial Wellness

Self-respect

Unit Plan

- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course* 1. Glencoe McGraw-Hill. 2003.

Nemours Kids Health:

- <https://kidshealth.org/en/kids...> [Alcohol - resource for students]
- <https://kidshealth.org/content...> [Alcohol - resources for educator/parents]
- <https://kidshealth.org/content...> [Vaping, smoking, nicotine]
- <https://kidshealth.org/content...> [Drugs-resources]

District Resources:

- Failla, M.Y. *ANOD Addiction Newtown Public Schools*. Updated 2022.
- Library media center
- School Nurse

Posters:

- *SUCKED IN*. Nasco Education
- *Vaping-e-cigs*. Nasco Education
- *Tobacco Industry Poster Child*. [tobaccofacts.org]
- *If what happened on your inside happened on your outside, would you still smoke?* American Lung Association

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

ANOD Reflection Cost of Smoking, Vaping, | Summative | Other written assessments

Self Assessment

📎 2022 Cost of smoking .pdf

7 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Nutrition Education & Physical Activity (NEPA)

Reed Intermediate School / Grade 6 / Physical Education

Week 22 - Week 29 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Nutrition Education & Physical Activity (NEPA) unit is to:

- ~empower students with the knowledge, skills, and dispositions to make healthful food and beverage choices
- ~ empower students with the knowledge, skills, and dispositions to be physically active and/or improve personal fitness
- ~ review the digestive system and its purpose
- ~ review nutrition tools and how to use them
- ~ prepare students for critical life skills and life-long healthful eating and physical activity habits

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Systems
- Choices & Consequences
- Analyze influences
- Advocacy
- Self-care
- Goal setting

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: Knowledge of nutrition, food, nutrients, and exercise effects all eight dimensions of wellness across the lifespan.

G2: A healthy lifestyle includes proper daily food and nutrient consumption and should be consumed at breakfast, lunch, dinner and in nutritious snacks.

G3: A healthy lifestyle includes adequate daily physical activity.

G4: Foods are fuel for growing, healing, repairing, and/or energizing the body and/or maintaining health.

G5: Family, culture, peers, media and technology influence eating and activity behaviors.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

NUTRITION:

G1: What is nutrition? (F)

G1: What is food? (F)

G1: What are the essential nutrients and their functions? (F)

G1: What are the elements of balanced nutrition and why are they important? (F)

G1: Why are the elements of balanced nutrition important? (P)

G1: How should individuals safely handle, prepare, and consume food? (C)

G1: Why is it important to handle, prepare, and consume food safely? (F)

G2: How can an individual ingest appropriate nutrients daily? (C)

G2: How can an individual improve their nutrient intake? (C)

G2: Which is a better choice, supplements or real food? (P)

G6: Positive and negative health behaviors with food impact wellness across the lifespan.

G7: Positive and negative health behaviors with physical activity impact wellness across the lifespan.

G8: Knowledge and utilization of various nutrition tools can improve wellness across the lifespan.

G9: Knowledge of the digestive system organs and their functions can help individuals understand the importance of the digestive process.

G10: Knowledge and application of the three parts of a workout can prevent injury and improve personal fitness.

G2: Why is breakfast considered the most important meal of the day? (P)

G4: What are the 6 Food Groups? (F)

G4: What are foods for? (C)

G5: How can family, culture, peers, media, and technology influence eating habits and food choices? (C)

G5: Why should we be respectful of what other people and cultures eat? (P)

G6: Why should people eat healthfully?

G6: What could happen to people if they consistently do not eat healthfully?

G8: What are some of the nutrition tools (Nutrition Facts Labels, MyPlate, Dietary Guidelines) and how can they be utilized to ensure proper nutrient intake? (C)

G8: Which nutrition tool is the best? (P)

G9: What are the organs of the digestive system and their basic functions? (F)?

G9: What are the five steps in the digestive process?(F)

G9: How does food become fuel? (C)

PHYSICAL ACTIVITY:

G3: How much physical activity and exercise do people need at different stages of the lifespan? (F)

G3: What are the elements of physical and motor fitness? (F)

G3: What are the appropriate amounts of physical activity and sleep for children?(F)

G3: Why should people be physically active? (C)

G3: What is physical activity? (F)

G5: How can family, culture, peers, media, and technology influence physical activity behaviors? (C)

G7: What could happen to someone if they are not physically active on a regular basis? (F)

G7: Why should an individual perform physical activity each day? (C)

G10: What are the three parts of a workout? (F)

G10: Why is it important to include all three parts of exercise in daily fitness activities? (C)

G10: How can an individual improve personal fitness levels? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students should KNOW:

- Nutrition is the science or study of all food and the essential nutrients
- The six essential nutrients and their basic functions
- Food is fuel for the body
- Importance of hydration
- Culture plays a role in meal planning and food consumption

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

- The Elements of Physical Fitness
- The Elements of Motor Fitness
- The types of exercise and activities for each element of physical fitness
- Children must be physically active *at least* one hour each day
- Children require 10 hours of sleep per night

Students should be able to:

- Plan balanced meals using a variety of foods and nutrients
- Read and interpret a variety of nutrition tools
- Handle and consume food safely
- Understand the function of the digestive system and the five steps to digestion: ingest, digest, absorb, transport and eliminate
- Trace food/nutrients through the digestive system
- Respect the foods/meals consumed by people of different cultures
- Set and achieve nutrition and fitness goals in each element of fitness
- Plan for and achieve 10 hours of sleep per night

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 6-8

Core Concepts PK-12

Healthy Eating and Physical Activity (HEPA)

- 1. HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category
- 1. HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.
- 1. HEPA 1.3.8 Describe how to make healthy food choices when given options
- 1. HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water
- 1. HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight
- 1. HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e. intuitive eating, moderation, food as fuel)
- 1. HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium.
- 1. HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

Skills-Based PK-12

Standard 5 Decision Making

Students will demonstrate the ability to use decisionmaking skills to enhance health.

- 1. DM 5.2.8 Distinguish when health-related decisions should be made individually or with the help of others.

Standard 6 Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 1. GS 6.1.8 Assess the impact and power of embracing a growth mindset in order to determine and reach one's goals
- 1. GS 6.2.8 Assess personal health practices.
- 1. GS 6.3.8 Set a realistic personal health goal. GS 6.4.8 Assess the barriers to achieving a personal health goal. GS6.5.8 Apply strategies to overcome barriers to achieving a personal health goal.

Standard 7 Self Management

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- SM 7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks, SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- **Nutrition 101**
- **Digestion: Let's review**
- **Food Around the World: A look at other cultures**
- **Bread, Bread, Bread: A look at other cultures through food**
- **Nutrition Facts Labels**
- **MOVE IT! What are the elements of Physical Fitness? (Physical Activity Breaks & Fitness Goals)**

Elements of Physical & Motor Fitness

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Nutrition

Food

The 6 Essential Nutrients

1. Carbohydrates
2. Proteins
3. Fats
4. Vitamins
5. Minerals
6. Water

The 6 Food Groups

1. Grains
2. Meats & Beans
3. Vegetables
4. Fruits
5. Milk/Dairy
6. Fats, sugars & Discretionary

Food Tools:

- MyPlate
- Food Pyramids
- Nutrition Facts Labels
- Dietary Guidelines
- Food Safety

Activity Pyramid

Elements of Physical Fitness

- Muscular strength

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional Organizations:

- United States Department of Agriculture (USDA)
- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- American Council on Exercise (ACES)
- The Connecticut Physical Fitness Assessment (CPFA) Manual (2022)
- Connecticut State Department of Education (CSDE)
- The National Association for Sport and Physical Education (NASPE)

Books:

- Harris, B. & Ratz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Hopper, C. Fisher, B. & Munoz, K.D. *Physical Activity and Nutrition for Health*. Human Kinetics .2008.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.

Book to read to students:

- Morris, A. *Bread, Bread, Bread*. Harper Collins. 1993.

Nemours Kids Health:

- <https://kidshealth.org/en/kids...> [Figuring Out Food Labels]
- <https://kidshealth.org/en/teen...> [Exercise Log]

- Muscular endurance
- Cardiorespiratory endurance
- Flexibility
- Body composition

Elements of Motor Fitness

- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

SMART goals

- Specific
- Measurable
- Achievable
- Realistic/Relevant
- Time bound

Video:

- Would You Rather? Workout! (Fun Fitness)
<https://video.link/w/lpfyd> [Time: 7:15]
- Would You Rather? Workout! (Animal edition):
<https://video.link/w/Zofyd> [Time 6:00]

District Resources:

- Failla, M.Y.
- Library media center
- School Nurse
- Food Service

 CT Physical Fitness Assessment Manual (2022)  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #5. NEPA. Journal & Reflection | Formative | Other written assessments

Self Assessment

 Ready, Set, GOOOOAL!.pdf

7 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Human Growth & Sexual Development (HGSD)

Reed Intermediate School / Grade 6 / Physical Education

Week 30 - Week 35 | 6 Curriculum Developers | Last Updated: Sep 24, 2023 by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purposes of the Human Growth & Sexual Development (HGSD) unit are to:

- ~ review what puberty is and why it happens
- ~ help children cope with the changes puberty brings to them
- ~ to review the reproductive system, its organs and their functions
- ~ prevent children from being frightened by unexplained changes to their physical and emotional wellnesses
- ~ review hygienic practices to teeth, mouth and body
- ~ explain how humans reproduce
- ~ explain pregnancy and child birth

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Lifespan development
- Self-respect
- Self-management
- Self-awareness
- Self-care
- Systems
- Safety
- Choices & Consequences
- Communication
- Advocacy

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

G1: At a certain age range, all individuals go through puberty.

G2: Puberty brings on many changes in an individual.

G3: Knowledge of the purpose human growth and sexual development, provides individuals with strategies for coping with the physical, social, intellectual, and emotional changes of puberty and adolescence.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

G1: What is puberty? (F)

G1: What are the average age ranges for pubescent changes to occur in children? (F)

G2: What are some of the pubescent changes that occur in children? (Gender specific and similar changes) (F)

G3: Why do people go through puberty? (C)

G4: Knowledge of the reproductive organs and their functions can help individuals understand and prepare for puberty and beyond.

