

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 5 Health

December 2023

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Health Education

Grade 5

Fifth grade health vertically aligns with the third and fourth grade curricula and will allow students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically well. The course is broken into two large units. The first unit will focus on social emotional learning where students will gain the knowledge and skills needed to make safe and healthy choices as it pertains to Relationship Management both in person and online, Empathy, and the Zones of Self-Regulation. The second unit will focus on physical wellbeing and self-management. The topics covered include Disease Prevention, Medicine safety, Human Growth and Development, and Nutrition with an emphasis on the importance of leading a healthy and active lifestyle as a citizen in our school and community.

Fifth Grade Health Curriculum Pacing Calendar

- Each class currently meets once every 6 days for 30 minutes.
- Each class receives approximately 30 sessions during the school year.

Session #	Unit #	Lesson Title
1		Pre-Assessment
2-4	1	Relationship Management
5-7	1	Empathy
8-10	1	Personal Boundaries
11-13	2	Disease Prevention (+Breast Cancer Awareness Campaign)
14-16	2	HIV Prevention
17		Mid Year Review
18-20	2	Human Growth and Development
21-23	2	Medicine Safety
24-26	2	Nutrition
27-29	1	Zones of Regulation
30		Post-Assessment

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making healthful choices and decisions regarding relationship management, personal boundaries, empathy, digital citizenship and self regulation. • Participate in activities that promote wellness throughout life. 	
	<i>Meaning</i>	
<p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>CT Sexual Health Education Standards</p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p>UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • Communicating our feelings is important to our emotional and physical well being. • Boundaries are the limits we set on how we want others to behave around us. • We all deserve to be respected, feel safe and comfortable in all our relationships. • Students' bodies are their own and they have a right to say no to anything that makes them uncomfortable. • Through empathy we build strong and healthy relationships. • The importance of regulating our emotions throughout the day will maximize our ability to learn and get along with others. 	<p>ESSENTIAL QUESTIONS Students will keep considering...</p> <ul style="list-style-type: none"> • How can using interpersonal communication skills help to avoid or reduce health risks and contribute to social well-being? • How do we communicate our boundaries to others in a healthy way? • How can I assess my personal relationships? • What can I do to promote healthy behaviors in relationships? • What do healthy interactions with others look like?

<p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p><u>SEL Competencies</u></p> <p>Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values.</p> <p>Self-Management: The ability to successfully regulate one’s emotions, thoughts and behaviors in different situations.</p> <p>Social Awareness: The ability to take the perspective of and empathize with others; to recognize family, school and community resources and supports.</p> <p>Relationship Skills: The ability to establish and maintain healthy and</p>	Acquisition	
	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none">• behaviors for both healthy and unhealthy relationships.• concepts of personal boundaries and the ability to recognize them• effective communication skills in person as well as online look like.• resources for getting help with personal boundaries when needed• empathy, a desired character trait, when expressed in appropriate ways is considered compassion in action.• emotions expressed in an appropriate manner help to maintain healthy relationships.	<ul style="list-style-type: none">• Recognizing the difference between healthy and unhealthy behaviors in various kinds of relationships.• Communicating when a personal boundary has been crossed.• Using interpersonal communication skills to avoid or reduce health risks and contribute to social well-being.• Accessing available resources to report when a personal boundary is crossed ie. sexual harassment.• Recognizing the feelings of others and understanding why this is important to our social well-being.• Self-regulation strategies to cope with their emotions and energy levels throughout the day.

<p>rewarding relationships with diverse individuals and groups.</p> <p>Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.</p> <p><u>CT Sexual Health Education Standards</u></p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p>		
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<p>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence

<p>T M M</p> <p>T, M</p> <p>A</p> <p>M</p> <p>M</p> <p>A</p> <p>T, M</p>	<ul style="list-style-type: none"> • Visual assessment • Students will share their representation with their peers • Peers will provide feedback <ul style="list-style-type: none"> • appropriate setting will be predetermined. • Role Play rubric will provide immediate student feedback. • Assertive communication cue cards and conversation starters available. <ul style="list-style-type: none"> • Correct situation sorting • Whole group discussion with the sentence stem: "What if?" 	<p>PERFORMANCE TASK(S):</p> <p>Self Advocacy Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Complete of the "trust triangle" with at least one grown-up that is not a family member</p> <p>Demonstrating Personal Boundaries and Empathy Goal: Role Play Role: Student Actors Audience: Peers Situation: Students will act out situations Products: Students will demonstrate healthy personal boundary interactions and or empathy interactions Standards: Students use clear and assertive communication either verbally or nonverbally that ensures their safety and comfort.</p> <p>Relationship Management Goal: Sort healthy, unhealthy and abusive relationship behaviors Role: Students Audience: Teacher/peers Situation: Classroom Products: A chart with healthy, unhealthy and abusive relationships Success: Evidence of reflection will be evident on the chart, students will show the differences between the types of relationships.</p>
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A, T, M	<ul style="list-style-type: none"> • correct zone identification for each scenario • able to communicate and support their answers using vocabulary used throughout the unit 	<p>Zones of Regulation Goal: Using a zone map, students will sort situations interpreting them both physically and emotionally. Role: A well-rounded human being Audience: Community, peers Situation: Real world Products: Ability to properly and accurately sort situations Success: Evidence is shown through students' interpretation of what is the expected physical and emotional response to a given situation.</p>
A, T, M	<ul style="list-style-type: none"> • completed class work packet to use as a resource for the completion of this project • able to follow verbal and written instructions to construct the origami project neatly. 	<p>Goal: Choose 8 tools or strategies to help manage emotions using the zones of regulation Role: A student wishing to learn how to self regulate their emotions Audience: Community, peers Situation: Real world Products: An origami art project highlighting students' top 8 strategies for self regulation Success: Evidence is shown through a completed project that is neat, clean and clearly communicates real world strategies the student can use independently.</p>
	<ul style="list-style-type: none"> • Whole group verbal assessment 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Worksheets - Red Flag/Green Flag relationship behaviors</i> • <i>Exit slips</i> • <i>Do-nows</i>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A	Students will self-assess using four guiding questions to gauge how their emotional state and energy levels changes in different situations (pg. 51, Frey, Fisher, Smith)
M	Whole class will create a KWL chart on what it means to be in a healthy relationship.
T	When prompted with an essential question, students will participate in a turn and talk recalling relevant information on the new topic.

	Summary of Key Learning Events and Instruction (Students will) <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring (Teacher will)
M T T M A T	Health Relationships: <ul style="list-style-type: none"> Students will explore the Relationship Continuum. Students, in small groups, will brainstorm healthy characteristics and appropriate behaviors and then create a recipe for a healthy friendship using the behavior and character attributes they discussed earlier. Students will watch a video and recall 5 unhealthy relationship behaviors. Students assess unhealthy relationship behaviors and brainstorm ways to change that behavior to a healthy one.. Teacher will lead and monitor participation in group conversation centered around kinds of relationships on the continuum. Teacher will define/clarify types of relationships to assist with students' ability to differentiate between healthy, unhealthy and abusive relationships behaviors. Teacher records all healthy relationship behaviors 	<ul style="list-style-type: none"> Teacher will monitor student responses. Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. Teacher will facilitate student self-guided experiments. Teacher will practice proximity control as students move about the room.
M A A T, M	Empathy: <ul style="list-style-type: none"> Students will complete a “ What would they feel” activity to introduce the idea of Empathy Students will watch a video of 4 scenarios to practice how to empathize with people. What it looks like and what it sounds like. Students will complete a graphic organizer referring to the video shown in the previous lesson. Students will listen to the read aloud I Am Human: A Book of Empathy by Susan Verde exploring the idea that you create trust, bring healing, and approach others on their levels by using empathy and be able to discuss the 	<ul style="list-style-type: none"> Teacher will monitor Turn and Talk. Teacher will monitor individual student reading time.