G5: Hygienic habits of daily living affect overall health & wellness.

G6: Trusted adults in your home, school and community can help individuals navigate problems and concerns associated with puberty.

G4: What are the names and functions of some of the organs of the male and female reproductive systems? (F)

G4: What are the private parts and how do we keep them safe and healthy? (C)

G4: Why are some body parts deemed private? (C)

G4: How do humans reproduce? (F)

G4: How do human women get pregnant through sexual intercourse? (F)

G5: What are hygienic practices and habits? (F)

G5: Why is body and oral hygiene important? (C)

G6: Who are five trusted adults in your life? (C)

G6: What should a female do if she begins to menstruate at school? (F)

G6: How can you cope with the various changes brought on due to puberty? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know and be able to identify and explain the following vocabulary:

Puberty:

- Definition
- Purpose
- The changes puberty brings to physical, social and emotional wellnesses
- Healthful coping and communication strategies
- Everyone of a certain age range goes through puberty but not at the exact same time

Organs of the Reproductive Systems and their functions

Female anatomy names and locations:

- Vagina/birth canal
- Vulva
- Labia
- Cervix
- Uterus/womb
- Fallopian tubes
- Ovaries
- Ova (egg)
- Breasts
- Urethra
- Anus

Male anatomy names and locations:

- Penis
- Scrotum
- Testes
- Sperm
- Semen
- Urethra
- Anus

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Learn and demonstrate independently hygienic practices for teeth, mouth and body

Menstruation:

- Understand menstruation
- Female students should understand and track their menstrual cycle
- Seek assistance at home and school when sanitary supplies are needed
- Understand types of sanitary supplies and how to use/dispose of them

Touch

- Is a basic human need
- The difference between appropriate and inappropriate touch
- People have the right to say whether they want to be touched or not
- Students must be able to report any incidence of inappropriate touch

Five trusted adults they can communicate with when they have questions or concerns about puberty and sexuality

Other vocabulary:

- Erection
- Ejaculation
- Nocturnal emissions
- Sexual intercourse for reproduction
- Pregnancy
- Sexual Harassment versus Flirting

Students must be able to:

- correctly brush and floss teeth
- practice daily hygiene routines
- understand the reproductive system
- seek and find trusted adults to answer questions about human growth and sexual development
- report any incidence of inappropriate touch

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health Education (2021)

CT: Grades 6-8

Core Concepts PK-12

Sexual Health (SH)

- SH 1.3.8 Describe reproductive body parts and their functions.
- SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception

Optimal Wellness and Disease Prevention (OWDP)

- OWDP 1.1.8 Describe the benefits of good hygiene practices

Sexual Assault and Abuse Prevention (SAAP)

- SAAP 1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.
- SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation & trafficking.
- SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.

Mental and Emotional Health (MEH)

- MEH 1.7.8 Discuss how emotions change during adolescence.
- MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.
- MEH 1.12.8 Explain the importance of a positive body image.
- MEH 1.17.8 Identify trusted adults and resources for assistance.

Skills-Based PK-12

Standard 6 Goal Setting

Students will demonstrate the ability to use goal-setting skills to enhance health.

- GS 6.2.8 Assess personal health practices.

Standard 7 Self Management

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.
- SM 7.4.8 Make a commitment to practice healthy behaviors.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Reproductive System: Girls, Boys, Both or I don't know?

Where do babies come from?

What is Sexual Harassment?

 Sexual Harassment in School.docx.pdf 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Students will know and be able to identify and explain the following vocabulary:

Health

Wellness

Personal Optimum Health & Wellness

Puberty

Menstruation

- Period
- Menstrual cycle
- Ovulation
- Sanitary products (Pads, panty liners, tampons, etc.)

Organs of the Reproductive System

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters, DVDs and equipment) are located in the Health Education classroom.

Professional Organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance(CTAHPERD)
- Connecticut State Department of Education (CSDE)

Nemours Kids Health:

- <https://kidshealth.org/en/kids...>

Books:

Female anatomy names and locations:

- Vagina
- Vulva
- Labia
- Cervix
- Uterus/womb
- Fallopian tubes
- Ovaries
- Ova (egg)
- Breasts
- Areola
- Urethra
- Anus

Male anatomy names and locations:

- Penis
- Scrotum
- Testes
- Sperm
- Semen
- Urethra
- Anus

Other vocabulary:

- Erection
- Ejaculation
- Nocturnal emissions
- Sexual intercourse for reproduction
- Pregnancy
- Sexual Harassment versus Flirting
- Universal Precautions
- Immune System
- Reproductive System
- Hygiene
- Communicable disease
- Noncommunicable disease
- Human immunodeficiency Virus (HIV)
- Acquired immunodeficiency Syndrome (A.I.D.S.)

- Harris, B. & Raatz, S. *The Mindfulness Journal*. Centinell Media. 2020
- Benes, S. & Alperin, H. *Lesson Planning for Skills-Based Health*. Human Kinetics. 2019
- Benes, S. & Alperin H. *The Essentials of Teaching Health Education- Curriculum, Instruction and Assessment*. Human Kinetics. 2016.
- Whalen, S. Splendorio, D., & Chiariello. *Tools for Teaching Health*. John Wiley & Sons, Inc. 2007.
- Meeks, L. & Heit, P. *Health & Wellness*. Macmillan/McGraw-Hill. 2005.
- Merki, M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course 1*. Glencoe McGraw-Hill. 2003.
- Middleman, A.B. *Boy's Guide to Becoming a Teen*. Jossey-Bass. 2006
- Middleman, A.B. *Girl's Guide to Becoming a Teen*. Jossey-Bass. 2006

Video:

- "You, Your Body and Puberty" [Time: 24:17]

District Resources:

- Failla, M.Y. *Human Growth & Sexual Development - grade 6*. Newtown Public Schools. (2022). [Slide show] <https://docs.google.com/presen...>
- School Nurse

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #6. Human Growth & Sexual Development Reflection | Summative | Other written assessments**Self Assessment**

 [Unit #6 HGSD Reflection \(4\).pdf](#)

4 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan Personal Safety (PS)

Reed Intermediate School / Grade 6 / Physical Education

Week 36 - Week 38 | 6 Curriculum Developers | Last Updated: Today by Failla, Michelle

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of the Personal Safety unit is to teach the students in grade six:

- ~ what sexual harassment is and isn't
- ~ their rights and responsibilities when it comes to sexual harassment
- ~the law regarding sexual activity and consent
- ~how to get help for self or others that are victims of harassment

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens:

- Personal Optimal Health & Wellness
- Choices

Concepts:

- Self-respect
- Communication
- Self-care
- Peer-Pressure
- Self-respect
- Self-management
- Responsible decision-making
- Safety

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- G1: Sexual harassment is different than flirting and it is illegal.
- G2: Personal safety and injury prevention require knowledge and application of rules and laws.
- G3: Knowledge of an individuals' rights and responsibilities regarding sexual harassment can help individuals make healthful decisions for self and others.
- G4: Family, peers, culture, media, and technology effect an individual's personal safety decisions.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- G1: What is sexual harassment (F)
- G1: Why is sexual harassment illegal? (C)
- G1: What is the difference between flirting and sexual harassment? (C)
- G2: What safety rules/laws do we need to know and practice in a variety of situations (i.e. in person, on-line, using technology) to keep yourself and others safe? (C)
- G2: What should you do if you are sexually harassed? (F)
- G2: Why is it important to not talk to strangers alone in-person or on-line? (P)

G5: Trusted adults, first responders and medical professionals can help an individual that has been sexually harassed or assaulted.

G6: Touch is a basic human sense and need. Sometimes touch is appropriate and sometimes it is not.

G3: What are your rights and responsibilities in regard to sexual harassment? (F)

G3: What should you do if someone touches you inappropriately? (P)

G3: What should you do if you have information that someone is being sexually harassed? (F)

G4: Who and what can influence an individual's personal safety decisions? (F)

G4: Who and what influence a person's attitudes and beliefs about sexuality? (C)

G4: Why is it important to not give in to negative peer pressure? (P)

G5: Who are trusted adults that could help you in any emergency? (F)

G5: How do you get help during an emergency? (C)

G6: What are examples of appropriate touch? (F)

G6: What are examples of inappropriate touch? (F)

G6: Do you have the right to tell others not to touch you? (P)

G6: What should you do if someone touches you inappropriately? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students must know:

- Rules and laws regarding sexual harassment
- The difference between flirting and sexual harassment
- They have personal rights and obligations
- What sexting is
- It is okay to say "NO!"
- Five trusted adults they can communicate with
- How to keep safe in a variety of situations and locations
- Legal age for social media accounts
- Legal age of sexual consent

Students must be able to:

- Follow safety rules and laws
- Advocate for themselves and others in a variety of situations
- Communicate clearly and resist social pressure to engage in dangerous behaviors
- Seek and find help in an emergency situation or offer help when needed.
- Identify available safety resources within the home, school, and community

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Health (2022)

CT: Grades 6-8

Standard 1: Core Content

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Healthy Relationships (HR)

- HR 1.7.8 Describe healthy ways to express affection, love, and friendship.
- HR 1.8.8 Describe how consent is a foundational principle in healthy relationships and in preventing sexual violence.
- HR 1.9.8 Discuss how affirmative consent mitigates confusion within a relationship.
- HR 1.10.8 Identify factors (e.g., body image self-esteem, alcohol, and other substances) that can affect the ability to give or perceive consent to sexual activity.
- HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
- HR 1.13.8 Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications).

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Sexual Assault and Abuse Prevention (SAAP)

- SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.
- SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.
- SAAP 1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.
- SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.
- SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.
- SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.
- SAAP 1.11.8 Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.