<p>M A</p> <p>T</p>	<p>main ideas presented in the text.</p> <ul style="list-style-type: none"> • Teacher will facilitate class discussion around the introductory activity • Teacher will show a youtube video depicting 4 real world situations. • Teacher will play and then pause the video, highlighting teachable moments. Teacher will also prompt students to turn and talk throughout the video. • Teacher will monitor completion of the five main ideas on the organizer • Teacher will post the main idea about empathy on the board, then read and pause at various parts of the text to prompt students guiding them back to the main idea of the text <p>Personal Boundaries:</p> <ul style="list-style-type: none"> • Students will be given red, green and yellow cards: depicting examples of personal boundaries and use these to communicate their own personal boundaries. • Students listen to a read-aloud “Lauren’s Kingdom” or similar texts. • Students will recall the information from a previous video. They will rewatch the video and identify what steps they should take when a boundary is crossed. • Students will read real-world situations and apply the four steps on what to do if a boundary is crossed. • Students will be introduced to sexual harassment prevention vocabulary and practice activities and watch an age appropriate video for visual learners • Teacher will read each scenario to the class, asking them to identify their personal boundary. <i>(Page 89 of We Care curriculum)</i> • Teacher will prompt students with questions thinking aloud the kind of boundary and who it’s affecting. • Teacher will facilitate a group discussion recording student responses as they’re given. 	
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<p>M, A</p> <p>T</p> <p>A, T</p> <p>T</p>	<ul style="list-style-type: none">• Teacher will create and evaluate exit-slip by students and use results to guide future instruction.• Teacher will provide student work packets, “hurting or flirting” video, and facilitate discussion and Q&A <p>Zones of Regulation:</p> <ul style="list-style-type: none">• Students will categorize their emotions and energy levels using the zones regulation map• Students will participate in an exploration of self and how the zones of regulation correlate with their feelings and energy levels throughout the day.• Students will brainstorm strategies they can use when they find themselves outside the “green” zone.• Students will complete a personal tool box. <ul style="list-style-type: none">• Teacher will monitor completion of the open-ended statement. ex. times I might be in the blue zone...• Teacher will lead group cooperation and peer feedback along with the completion of a personal tool box. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none">• Personal Boundaries - Students will engage in a self-guided, interactive Pear Deck lesson via the google classroom. This lesson includes new content specific vocabulary activities, reading, and skills practice on how to respond when someone crosses your personal boundary.• Teacher will provide the word search, vocabulary, fill-in content source, article taken from Kidshealth.org or similar. Pear Deck tools used for the above activities include the dragging, drawing, and text tools• Decision Making - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel	
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	<p>safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.</p> <ul style="list-style-type: none">• T provides weekly scenarios (from <i>Healthy Living Social Scenarios Flashcards</i> or similar) with guiding thoughts presented in a google slide presentation.	
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Recommended Resources:

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

Books

- [I Am Human](#) by Susan Verde

Videos

- Health for Children DVD Video Series
 - Dealing with Feelings
- [“Social Skill Lesson on Empathy”](#)
- [“Hurting or Flirting”](#) Sexual Harassment

Stage 1 Desired Results

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Standard 1: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Enhance their personal health using knowledge of disease prevention, nutrition, medicine safety and human growth and development. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> We can reduce our personal risk of contagious and non-contagious illnesses. Our personal choices directly impact our risk for disease. Nutrition is an essential part of our health and well being. Substance use, misuse and abuse affects many aspects of a person's life. There are common trends between genders when exploring the concept of puberty. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What can I do to avoid and reduce health risks? How do I make good decisions to make and keep myself healthy? What are important resources for health information? What are the potential consequences of medicine misuse and abuse? What information is necessary in order to enhance/maintain our reproductive health?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The relationship between contagious and non-contagious illnesses 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Making healthy choices to reduce their risk of contracting or developing illness

	<ul style="list-style-type: none"> • The potential causes of the most chronic non-contagious diseases • Effective nutritional habits to maintain a healthy lifestyle • A diet made up of a variety of different foods will aid in maintaining good health. • Food labels provide important information to the consumer to aid making healthy food choices • The importance of knowing how to read medicine labels . • The anatomy of the reproductive system and expected physical, social and emotional changes one expects during puberty. 	<ul style="list-style-type: none"> • Identifying the essential nutrients on food labels • Making healthy food choices • Analyzing food labels and demonstrating the ability to select food to enhance personal health • Evaluating the proper use of common OTC medications • Labeling the parts of the reproductive anatomy and the tracking the path of the zygotes • Describing why and how the human body develops during adolescence
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A T, M	<ul style="list-style-type: none"> Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease Students will recall healthy choices to avoid disease transmission 	<p>PERFORMANCE TASK(S): Students will show that they really understand evidence of...</p> <p>Disease Prevention Goal: Disease prevention through interpretation by analyzing a pie chart depicting the top 10 causes of death in the United States. Role: Interpreter Audience: Peers Situation: Most current data from CDC will be reviewed by students. Products: Completion of pie chart and short answer questions Success: They will link everyday actions/choices with the facts presented in the diagram and purpose solutions to reduce risk.</p>
T, M A	<ul style="list-style-type: none"> Students will share their meal options with the class and take turns evaluating peer food choices. Students will successfully locate health enhancing information on food labels. 	<p>Nutrition Goal: Interpret a food label and explain the value of that food choice. Role: consumer Audience: Classmates/ Community Situation: A “Label-tasting” reviewing several food labels and nutritional value. Products: Completion of a healthy school lunch menu articulating reasons for healthy choices Success: They will gain perspective on how the choices they make impact their overall health. They will then create a one meal menu using the labels to guide their choices.</p> <p>Human Growth and Development Goal: Explore a visual model of the human reproductive system. Role Playing with their classmates both the female and male</p>

T M	<ul style="list-style-type: none"> • Student will discuss and simulate the physical and emotional changes that occur during puberty • Students will participate in classroom discussions 	<p>components.</p> <p>Role: Act out the pathway of a zygote</p> <p>Audience: Peers</p> <p>Situation: Human reproductive system</p> <p>Products: Completion of the proper pathway of the zygote shown through acting</p> <p>Success: After verbal feedback students will arrange themselves in the correct order</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - <i>Venn diagram</i> - <i>Note-taking graphic organizer</i> - <i>Pre and post true false tests</i> - <i>Worksheets</i> - <i>Correctly Role Play the parts of the Reproductive System</i>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> Students will take a quiz assessing their prior knowledge of over the counter and prescription medications. Students will participate in a think tank about pathogens and how they spread 	
<div>A M</div> <div>A</div> <div>M</div> <div>A T</div> <div>M</div>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Disease:</p> <ul style="list-style-type: none"> Students explore the concept of non-communicable diseases while completing a webquest correlating what a disease is and the potential causes. Ex. Heart Disease- poor diet Students will share, compare and draw conclusions of their webquest findings with classmates Students will be introduced to the concept of health risk factors as it relates to Breast Cancer Awareness, and be able to identify which factors they can control with healthy choices. (Oct/Nov) Teacher will set up the webquest by ensuring all suggested age appropriate websites are active and accessible on student chromebooks Teacher will facilitate groups and monitor student progress Teacher will facilitate conversation asking guiding questions T will read a story; present a brief video and provide a visual of the Risk Factor Wheel during the SNIS annual Breast Cancer Awareness Campaign <p>HIV:</p> <ul style="list-style-type: none"> Students will watch a Brainpop video or other related video on HIV/AIDS. Students will do a close read of an article from NEWSELA: “What’s Actually in Our Blood?” or “How Does the AIDS Virus Destroy the Body’s Defenses?” or similar article 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher will facilitate whole group discussion. Teacher will monitor participation and student engagement Teacher will provide feedback to ensure lesson-focused and respectful communication between students. Teacher will facilitate practice sessions. Teacher will monitor online comments.