CT: Health Education (2021)

CT: Grades 6-8

Core Concepts PK-12

Violence Prevention (VP)

- VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
- VP 1.3.8 Describe strategies to avoid physical fighting and violence.

Safety and Injury Prevention (SIP)

- SIP 1.10.8 Describe actions to change unsafe situations at home, in school and in the community.

Skills-Based PK-12

Standard 2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors.

Standard 4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- IC 4.6.8 Demonstrate how to effectively communicate empathy and support for others.

Standard 5 Decision Making

Students will demonstrate the ability to use decisionmaking skills to enhance health.

- DM 5.6.8 Choose a healthy alternative when making a health-related decision.

Standard 7 Self Management

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

-  SM 7.4.8 Make a commitment to practice healthy behaviors.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Sexual Harassment and Flirting, What is the difference?

 Sexual Harassment in School.docx.pdf  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Sexual Harassment

Flirting

Social media:

- Sexting
- Legal age of use
- public versus private accounts

Bystander

Up-stander

Negative peer pressure

First responders:

- Police officers and other law enforcement agents
- Firefighters
- Paramedics
- Emergency Medical Technicians (EMT)
- Athletic Trainer (AT)

Laws:

- Sexual harassment rights and responsibilities
- Age of consent

Resources

Teacher and student resources used to support the learning.

All resources that are District owned (i.e. books, posters and equipment) are located in the Health Education classroom.

Professional organizations:

- The Society of Health and Physical Educators (SHAPE)
- The Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)
- Connecticut State Department of Education (CSDE)

Children's Books that teach Safety

Lessons: <https://www.childsafekit.com/a...>

- Sanders, J. *My Body! What I say Goes!* Upload Publishing Pty. 2016.
- Raymer, D. *A Smart Girl's Guide: Staying Home.* American Girl Publishing. 2009
- Willis, J & Ross, T. *Chicken Clicking.* Penquin Publishing. 2015.
- Johnsen, K. *The Trouble With Secrets.* Chicago Press Inc. 1986.
- M.B., Cleary, M.J., & Hubbard, B.M. *Teen Health Course* 1. Glencoe McGraw-Hill, 2003.

Nemours Kids Health:

- <https://kidshealth.org/en/teens/harassment.prt-en.html?ref=search> [Sexual Harassment]

District Resources:

- Library media center
- School Nurse
- Failla, M.Y. *Personal Safety* Newtown Public Schools. (2022).

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit #7: Personal Safety Reflection | Summative | Other written assessments

Self Assessment

 Unit #7_ Personal Safety Reflection.pdf

9 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Gengras Ford, LLC

225 New Britain Avenue
 Plainville, CT 06062
 Phone: 860.727.8302
 www.gengras.com



Quote Number: 230922001

Fleet Nr:

STATE CONTRACT NO: 19PSX0161

Make	MY	Model	Contract Price
Ford	2024	F-350 Reg Cab 4x4 (F3B) - 142" WB, 8 foot bed	\$ 46,055.00

All specifications are subject to verification of manufacturer's published standard and optional equipment. Vehicle to include all manufacturers standard equipment plus the following options:

	Option Code	Description	List Price
1	Z1	Oxford White	\$ -
2	AS	Vinyl 40/20/40 Medium Dark Slate	\$ -
3	99A	6.8L DEV V8 Gas engine	\$ -
4	44F	Ten speed Automatic Trans	\$ -
5	610A	XL Package	\$ -
6	STD	Cruise Control	\$ -
7	STD	Trailer Brake Controller (incl. Smart Trailer Tow Connector)	\$ -
8	STD	Power Equipment Group - Manually Telescoping, Folding Trailer Tow Mirrors with Power/Heated Glass, Heated Convex Spotter Mirror, Integrated Clearance Lamps/Turn Signals	\$ -
9	STD	Spare Key - One (1)	\$ -
10	473	Snow Plow Prep	\$ 250.00
11	67B	HD Alternator - 410 amp	\$ 115.00
12	86M	Medium-duty Batteries	\$ 210.00
13	66S	Upfitter Switches	\$ 165.00
14	18B	Cab Steps	\$ 320.00
15	592	Roof Clearance Lights	\$ 95.00
16	TDX	AT Tires - 18"	\$ 265.00
17	GVW	11,400 lb GVWR	\$ -
18	61L	Front Wheel Liners	\$ 180.00
19			\$ -
20			\$ -
21			\$ -
22			\$ -
23			\$ -
24			\$ -
25			\$ -
Total Options per Contract Price (list price)			\$ 1,600.00
Total Factory Options Discount (6%)			\$ (96.00)
Total Options per Contract Price (net price)			\$ 1,504.00

Gengras Ford, LLC

225 New Britain Avenue
 Plainville, CT 06062
 Phone: 860.727.6302
 www.gengras.com



Quote Number: 230922001

Aftermarket Accessories

	Vendor / Manufacturer	Hours	Description	List Price
1	Reading Body	2.0	Service body as described on the following page. Gengras will exchange the Fisher plow for a comparable Western MVP3 SS plow at no additional cost.	\$ 29,368.00
2		0.0		\$ -
3		0.0		\$ -
4		0.0		\$ -
5		0.0		\$ -
6		0.0		\$ -
Total Hours		2.0		
<i>Total Aftermarket Options (list price)</i>				\$ 29,368.00
<i>Total Aftermarket Options Discount (20%)</i>				\$ (5,873.60)
<i>Total Hours x \$130 / hour rate</i>				\$ 260.00
Total Net Aftermarket Options plus Total Labor				\$ 23,754.40

Trade Allowance

Year	Make	VIN	Description / Mileage	Allowance
				\$ -
				\$ -
				\$ -
Total Trade in Allowance				\$ -

Comments:

Ballment pool pick up truck stock order placed by Gengras Ford. Chassis upfit is required before pool release to dealer.

Additional fees / Charges

State of CT Trade in Assessment (Note: Fee is payable to State of CT):		\$ -
Dealer Conveyance Fee (\$799.00)		\$ -
Registration Fee (estimated, actual cost will appear on your final invoice)		\$ -
DMV Inspection Fee (as required)		\$ -
Total Additional Fees		\$ -
Customer:	Newtown Public Schools	
FIN Code:	QW464	
VIN:		
Total (per unit)		\$ 71,313.40
Quantity	1	Grand Total (all) \$ 71,313.40

This quote valid for 30 days from the date created.

READING U98ASW CLASSIC II STEEL SERVICE BODY
SRW 56" C/A REQUIRED

STANDARD FEATURES -

BODY LENGTH: 98" BODY WIDTH: 77.5" UNDERSTRUCTURE: 5"
COMPARTMENT HEIGHT: 40" COMPARTMENT DEPTH: 14.5" LOAD FLOOR WIDTH: 48.5"
COMPLETE STAINLESS STEEL PADDLE LATCHES WITH ROTARY LOCKS
A60 GALVANNEALED STEEL, E-COAT IMERSION PRIMING SYSTEM
PATENTED HIDDEN HINGES WITH OVERLAPPING DOOR CONSTRUCTION
FLUSH MOUNT LED TAIL LIGHTS
NITROGEN GAS STRUT DOOR HOLDERS ON ALL VERTICAL DOORS
FULLY PRIMED & UNDERCOATED UNDERSTRUCTURE
5/8" WIDE AUTOMOTIVE GRADE RUBBER DOOR SEAL
STANDARD SHELVING & DIVIDERS
POOCHED REAR BUMPER
READING 6 YEAR LIMITED WARRANTY

READING _X_ WHITE

COMPLETE & INSTALLED **\$13,786.00**

*INCLUDES FACTORY CAMERA REMOUNT (SEE OPTIONS BELOW FOR REVERSE SENSORS)

FORD INTERIM P.D.I. **Inc.**

OPTIONS: (SELECT FROM LIST BELOW)

<input checked="" type="checkbox"/> UPGRADE TO 100% ALUMINUM CLASSIC II SERVICE BODY	\$1,726.00
<input checked="" type="checkbox"/> LATCHMATIC, ELECTRONIC REMOTE KEYLESS ENTRY	\$1,593.00
<input checked="" type="checkbox"/> SPRAY IN LINEX BED LINER, CARGO AREA & WALLS	\$933.00
<input checked="" type="checkbox"/> ADD LINEX TO COMPARTMENT TOPS, BUMPER & KICK PLATE	\$300.00
<input checked="" type="checkbox"/> FISHER 8'6" STAINLESS XV2, HALOGENS, HAND HELD CONTROL	\$11,030.00
	<hr/> \$11,030.00

TOTAL MSRP WITH SELECTED OPTIONS= \$ \$29,368.00



HARTFORD TRUCK EQUIPMENT

98 John Fitch Blvd. South Windsor, CT
860.290.9516 HartfordTruck.com
sales@hartfordtruck.com

QUOTATION

Quote: 081723-SB4
Ref: 24 F250 56" CA SRW
End User:
Date: 08/17/23

Tasca Ford - Newtown Public Schools

We are pleased to quote on the following:

One (1) Reading Classic II service body 98ASW installed on suitable cab-chassis with 56" CA (cab to axle) measurement and **single rear wheels**, including-

- 98" long x 77.5" wide w/ 14.5" deep compartment, 48.5" x 98" cargo area
- A60 double sided galvanized steel construction, electrically charged immersion primer
- Adjustable heavy-duty galvanized steel shelves with dividers
- Adjustable door strikers, Heavy duty tailgate with removable knee brace
- Rubber door seals, Hidden hinges, Nitrogen strut door holders, Stainless steel door paddles
- Flush mounted LED backup, turn, & brake lights, Factory undercoating
- Aluminum gas fill, free key replacement to original owner
- 6 year limited warranty, Lifetime warranty on cylinder locks
- Powder coat **white** finish inside and out

Pooched steel bumper, Rear bumper zinc coated to prevent rust

Two (2) rear mud flaps

Back up camera - Mount camera and tie into OEM system

Pickup Bed & Bumper Trade In Credit

7 RV Style Trailer Socket

Whelen Four (4) Corner LED Amber Emergency Lights two in grill, two in rear of body tied into switch in cab

One (1) Fisher plow model # 8'6" XV2 w/ handheld controller, including:

- 8'6" long x 31"-38" high. 7'5" (full angled), 7'2" (scooped), 7'8" (full V)
- Blade approximately weighs 957 lbs.
- 14 gauge STAINLESS STEEL blade. Black powder coat finish on mounts
- 1 1/4" steel center pin for added strength and rigidity
- Dual-halogen headlamps with park/turn signals
- "Security Guard" electronically locks the plows hydraulic functions
- 2 year parts and labor warranty

Installed Municipal Price: \$ 20,225.00

Options

One (1) LED Mini lightbar installed on roof of cab – tied to switch in cab 1,450.00

Initial : _____ Vin: _____ Date: _____

Terms: Net Due ETA: TBD.