<div data-bbox="157 134 220 167">M T</div> <div data-bbox="174 212 203 245">A</div> <div data-bbox="157 290 220 323">A M</div> <div data-bbox="174 368 203 401">A</div> <div data-bbox="157 446 220 479">T M</div> <div data-bbox="174 487 203 519">A</div> <div data-bbox="157 1008 220 1040">T A</div> <div data-bbox="174 1086 203 1118">M</div> <div data-bbox="157 1164 220 1196">T M</div> <div data-bbox="174 1313 203 1346">A</div> <div data-bbox="157 1391 220 1424">A T</div>	<ul style="list-style-type: none"> Students will complete a guided note-taking organizer filling in pertinent information pertaining to HIV Students watch a brief clip from “Health for Children” that reintroduces the concept of HIV. Students will circle safe behaviors and crossout risky behaviors Complete a small group discussion with three guiding questions: What it is, How to contract it? and How to prevent it? Teacher will lead a discussion, tracking the HIV pathogen showing how blood is impacted when a person contracts HIV. Monitor completion of note-taking activity Teacher prompts students with guiding questions while the video plays. Teacher will provide the 20 index cards and envelopes with scenarios about contracting HIV; Teacher will keep track of correct and incorrect answers for each team. <p>Nutrition:</p> <ul style="list-style-type: none"> Students will describe why a meal is healthy or unhealthy. Students will explore the 6 essential nutrients by walking around the room and visiting 6 different descriptive posters answering: what it is, why we need it and where do I find it. Students will discuss where they will find the 6 essential nutrients on MyPlate. Students will analyze various food labels and drawing on their knowledge of essential nutrients will choose the healthier food. Students will reflect on their own eating habits and make a SMART goal to improve their diet. 	
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M	<ul style="list-style-type: none"> • Students will complete a one day meal menu with healthy food choices • Teacher will provide visuals for each meal plate the students will analyze. • Teacher will provide note taking charts and posters spread around the room on various nutrients. • Teacher facilitates discussion with guiding questions. • Teacher will provide various food labels from which the students may analyze their health value. • Teacher will provide students with a self-assessment and review the elements of a SMART goal.. 	
T M	<p>Medicine Safety:</p> <ul style="list-style-type: none"> • Students will sort various OTC medicine bottles into correct categories. • Students will view a CDC video, “Medicines in My Home” (or similar title) discussing the importance of reading medicine labels. 	
M	<ul style="list-style-type: none"> • Students will identify and label the 7 different sections on an OTC medicine label 	
A M	<ul style="list-style-type: none"> • Students will go on a “Drug Facts Label Scavenger Hunt.” • Teacher will provide empty containers and placemats for each small group, and ask guiding questions as needed with each group.. • Teacher will provide students with a sample medicine label and walk them through each section of the label. • Teacher will provide an assortment of empty medicine containers and scavenger hunt printable to guide students in how to read a medicine label. <p>Human Growth and Development: **Genders are separated during unit</p>	
M T	<ul style="list-style-type: none"> • Students will read a letter written by “Chris” describing the life changes he/she is going through. Students will debate and determine the gender of 	

A M	<p>“Chris” using the information from the letter.</p> <ul style="list-style-type: none"> • Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of gender. • Students will watch a video: Health for Children or other related video that summarizes the information about puberty. • Students will examine the anatomy of the reproductive system for each respective gender. They will label the parts and track the path of the zygote • <u>**Female lesson only:</u> Students will track a typical menstruation cycle and review common feminine hygiene products. • Teacher will facilitate a debate while creating a venn diagram with the information recalled. • Teacher will answer age appropriate questions pertaining to changes students are facing during puberty • Teacher will provide several focus questions: ex. What are two changes that occur during puberty? What is the purpose of puberty? • Teacher will guide student discussion and provide a model for students to examine reproduction • Teacher will introduce the concept of menstruation reading aloud to an expert from American Girl series. Teacher will then review hygiene products providing students with examples. <p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> • Disease Prevention - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying risk factors and their relationship to healthy decision making. • Teacher will provide slide presentation ahead of time and post to google classroom. 	
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Recommended Resources

Resources:

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Books

- [Cancer Party! By Sara Olsher](#)



Videos

- Health for Children Video Collection (collection is located in the Health classroom)
 - HIV
 - Other Illnesses
- [BrianPop - HIV/AIDS](#)
- [Medicines in My Home](#)
- Just Around the Corner: For Boys and For Girls (collection is located in the Health classroom)