For additional terms and signature complete 2nd page



CNGP530

VEHICLE ORDER CONFIRMATION

08/17/23 14:14:21

==>

Dealer: F1122

2024 F-SERIES SD

Page: 1 of 1

Order No: 0000 Priority: L1 Ord FIN: QS048 Order Type: 5B Price Level: 420
Ord PEP: 610A Cust/Flt Name: NEWTOWN SCH PO Number:

RETAIL

RETAIL

F3B	F350 4X4SDR/CSR	\$48815	FLEET SPCL ADJ	NC
	142" WHEELBASE		FRT LICENSE BKT	NC
Z1	OXFORD WHITE		18B PLAT RUNNING BD	320
A	VNYL 40/20/40		10900# GVWR PKG	
S	MED DARK SLATE		425 50 STATE EMISS	NC
510A	PREF EQUIP PKG		473 SNOW PLOW PREP	250
	.XL TRIM		JACK	
572	.AIR CONDITIONER	NC	67B 410 AMP ALTRNTR	115
	.AMFM/MP3/CLK			
64F	.STEEL WHLS-18"		TOTAL BASE AND OPTIONS	51705
99A	.6.8L DEV V8 ENG	NC	TOTAL	51705
44F	10-SPD AUTOMATC	NC	*THIS IS NOT AN INVOICE*	
TCH	.LT275/65BSWAS18			
X37	3.73 REG AXLE	NC	* MORE ORDER INFO NEXT PAGE *	
	JOB #1 BUILD		F8=Next	

F1=Help F2=Return to Order F3/F12=Veh Ord Menu

F4=Submit F5=Add to Library

5006 - MORE DATA IS AVAILABLE.

QC06048

CNGP530

VEHICLE ORDER CONFIRMATION

08/17/23 14:14:30

==>

Dealer: F1122

2024 F-SERIES SD

Page: 2 of :

Order No: 0000 Priority: L1 Ord FIN: Q5048 Order Type: 5B Price Level: 42

Ord PEP: 610A Cust/Flt Name: NEWTOWN SCH PO Number:

RETAIL

RETAIL

~~86M DUAL BATTERY \$210~~

SP DLR ACCT ADJ

SP FLT ACCT CR

FUEL CHARGE

B4A NET INV FLT OPT NC

DEST AND DELIV 1995

TOTAL BASE AND OPTIONS 51705

TOTAL 51705

THIS IS NOT AN INVOICE

F1=Help

F2=Return to Order

F7=Prev

F4=Submit

F5=Add to Library

F3/F12=Veh Ord Menu

5099 - PRESS F4 TO SUBMIT

QC06048

**Bylaws of the Board
Officers / Organization Meeting of the Board**

Organization

The officers of the Board of Education shall consist of a Chairperson, Vice-Chairperson, and Secretary.

The Board shall organize biennially at the first regular meeting in December following the town election. The meeting shall be called to order by the Town Clerk who will serve as temporary Chairperson and shall preside until a chairperson has been elected.

Election of all officers shall be by nomination from the floor and shall require a majority public vote of the members of the Board. A written ballot shall not be used.

A majority of the total membership of the Board shall be required to constitute election. If there are more than two nominees and on the first vote no nominee receives a majority vote of the full membership, the nominee receiving the lowest number of the votes shall be removed from the list of candidates before balloting again.

The new Chairperson of the Board will take office upon election and conduct the election of the Vice-Chairperson and Secretary.

Officers shall remain in office until new officers are elected at the next organizational meeting, unless such officers cease to be members of the Board of Education. If there is a vacancy among the officers during the course of the year, the Board membership shall act **promptly** to elect a new officer to fill the vacancy once a full Board has been seated.

Upon motion duly made and seconded, an officer of the Board may be removed from office by a two-thirds vote of the total Board membership.

Chairperson

The Chairperson shall preside at all meetings of the Newtown Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.

6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.
8. Assume such other duties as may be authorized by the Board.
9. Appoint a Clerk of the Board.
10. The Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

The Vice-Chairperson

The Vice- Chairperson will:

1. Act in place of the Chairperson, when necessary, and preside at meetings when the Chairperson is temporarily absent. The Vice-Chairperson cannot fill vacancies required to be filled by the Chairperson and does not serve as an ex-officio member of committees.
2. Work with the Chairperson and Superintendent to become generally informed of Board business.
3. In the absence of the Chairperson, act as a resource to the Superintendent on decisions which may require further input between board meetings.

4. In case of illness, resignation, or death of the Chairperson, the Vice-Chairperson, as deemed by the Board, becomes Chairperson until the Board membership acts promptly to elect a new officer to fill the vacancy.
5. The Vice-Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

Secretary

1. A member of the Newtown Board of Education shall be elected Secretary by the members of the Board and shall perform the duties assigned by law and the Board.
2. The Secretary shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson of the Board and reports of the Superintendent. The Board shall authorize the employment of a person to assist in fulfilling the responsibilities for this position.
3. The Secretary shall cause written notices of regular Board meetings and suitable notices of special meetings to be sent to Board members through the office of the Superintendent.
4. The Secretary will write an annual report on the activities of the Board for the Town Annual Meeting Report.
5. The Secretary shall serve as Acting Chairperson when the Chairperson and Vice-Chairperson are not able to preside at meetings.

(cf. 9020- Public Statements)

(cf. 9325 – Meeting Conduct)

(cf. 9222 – Resignation/Removal from Office/Censure)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Charter, Town of Newtown, Revised April 22, 2008

Section 2-70 Board of Education

Adopted: 4/10/12

Revised: 11/6/19

Bylaws of the Board

Method of Filling Vacancies

Pursuant to 2-31(c) of the Charter of the Town of Newtown:

If a vacancy occurs in the office of any member of the local Board of Education, then the successor shall be determined by:

1. A majority vote of the remaining members of the same political party of the former member provided said vote occurs within 45 days of vacancy;
2. A majority vote of the remaining members regardless of party affiliation after 45 days.
3. Should the vacancy still not be filled after 90 days, then the current Chair of the Board of Education shall appoint the successor
4. Should all seats on the Board of Education become simultaneously vacant, then a special election shall be called to fill all seats
5. Any successor(s) so appointed shall serve until the next regular town election for Board of Education positions, at which election a successor shall be elected for the unexpired portion of the term, the official ballot specifying the vacancy to be filled.

In the event of a discrepancy between the Charter and this Policy, the Charter shall take precedence.

During the first 45 days of the vacancy, the remaining members of the same political party as the former member may choose to hold formal interviews. If they choose to do so, the decision to include Board of Education members of other political affiliations will be left to their discretion.

Board Officer Vacancies

Whenever there is a vacancy in the Office of Chairperson, Vice-Chairperson, or Secretary, the Board shall elect a new officer to fill the vacancy for the unexpired term of office once a full Board is seated.

Prior to the seating of the full Board, meetings will be chaired as set forth in policy 9100. If all three Board officer positions are vacant but a quorum of the Board still exists, regularly scheduled meetings will proceed at the beginning of which the remaining members will elect a temporary chair by majority vote.

Once the full Board has been seated, the Town Clerk will serve as temporary chairperson to elect a chairperson, as outlined in Policy 9100 – Officers/Organization Meeting of the Board. Any other vacant Board Officer positions will then be filled as outlined in the same policy.

Legal Reference: Connecticut General Statutes
 7-107 Vacancy appointments by selectmen.
 9-204 Minority representation on boards of education.
 10-219 Procedure for filling vacancy on board of education.

10-156e Employees of boards of education permitted to serve as elected officials; exception.

10-232 Restriction on employment of members of the board of education.
Town Charter, 2-40(c)

Adopted: 6/5/12
Revised: 10/15/19

Instruction

Instruction shall be regarded as the primary function of the Newtown Public Schools. The philosophy guiding this instruction emphasizes the individual students and ~~his/her~~ their development to ~~his/her~~ their fullest potential for participation in life and for the betterment of society in a democracy. Such instruction entails the use of a wide variety of appropriate techniques and experiences that will help each student toward total personal development, excellence in the skills of learning, and the attainment of an inquiring mind ~~and appreciation of our heritage~~ for the purpose of becoming a responsible citizen. All such educational experiences shall be organized into a curriculum based on purposeful ideas, shall be subject to continuous study and evaluation, and shall be revised as improvement is indicated.

Adopted 3/12/96

Instruction

School Calendar

The school calendar shall show the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Board of Education may operate schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The Superintendent shall recommend to the Board of Education a school calendar that will meet the requirements of the law as well as the needs of the community, students, and personnel.

The Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.

Note: *A Board of Education for a school that has been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of C.G.S. 10-223e may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education.*

The Board of Education may use the RESC developed and approved uniform regional school calendar, for the school year commencing July 1, 2017 and each school year thereafter.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

~~Beginning with the 2019-2020 school year,~~ The Board of Education may develop and adopt its own school calendar to begin school on any day before or after Labor Day.

Legal Reference: Connecticut General Statutes
 1-4 Days designated as legal holidays.
 10-15 Towns to maintain schools
 10-29a Certain days to be proclaimed by governor. Distribution and
 number of proclamations.
 10-261 Definitions.
 10-161 Establishment of graduation date.
 10-66q Development and adoption of uniform regional school calendar.
 Report.
 PA 22-47 An Act Concerning Children’s Mental Health
 PA 22-128 An Act Establishing Juneteenth Independence Day as a Legal
 Holiday

Instruction

Requirements for Graduation

~~Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, students must earn a minimum of twenty four (24) credits in (9) areas of the curriculum and demonstrate competency in spoken communication, written communication, critical thinking, and information literacy.~~

~~Beginning with the classes graduating in 2023, In order to graduate from Newtown Public Schools, students must earn a minimum of twenty-five (25) credits in seven (7) areas of the curriculum including a one credit mastery-based assessment, Capstone Project.~~

~~For classes graduating in 2023 and 2024, and for each graduating class thereafter, no local or regional The Newtown Board of Education shall not permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection [(g)] of this section; and (6) a one credit mastery based diploma assessment.~~

~~Commencing with classes graduating in 2025, and for each graduating class thereafter, no local or regional The Newtown Board of Education shall **not** board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics, including computer science; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (h) of this section; and (6) a one-credit mastery-based diploma assessment. At least one credit, which may count toward the requirement described in subdivision (2) of this subsection, shall be in personal financial management.~~

The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean Hostilities, or a Vietnam-era veteran requesting such diploma who left high school for military service as defined in the statutes.

All courses to satisfy local and statutory requirements in Areas I-VI must be earned between the beginning of grade 9 and end of grade 12.

Students classified as ninth, tenth, and eleventh grade must enroll in a minimum of six courses each semester. Twelfth-grade students must enroll in a minimum of five courses each semester. Only students with a minimum of 15 credits will be designated as a Senior.

Students who earn high school credits in the middle school cannot apply them to required units in Areas I-VI.

Students must attend a minimum of six (6) semesters of high school (grades 9-12) to qualify for graduation.

Exception for Transfer Students

~~If a student transfers into the Newtown Public Schools after completing at least three years in a high school out of state, he/she may be exempted from Newtown's twenty four (24) credit requirement for graduation.~~

Legal Reference: Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination.

Limitation on use of test results. (as amended by Section 115 of PA 14-217) 10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act

Act

Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II,

P.A. 00-156, An Act Requiring A Civics Course for High School

Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act

Concerning Education Reform in Connecticut, P.A. 11-135, An Act

Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-

122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-

13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High

School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act

Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy)

10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247 An Act Implementing Provisions of the State Budget.

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Instruction

Requirements for Graduation

Credit Distribution Requirements

Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, the following credits must be earned:

Area I English – 4 credits including English I, English II, and a course that includes American literature

Area II Social Studies – 3 credits including 1 in American Studies or American History, ½ in American Government, ½ in Economics, ½ in Western Studies and ½ in an Area Studies course

Area III Math – 3 credits

Area IV Science – 3 credits

Area V Physical Education – 1 ½ credits

Area VI Fine and Applied Arts – 1 ½ credits, including ½ credit in Personal Financial Literacy

Area VII Electives – 6 credits

Area VIII World Language – 1 credit

Area IX Senior Year Experience²¹ – 1 credit

Beginning with the classes graduating in 2023, the following credits must be earned:

Area I Humanities- 9 credits including civics and the arts

Area II STEM- 9 credits in Science, Technology, Engineering and Mathematics

Area III Physical Education and Wellness- 1 credit

Area IV Health and Safety Education- 1 credit

Area V World Language- 1 credit

Area VI Senior Capstone Project – 1 credit

Area VII Electives – 3 credits

**Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on September 19, 2023 at 6:15 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	4 Staff
A. Plante	14 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian	
G. Peteronjes (absent)	

MOTION: Mr. Ramsey moved that the Board of Education go into executive session to discuss the attorney-client privileged communication regarding legal advice pertaining to possession of deadly weapons and firearms on school property and invite Mr. Melillo, Mark Pompano, Director of Security, Newtown Police Chief Dave Kullgren, and Deputy Chief Bishop. Mr. Higgins seconded. Motion passes unanimously.

Item 1 – Executive Session

Executive session began at 6:15 p.m.

Ms. Zukowski called the meeting to order at 7:03 p.m.

Item 2 – Pledge of Allegiance

MOTION: Mr. Ramsey moved to add discussion and possible action pertaining to authorization of school officials to allow off-duty police officers to carry a weapon on school grounds, after the first public participation. Mr. Higgins seconded. Motion passes unanimously

Item 3 – Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda which includes the donation to Newtown High School and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Suzanne Hurley, 28 Washbrook Road, spoke about the draft policy being presented to the Board tonight. As the Library Media Specialist at Middle Gate School and representative of the Library Media Specialists in the district, she feels that the draft policy does not correct any perceived flaws of Newtown's existing policy. She asked the Board to include discussion on transparency and diversity, equity and inclusion.

Sara Wasley, 8, Adams Hill Lane, also spoke on behalf of the Library Media Specialists regarding the draft policy being presented to the Board tonight. She believes that the creation of this policy is moving very quickly. It would be beneficial for the community to see the form before the policy gets approved.

MOTION: Mr. Ramsey moved to ratify the memorandum of understanding signed by the Superintendent and Chief of Police on July 20, 2022. Mr. Higgins seconded.

Mr. Melillo said that Connecticut General Statute 53a-217b requires the authorization of school officials for off-duty police officers to carry weapons on school grounds. Pursuant to the statute, the Newtown Police Department and school officials engaged in an agreement on July 22, 2022 for that purpose. Mr. Melillo continued by stating that the purpose of this request is that off-duty police officers may act if a crime is committed in their presence.

Motion passes unanimously.

Item 5 – Reports

Student Report: Ms. Khazadian reported that as school has kicked off, many clubs have started to prepare for fall events and activities. The Student Government held their first meeting and are now in the process of electing new executive board members. Students are celebrating Hispanic Heritage Month across the school. Six students were presented with nationally recognized awards including the National Hispanic Recognition Award, The National Indigenous Award, and the National African American Recognition Award. As for Athletics, Newtown High School Athletics Department was recently awarded the Michaels Jewelers Achievement Cup. Student support across all grades has continued to grow for all sports.

Chair Report: Ms. Zukowski reported that she would like to clarify concerns that she expressed in the previous meeting when discussing the issues related to heat in our classrooms. In the previous meeting, Ms. Zukowski mentioned that she saw something about recent legislation that could impact how districts deal with the heat in the future. The Shipman and Goodwin 2023 Education Legislation summary included a section on temperature range guidelines that reads “Section 45 of Public Act 23-167 requires the Commissioner of the Department of Public Health to develop guidelines by July 1, 2024 on the optimal temperature comfort range of 65 to 80 degrees Fahrenheit for school building and facilities. The act permits a larger comfort range for gymnasiums and pools.” It is unclear what the public guidelines will entail or if the state will assist districts in providing the full modern HVAC systems needed to meet the standards.

Superintendent Report: Mr. Melillo reported that he had an executive board meeting of the PTA Presidents today. The group is currently working on more collaborative programming for the entire district. The first full executive board fundraiser is all of the PTAs selling Krispy Kreme donuts. Profits for these sales will go back to each school. Everyone is looking forward to having more collaborative activities as the year moves forward. He continued by saying that our elementary principals play a crucial role in shaping the future of our schools. They are collaboratively developing school success plans that attach to our strategic plan. These plans encompass strategies and goals aimed at enhancing educational outcomes and fostering a supportive learning environment for our students. The principals will present their drafts to our administrative team on Thursday.

Committee Report:

Mr. Cruson reported that the policy committee met last Wednesday. The committee passed the revisions for two of our bylaws regarding filling vacancies. They will come to the Board soon for approval. The committee also started working on the 6000 series which is the Instructional section. An instructional policy, school calendar policy and revision of our graduation requirements policy will come to the Board for approval at a future meeting. The selection of library media resources policy was moved from the policy committee to the Board for tonight's meeting.

Mr. Ramsey reported that Communications subcommittee met on Monday, September 11th. They discussed the October edition of the district highlights, including the theme of the arts.

Mr. Ramsey noted that they were a bit delayed in getting the newsletter out due to many special events that took place last spring. He believes the timing is better in the beginning of the year. There was discussion regarding the election coming up and that this particular issue of the district highlights will be the last one for this particular board.

Mr. Ramsey reported that he went to the 7th grade open house and it was a wonderful event. The parents heard a thorough overview about policies and practices from Mr. Ross and Mr. Walsh. There was great enthusiasm from all of the teachers.

Mr. Cruson reported that CABE had its first board of directors meeting for the school year. The State Board of Education and Department of Education were there and everyone got a chance to talk with the Chair of the State Department of Education as well as Commissioner Russell Tucker. They are sorting through a lot of legislation and working on guidelines. Mr. Cruson also reported that the DPH and Department of Education had a call regarding Covid and what that could mean for schools. There wasn't a lot of talk about needing to change things but just a conversation about what we need to watch out for in regards to Covid, Flu and RSV.

Ms. Plante reported that the Middle Gate playground is up and installed. Mr. Geissler said that the children are thrilled and the PTA is very grateful for the Board's partnership in getting this together.

Financial Report:

MOTION: Mr. Ramsey moved that the Board of Education approve the financial report and transfers for the month ending August 31, 2023. Mr. Cruson seconded.

Mrs. Vadas spoke about the financial report and transfers.
Motion passes unanimously.

Item 6 – Presentation

Safe School Climate Survey Results:

Mrs. Uberti presented the Safe School Climate survey results which were administered last spring. The survey was sent out to all non-certified and certified staff as well as families and students in grades 3-12. In 2012, the CT State legislature passed a statute that made substantial changes to the prior bullying laws that had been in place. In addition to broadening the definition of bullying, the new laws mandated that schools create safe school climate plans. Newtown's safe school climate plan stipulates that we conduct a climate assessment bi-annually. However, Newtown has always conducted the survey annually. It is important to offer stakeholders the opportunity to provide anonymous feedback each year. It also provides an opportunity to better analyze data.

Mrs. Uberti shared general information about surveys with the Board. It is important to remember that surveys should not replace face to face conversation but they often do for many people. People who feel very strongly about something will open up in a survey about something that they've never discussed with an administrator. Research also shows that 5% of people responding to a survey will typically leave a comment, and people are more likely to add a comment if they have had a negative response to a question. All survey answers matter and we want people to have their voices heard. The participation rate for the multiple choice question is much higher and a more accurate representation. School leaders are encouraged to let the survey tell an overall story.

Mr. Higgins asked for any takeaways from the survey.

Mrs. Uberti answered that in one building in particular, there was an overwhelming agreement among parents that communication was happening at a very high level. However, non-certified staff did not agree. There are now plans specifically geared toward non-certified staff to find time for more meetings with the group, sit down and have lunch with them as a group and make sure they know of any kind of new initiatives that are going on in the building.

Mr. Ramsey appreciated the statement that generally speaking, people seem to be happy. He hopes that they are happier than the year before and asked Ms. Uberti if that is a safe statement to make.

Mrs. Uberti said that she can't make a comparison because the survey was administered very late the year before so participation rate was much lower.

Ms. Tomai is very happy to see that the sense of belonging section is bright green across the district. However, it is hard to reconcile that the safety section, which appears to be red, shows that bullying is a massive concern.

Mrs. Uberti said that it was very confusing to her and the principals because the students noted that it was easy to get help from an adult but also said they weren't aware about how to report mean behavior.

Ms. Tomai suggests that the students could be answering that they are noticing bullying happening with other people.

Ms. Plante asked Ms. Uberti to provide the results to Nixon and Co.

Mrs. Uberti said she sent the report to them that day.

Mrs. Uberti clarified that the question about violence is not color coded properly.

Mr. Vouros thanked Mrs. Uberti and Mr. Melillo for including discipline on the next A-Team agenda.

Ms. Zukowski encouraged the Board to reach out to Mr. Melillo and Mrs. Uberti if they have any more questions or concerns regarding the survey results.

Item 7 – Old Business

Item 8 – New Business

2024-2025 Budget Calendar:

MOTION: Mr. Ramsey moved that the Board of Education approve the 2024-2025 budget calendar. Ms. Plante seconded.

Mrs. Vadas presented the 2023-2024 budget calendar draft. She explained that October is a really busy month for the business office and for the administrators. They will be collecting all their budget information and by November, they will be compiling all of this information along with our salaries and start building our budget. Mrs. Vadas said that the budget book will be hand delivered to the board on January 11th. Mrs. Vadas will submit the budget to our finance director who will then submit it to the Board of Finance for review on February 2nd.

Ms. Zukowski voiced her concern about the tight turnaround.

Mrs. Vadas said that there is no more flexibility in changing the dates. The Board of Finance meets on February 5th so we must submit it by February 2nd.

Mr. Cruson said he thinks the schedule is more even than in prior years. It is a tight turnaround but it evened out the length of the meetings. He believes it will work out.

Motion passes unanimously.

BOE Budget Assumptions and Priorities:

MOTION: Mr. Ramsey moved that the Board of Education approve the Board of Education Budget Assumptions and Priorities. Mr. Cruson seconded.

Mr. Higgins is concerned about the lack of conversation about the budget assumptions and priorities.

Mr. Melillo said that they looked at past assumptions and priorities and also looked at our strategic plan and used that as a guide to create the priorities. As for the assumptions, Mr. Melillo worked with the board chair and they decided they wanted the budget to 'hammer home' like addressing class sizes and providing opportunities aimed at supporting our educators like professional development. Mr. Melillo reminded the board that this is a draft and does not need to be approved tonight.

Mr. Higgins said that he reviewed the assumptions and priorities from the last five years and does not find this to be particularly informative of what our actual priorities are. He reviewed the Q&A from last year's budget and noticed a question asking what Newtown was doing to get back to 'Blue Ribbon' status. He said it is important to know how we are going to make our choices in our priorities that align with what we are trying to accomplish.

Mr. Ramsey wondered about if the Blue Ribbon status only applies to the high school.

Mr. Melillo said that the high school had Blue Ribbon status in 1999. No school holds onto that designation for more than a year. He continued by saying that it is something Newtown can apply for if it is important to the community but he believes that it will take time away from the strategic plan. It is a federal designation and does not say much about the quality or quantity of the school in general. Newtown elementary schools are labeled as Schools of Excellence by the State Department of Education and in the top 5% of schools in the nation.

Mr. Higgins said he believes it to be a good thing to have a more robust conversation about performance and to get on the same page. It is important to have agreed upon language around what our goals are for improvement.

Ms. Zukowski said that the school success plans are the plans that will be diving down more into the operational aspects of the strategic plan for this coming year. She asked when they will be able to use them to be able to draw our priorities for the budget.

Mr. Melillo answered that they are in the process of creating their school success plans. The four elementary principals are presenting their school success plans on Thursday and provide feedback. In two weeks, the secondary principals, including Reed will present their school success plan.

Ms. Zukowski recommends postponing this discussion and final decision until after they have input from the school success plans.

Mr. Melillo agreed.

This motion is postponed.

First Read of Policy 6163.1 – Selection of Library Media Resources:

Mr. Cruson said the policy committee had their first look at Policy 6163.1 – Selection of Library Media Sources at their last meeting. Ms. Uberti put in a lot of work into this policy. This policy will replace our existing 8-302 policy. It was not a unanimous decision to move it to the board so quickly.

Ms. Zukowski said that given what happened over the past several months, she felt it was important to bring all of the board members into the process earlier rather than later.

Mr. Higgins reminded the community that these issues arose in March and it is time that the Board has this discussion and approve a rational, fair and appropriate policy. Mr. Higgins believes that the policy that Ms. Uberti created is a thoughtful, reasonable policy and supports it.

Mr. Cruson agreed that there is a lot of good in this draft policy, and agrees that it is hard to make a perfect policy, however, there is still work that needs to be done.

Mrs. Uberti reminded the Board that they made the motion on June 1st. Unfortunately, that was right around the time that school was getting out and felt very strongly that she would not want to see a policy move forward without having our library media specialists weigh in. Over the summer months, Mrs. Uberti did seek the input of stakeholders, parents, administrators in the district and other people who have been impacted by the entire process. Mrs. Uberti maintains that the strength of this draft policy is the selection criteria. The reconsideration process is a dramatic shift from the way the policy is currently written, however, it is a policy and everyone who is named in the policy is obligated to comply. Ms. Uberti said that the library media specialists did provide a great deal of feedback and she knows they do not agree with some aspects of the policy and she understands why.

Mr. Higgins believes that the policy should incorporate express language that if a library material is subject of a reconsideration request, it cannot be resubmitted again for a certain amount of time.

Mrs. Uberti agrees.

Mr. Higgins said that he also believes the policy should include transparency which includes the rationales that the Library Media Specialists are required to create if a material is being reconsidered. He suggested publishing it on our district website.

Ms. Plante asked if our legal counsel reviewed this policy.

Mrs. Uberti said that she consulted with the attorney and she provided input. Mrs. Uberti said that she spoke in depth with counsel about who can file a reconsideration request.

Ms. Plante feels that the language is far too broad regarding a community member submitting a reconsideration request. She is concerned it will open them up to outside influences beyond the community.

Mrs. Uberti said that legal counsel did not cite any legal reason for not doing that and that the Library Media Specialists would agree to narrow the language. Mrs. Uberti would also agree.

Mr. Ramsey said that this is a complex issue and believes that having the absence of the selection criteria and different interpretations of law made the meetings fall short of the greater aspirations of stability for Newtown. He said he was very happy with the conversation that happened at the subcommittee meeting last week and gives a lot of credit to Mrs. Uberti.

Mr. Ramsey asked if the Board can get involved if the person bringing the challenge is not satisfied with the Superintendent's decision.

Mrs. Uberti said that the policy as written gives the final determination to the Superintendent. The Board creates policy and then gives the Superintendent the authority to implement the policy.

Ms. Tomai agrees that the policy committee should limit the definition of community to parents whose children are in a certain school or will attend within a couple of years. She believe the policy is in place to help protect our Library Media Specialists and their decision making process. The general community at large shouldn't take up our resources. Ms. Tomai also

believes that the committee should take a look at where they can add the concept of transparency that our Library Media Specialists talked about tonight.

Mr. Ramsey said he is a big believer in a vested interest in community members such as grandparents and other people that truly have the best interest of our students in mind.

Ms. Plante suggests limiting it to parents and/or guardians of children in that school or will be attending that school in the next 2 or 3 years. If the requester is unhappy with the Superintendent's decision, Newtown already has the backstop of the process where a parent can still remove access for their particular child.

Mr. Higgins said if there is nothing that prevents them from defining who has standing under this policy then he would be in favor of a much narrower base for who is going to be able to file these requests.

Mrs. Uberti said that it makes sense to make a rationale publicly available but she does not feel it is the same if a parent submits a reconsideration request for material that does not meet the criteria.

Ms. Tomai answered that it is important that the Library Media Specialists are 100% on board about what the selection criteria is because if that is solid, then there shouldn't be a situation where they would disagree with taking material off the shelf that does not meet the selection criteria.

Mr. Cruson told the Board that he is in favor of sharing the titles of books that are being challenged. He believes that it would provide transparency and also help the Superintendent to make a well-rounded decision.

Mr. Higgins agreed with Mr. Cruson.

Mr. Cruson would like to change the language back to the original text about promoting diversity. He reminded the Board that the Library Media Specialists pointed out that it is direct language from the ALA.

Mr. Higgins and Ms. Plante agree to change the language back to the original text.

Ms. Zukowski is concerned with the word promote. She wonders if it is the job of the Library Media Specialists to promote particular topics.

Mrs. Uberti said that the word promote is important to the Library Media Specialists because of the work they were asked to do in the library to increase the representation of people in our libraries. They are promoting inclusion in our libraries by making sure they are representing different perspectives, different people, and materials by authors and illustrators that were underrepresented.

Ms. Tomai suggested adding promote to other bullet points so it is consistent.

Ms. Zukowski asked the Board for their vote on the following items to be discussed at the policy subcommittee:

There should be a clock for previously reconsidered material: Unanimous

Transparency of book titles being reconsidered: Unanimous

Changing the definition of community (too broad): Unanimous

If a petitioner is unhappy with the Superintendent's decision, adding the role of the Board:

1 (Mr. Ramsey)

Making the rationales public: Unanimous

Making the list of books that are being removed/retained public: Unanimous

Changing the language back to promote: Unanimous

Mr. Ramsey moved that the Board of Education approve the minutes of September 5, 2023. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Public Participation

Don Lococo, 27 Hi Barlow Road, spoke about the discussion regarding diversity, equity and inclusion. He reminded the Board that they have a Resolution around this topic. He believes they should not change the language in the draft policy.

Jennifer Nicoletti, Newtown, does not believe the Board should narrow the definition of community too much. All parents have a vest in the schools. She also spoke about loop holes in the 'opt out' system currently in place.

MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:28 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the joint meeting of the Board of Education, the Legislative Council and the Board of Finance held on September 20, 2023 at 7:30 p.m. in the Council Chambers, 3 Primrose Street, Newtown, CT.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair (absent)	T. Vadas
D. Ramsey, Secretary	
D. Cruson	
A. Plante	
T. Higgins	
S. Tomai	

Legislative Council: Jeffery Capeci, Lisa Kessler, Michelle Embree Ku, Charles Gardner, Matthew Mihalcik, Tom Long, Chris Gardner, Phil Carrol, Dan Honnan, remotely attended Derek Pisani and William Derosa

Board of Finance: John Madzula, Sandy Roussas, Steven Goodrich, Stephen Csordas, remotely attended Laura Miller

Mr. Capeci called the meeting to order at 7:30 p.m.

Item 1 – Board of Education Fund Balance Policy

Ms. Zukowski reported that in November of 2021 the BOE approved the policy as provided by legal counsel. Currently there are edits from the Board of Finance that the BOE has yet to approve. Sandy Roussas explained that during COVID they wanted a working document that would guide the decision regarding the unexpended BOE budget into the non-lapsing fund. The policy was approved by the BOE and LC but not the BOF. The BOF edits made nominal and the purpose was to reflect proper accounting terminology.

BOE MOTION: Ms. Tomai moved that the BOE approve the tri-board Non-lapsing Education Fund Balance Policy. Ms. Plante seconded, all in favor.

BOF MOTION: Mr. Madzula moved to approve the revised Non-lapsing Education Fund Policy. Ms. Roussas seconded, all in favor.

LC MOTION: Mr. Gardener moved to approve the BOE Non-lapsing Education Fund policy between the BOE, BOF and LC. Mr. Mihalcik seconded. Tom Long made the correction that in Section 4, it should be shall only be used for educational purposes, not may, which is how the state statute is written.

LC MOTION: Mr. Long moved to amend the motion to eliminate one edit in section 4 reversing it from may back to shall. Mrs. Ku seconded, all in favor. Original motion with amendment unanimously approved by roll call vote.

BOE MOTION: Ms. Plante moved to reconsider the original motion approving the changes to the BOE Non-lapsing Fund Policy. Mr. Higgins seconded. Ms. Tomai moved that the BOE approve the tri-board Non-lapsing Education Fund Policy. Mr. Cruson seconded. Mr. Cruson moved to amend the motion to accept the changes approved by the LC. Ms. Plante seconded, amendment passes unanimously. Original motion as amended, all in favor.

BOF MOTION: Mr. Madzula moved that the Board of Finance approve the amendment to the BOE Non-lapsing Fund Policy changing may to shall in section 4. Ms. Roussas seconded, all in favor

BOE MOTION: Having no further business, Mr. Higgins moved to adjourn the BOE meeting at 8:07 p.m. Mr. Cruson seconded, all in favor.

Respectfully submitted:

Donald Ramsey
Secretary

SELECTION OF LIBRARY MEDIA RESOURCES

The Newtown Board of Education (the “Board”) is legally responsible for all matters relating to the operation of its schools, including the library media centers. The Board delegates to the Superintendent of Schools the authority and responsibility for library materials in all formats. Responsibility for selection and maintenance of library materials rests with professionally trained library personnel (“library media specialists”) acting under the supervision of the building administrator, Assistant Superintendent, and Superintendent, using the Board’s selection and weeding criteria and procedures as described in this policy.

Selection Criteria

The Board has developed library media materials selection criteria with the following goals:

- To implement the educational goals and instructional objectives of the Newtown Public Schools (the “District”);
- To assist library media specialists in the selection of library materials;
- To inform the public about criteria upon which library selections are made;
- To maintain a well-balanced and broad collection of materials for information, reference, and research;
- To represent differing viewpoints on controversial issues;
- **To provide a diverse collection that contains content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories and experiences;**
- To promote critical thinking and a love of lifelong learning by offering students a wide array of print and non-print materials; and
- To provide recreational media resources.

Selection of library media materials will be based upon consideration of the following:

- Relevancy or permanent value;
- Accuracy;
- Readability;
- Clear presentation and format;
- Educational significance;
- Need and value to the collection;
- Such other resources, including recommended reading lists, as determined by the library media specialists; and
- Age appropriateness, in alignment with existing, Board-approved curricula, for:
 - Elementary (grades PK-4, generally ages 0-10);
 - Intermediate (grades 5-6, generally ages 10-12);
 - Middle School (grades 7-8, generally ages 12-13); and
 - High School (grades 9-12, generally ages 13-17).

In evaluating age appropriateness, the following criteria will apply:

- Recommendations set forth by the following organizations (“Library Review Resources”) will be consulted when determining age appropriateness, including but not limited to:
 - School Library Journal
 - Kirkus
 - Booklist
 - Young Adult Library Services Association (YALSA) Best Books for Young Adults
 - Common Sense Media
 - Follett Titlewave
- If there is agreement as to age appropriateness from at least two Library Review Resources and the material under consideration aligns with District curricular offerings for the relevant school level (*i.e.*, elementary, intermediate, middle, or high school), then the library media specialist may follow the age appropriateness recommendation of the Library Review Resources.
- In the event that there is no requisite agreement among Library Review Resources about the age appropriateness of the material, the building administrator will determine the age appropriateness in consultation with the Assistant Superintendent.
- In the event that library materials are not rated by the Library Review Resources (*e.g.*, if they are newly published or classics), the library media specialist will conduct an examination of the book and make a recommendation, including a rationale, to the building administrator and Assistant Superintendent for determination as to whether to include the material in the school library collection at that school (“School Library Collection”).
- Finally, if the material under consideration contains graphic and/or excessive violence, explicit sexual content, excessive use of expletives, or hate speech, then the library media specialist shall follow the process outlined below.

The Board believes that school library media materials that (1) contain graphic and/or excessive violence, explicit sexual content, excessive use of expletives, or hate speech, and (2) lack overall literary or educational merit should not be included in the District’s library media centers. If, based on the overall literary or educational merit of a particular resource, the library media specialist determines it is appropriate to include in the School Library Collection material containing graphic and/or excessive violence, explicit sexual content, excessive use of expletives, or hate speech, the library media specialist will conduct an examination of the material and prepare a written rationale for selection. The rationale for selection will then be presented to the building administrator and Assistant Superintendent to determine whether to include the material in the School Library Collection. If, after reviewing the material and the proposed rationale, the building administrator and Assistant Superintendent decide that inclusion in the school library is appropriate, the rationale will be approved (with or without revision) and will remain on record with the school (“Rationale for Selection”).

Gifts and Donated Materials

Gifts or donated materials will be subject to the same selection criteria as purchased materials. Gifted or donated materials will only be accepted after being reviewed by District staff in accordance with the above selection procedures. If the gifted or donated material does not meet the criteria identified above, it will not be placed in the school library collection.

Collection Maintenance and Weeding

Library media specialists will conduct an inventory of the School Library Collection and equipment on an ongoing basis. The inventory can be used to determine losses and remove damaged or worn materials that can then be considered for replacement.

Library media specialists will engage in systematic inspection of materials that may result in weeding in accordance with this policy. Considerations for weeding shall include but are not limited to:

- Worn and damaged materials,
- Superseded editions,
- Unnecessary duplications (based on circulation),
- Material that is factually inaccurate,
- Age appropriateness (as described above), and/or
- Materials that have had little to no circulation over an extended period of time.

Book Reconsideration Requests

The Board acknowledges that, despite the care taken to select library media resources, occasional requests to reconsider a library media selection (“Material for Reconsideration”) may be made by a parent and/or guardian of a student enrolled in Newtown Public Schools (“Requestor”). Such requests should be referred to the library media specialist of the school in which the library media material is housed using the Initial Reconsideration Request form. The Material for Reconsideration will remain in circulation during the reconsideration process.

Initial Reconsideration Request

Upon receiving an Initial Reconsideration Request form, the library media specialist will notify the building administrator and Assistant Superintendent and, then, conduct an examination of the material to determine whether or not it meets the selection criteria as set forth above (“Selection Criteria”). Additionally, the library media specialist will notify the building administrator and Assistant Superintendent of the outcome of any reconsideration requests. Requests will be addressed in the order in which they are received and in accordance with the time frames established below, provided that such time frames may be reasonably extended based on the number of pending requests at any given time and/or other extenuating circumstances.

- If the library media specialist determines that the Material for Reconsideration does not meet the Selection Criteria, then it will be removed from the School Library Collection and the Requestor will be notified of this decision within ten (10) school days of the original request.
- If the library media specialist determines that the Material for Reconsideration meets

the Selection Criteria and will therefore be retained in the School Library Collection, the Requestor will be notified of this decision within ten (10) school days of the original request.

- If the Material for Reconsideration contains graphic and/or excessive violence, explicit sexual content, excessive use of expletives, or hate speech, and has been retained on the basis of the material's overall literary or educational merit pursuant to a previously approved Rationale for Selection, then upon notification that the material will be retained in the School Library Collection, the library media specialist will also provide the Requestor with a copy of the previously approved Rationale for Selection for such library material.
- If the Material for Reconsideration contains graphic and/or excessive violence, explicit sexual content, excessive use of expletives, or hate speech, but the Material for Reconsideration does not have a previously approved Rationale for Selection and the library media specialist determines that it should continue to be included in the School Library Collection based on its overall literary or educational merit, then the library media specialist will conduct an examination of the material, prepare a written rationale for selection, and present it to the building administrator and Assistant Superintendent for their review within five (5) school days of the original request. Within ten (10) school days of receiving the rationale, the building administrator and Assistant Superintendent will review both the material and the rationale to determine whether or not the library material shall remain in the School Library Collection. If the building administrator and Assistant Superintendent decide that inclusion in the School Library Collection is appropriate, the rationale will be approved (with or without revision) and will remain on record with the school. The Requestor will be notified of this decision within fifteen (15) school days of the original request and provided with a copy of the approved Rationale for Selection. If the building administrator and Assistant Superintendent determine that the rationale does not sufficiently support the inclusion of such material in the School Library Collection, the Material for Reconsideration will be removed from the School Library Collection, and the Requestor will be notified of this decision within fifteen (15) school days of the original request.

Final Reconsideration Request

If, after the process outlined above is complete, it has been determined that the Material for Reconsideration shall remain in the School Library Collection, the Requestor may choose to submit a Final Reconsideration Request form to the Superintendent. Within ten (10) school days of receiving the written request, the Superintendent will consult with stakeholders from the school community, including appropriate school staff, the Requester and other parent/guardian representation, as appropriate, to fairly and fully evaluate the decision to retain the Material for Reconsideration subject to the Final Reconsideration Request. The Superintendent will review relevant information pertaining to the request in order to make a final determination as to whether the Material for Reconsideration should be retained in the School Library Collection (the school library in which it is housed), moved to a different level (e.g., from the middle school to the high school), or removed from the District's library circulation entirely. This decision will be communicated in writing to the Requestor, the Assistant Superintendent, the building administrator and library media specialist within fifteen (15) school days of receiving the Final Reconsideration Request form, provided that such time frame may be reasonably extended based on the number of pending requests at any given

time and/or other extenuating circumstances. The Superintendent will report to the Board any decisions resulting from Final Reconsideration Requests.

Documentation of Rationales for Selection, Reconsideration Requests and Determinations

Each library media specialist shall create and maintain a list of library material resources that (1) contain graphic and/or excessive violence, explicit sexual content, excessive use of expletives, or hate speech and (2) have an approved an Rationale for Selection. The list, along with the approved Rationales for Selection, shall periodically distributed to parents and/or guardians and shall be available upon request.

Each library media specialist shall also create and maintain a log of reconsideration requests, which shall include, as to each Material for Reconsideration:

- 1) the name and author/creator of the Material for Reconsideration,
- 2) the date of the Initial Reconsideration Request and the Final Reconsideration Request (if any),
- 3) the outcome of the reconsideration request(s) (e.g., whether the material was retained, removed, or moved to another school), and
- 4) the date of resolution.

This log shall be periodically distributed to parents and/or guardians and shall be available upon request.

The District will not be required to entertain reconsideration requests as to any particular Material for Reconsideration for which a determination has been made (in response to an Initial and/or Final Reconsideration Request) within the previous five (5) years.

Library Media Resource Restriction Requests

The Board values its partnership with parents and guardians. As such, each parent/guardian may determine the appropriateness of library resource materials for their children and should afford the same right to other families. Parents/guardians who want to restrict their children's access to specific library media materials can submit the NPS Library Media Resource Restriction form to the library media specialist of the school in which their child is enrolled. Requests that library materials concerning general topics or themes will be restricted will not be honored. Parents who choose this option are expected to let their child know, in advance, that there are some materials they may not be allowed to check out from the library.

The Board authorizes the administration to develop Administrative Regulations in furtherance of this policy.

Newtown Public Schools

Procedures for Library Media Restrictions and Reconsideration of Library Media Materials

Guiding Principles:

- Parents and/or guardians have the right to determine what library media materials their child(ren) has(have) access to and may choose to restrict access to certain library materials from them.
- The library media specialists selecting library materials are duly qualified to make such selections and will follow the proper procedures set forth in this policy.
- Collaborative conversations between library media specialists, administrators and parents are essential to building and maintaining strong home-school connections and should always be the first option when managing parent and/or guardian concerns.
- The principal will review the selection criteria and reconsideration process with the library media staff annually.
- When library media materials are challenged, the principles of the freedom to read/listen/view must be defended as well.
- Access to library media materials will not be restricted during the reconsideration process.
- Any decision to remove library media materials does not necessarily reflect negatively on the professional judgment involved in the original selection and/or use of the materials.

Library Media Resource Restriction Requests

Parents/guardians who want to restrict their child from checking out certain library media print materials can complete the NPS Library Media Resource Restriction form. All such forms will be subject to the Family Educational Rights and Privacy Act (FERPA) which protects the privacy of student educational records and cannot be disclosed to outside parties.

Instructions:

1. No more than 15 specific titles per child may be requested for restriction.
2. If there are more than 15 specific titles that you would like restricted from your child, you must schedule a meeting with the building principal and library media specialist to discuss other possible options. Forms with more than 15 titles will not be accepted.
3. A separate form must be completed for each child.
4. Before submitting this form, please verify that the title you are requesting for restriction is part of the collection of your child's school library.
5. Requests that general topics or themes be restricted will not be honored.
6. By selecting this option, you are agreeing to let your child know, in advance, that there are some materials they may not be allowed to check out from the library.
7. Please also keep in mind that while this process may reduce the likelihood that a student will be exposed to content from the titles selected for restriction, it does not guarantee that a student will not pull a book off the shelf to look at it or will not be exposed to or hear about content from a classmate.
8. Books are added to the library media collection continually and it is the responsibility of the parent/guardian to monitor changes that may impact their restriction request.

Student Name _____ Grade _____

Parent/Guardian Name _____

Phone _____ Email _____

Address _____

Book Title/Author #1 _____

Book Title/Author #2 _____

Book Title/Author #3 _____

Book Title/Author #4 _____

Book Title/Author #5 _____

Book Title/Author #6 _____

Book Title/Author #7 _____

Book Title/Author #8 _____

Book Title/Author #9 _____

Book Title/Author #10 _____

Book Title/Author #11 _____

Book Title/Author #12 _____

Book Title/Author #13 _____

Book Title/Author #14 _____

Book Title/Author #15 _____

Parent/Guardian Signature _____ Date _____

Submit completed form to the library media specialist of the school that your child attends.

Initial Reconsideration Request

The privacy of the individuals submitting Reconsideration Requests may not be protected if, once submitted, this form is the subject of a Freedom of Information Act (FOIA) request. FOIA grants the public the right to request records from any federal agency. Questions or concerns about FOIA may be directed to the building principal or assistant superintendent.

Instructions:

1. You must be a parent and/or guardian of a student enrolled in Newtown Public Schools to submit this form.
2. Before submitting this form, you must contact the library media specialist to review any existing documentation of rationales for selection, reconsideration requests and determinations. If the material you are requesting be reconsidered does not appear on any list, you can then share your concerns with the library media specialist to see if they can be addressed without submitting this form.
3. Submission of this form is an attestation that you have read or viewed the material in its entirety.
4. All fields must be fully completed. Incomplete, indecipherable or duplicated forms will not be considered.
5. A separate form must be completed for each material you are requesting be reconsidered.

Title _____ Author _____

Publisher (if known) _____ Copyright Date _____

Requester _____

Phone _____ Email _____

Address _____

What brought this material to your attention? _____

Have you reached out to the library media specialist to discuss your concerns related to this material?

_____ Yes, Date _____ _____ No

Have you personally read or viewed this entire material? _____ Yes _____ No

What concerns you about this material? _____

If the material in question is a book, please cite the pages and passages that you question. Use a separate piece of paper if you require more space.

Page #: Passage:

Page #: Passage:

Page # Passage:

Are there resources that you can share to provide additional information and/or viewpoints relating to this material that should be considered?

What action are you requesting be taken regarding this material?

Re-evaluation regarding age-appropriateness

Removal from school library

Other: _____

Signature of Requester _____ Date _____

Submit completed form to the library media specialist of the school in which the material exists.

Final Reconsideration Request

The privacy of the individuals submitting Reconsideration Requests may not be protected if, once submitted, this form is the subject of a Freedom of Information Act (FOIA) request. FOIA grants the public the right to request records from any federal agency. Questions or concerns about FOIA may be directed to the building principal or assistant superintendent.

Instructions:

1. This form can only be used if you have filed an Initial Reconsideration Request and disagree with the outcome of that request.
2. You must be a parent and/or guardian of a student enrolled in Newtown Public Schools to submit this form.
3. Submission of this form is an attestation that you must have read or viewed the material in its entirety.
4. All fields must be fully completed. Incomplete, indecipherable or duplicated forms will not be considered.
5. A separate form must be completed for each material you are requesting be reconsidered.

Title _____ Author _____

Publisher (if known) _____ Copyright Date _____

Requester _____

Phone _____ Email _____

Address _____

Why are you pursuing a reconsideration of this material? _____

In what way(s) do you believe the material subject to this reconsideration request fails to comply with criteria set forth in Policy 6163.1? _____

Are there resources that you can share to provide additional information and/or viewpoints relating to this material that should be considered but have not yet been? Yes No

If so, what are they?

Please provide any other information that should be considered in this final review of the material?

What action are you requesting be taken regarding this material?

Re-evaluation regarding age-appropriateness

Removal from school library

Moved to another school library

Other: _____

Signature of Requester _____ Date _____

Submit completed form to:

Superintendent of Schools
Newtown Public School District
3 Primrose Street
Newtown, CT 07470