

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 6 Lesson 22 Say NO to Alcohol			Apr 4-8, 2016/Q4 Wk. 3
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> How can drinking alcohol harm the mind? How does drinking alcohol harm the body? How does drinking alcohol harm the community? What are ways to say NO to drinking alcohol? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

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3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.						
Vocabulary		Assessment								
<ul style="list-style-type: none"> • alcohol • cancer • heart disease 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>		
		<ul style="list-style-type: none"> • Health Student Textbook pgs. 161-162 • HCQ #'s 1 & 2 		<ul style="list-style-type: none"> • Health Student Textbook pg. 163 • HCQ #3 		<ul style="list-style-type: none"> • Health Student Textbook pg. 164 • HCQ #4 		<ul style="list-style-type: none"> • Health Student Textbook pg. 165 • HCQ #5 		Assessment
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
Daily Objective (I CAN statement)	I can explain how alcohol harms the mind.	I can explain how alcohol harms the body.	I can explain how drinking alcohol harms the community.	I can explain what are positive effects of not drinking alcohol.	Assessment					
Anticipatory Set	Have students discuss the four ways alcohol harms the mind.	Have students discuss the three ways alcohol harms the body.	Have students discuss the three ways drinking alcohol harm the community.	Have students discuss the three benefits of choosing not to drink alcohol.	Have students review all previous concepts discussed from Mon. Through Thu. in preparation for their assessment.					

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Instruction (I DO)	Discuss how drinking alcohol harms not just the mind but even the whole body. Review Vocabulary: • drug	Discuss how drinking alcohol can cause diseases such as cancer and heart disease. Review Vocabulary: • cancer • heart disease	Discuss how you can help someone close to you if they have a drinking problem. Review Vocabulary:	Discuss how you can practice the Resistance Skills to help you say NO to alcohol. Review Vocabulary:	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

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TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 6 Lesson 24 Say NO to Illegal Drugs			Apr 18-22, 2016/Q4 Wk. 5
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> • How can inhalants harm health? • How can marijuana harm health? • How can stimulants and depressants harm health? • What are ways to say NO to abusing drugs? • What are ways you can stop drug abuse? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
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Vocabulary		Assessment						
<ul style="list-style-type: none"> • Illegal drugs • inhalant • marijuana • stimulant • ecstasy • depressant 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
				<ul style="list-style-type: none"> • Health Student Textbook pgs. 175-176 • HCQ #'s 1 & 2 	<ul style="list-style-type: none"> • Health Student Textbook pg. 177-178 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pg. 179 • HCQ #4 	<ul style="list-style-type: none"> • Health Student Textbook pg. 180 • HCQ #5 	Assessment
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Daily Objective (I CAN statement)		I can explain how inhalants and marijuana harms health.	I can explain how stimulants harms health.	I can explain how depressants harm health.	I can explain how I can help stop drug abuse.	Assessment		
Anticipatory Set		Have students discuss the differences between good and bad inhalants and how marijuana harms health..	Have students discuss how stimulants can harm health right now and how it can also harm health later.	Have students discuss how depressant can be good if a doctor prescribes it and how it can be abused and be harmful to health.	Have students discuss some of the suggested possible ways to help stop drug abuse.	Have students review all previous concepts discussed from Mon. Through Thu. in preparation for their assessment.		

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Instruction (I DO)	Discuss how when using everyday products that could be possible inhalants, it should always be imperative to get fresh air to avoid toxic fumes. Review Vocabulary: <ul style="list-style-type: none"> • illegal drugs • inhalant • marijuana 	Discuss how one can stay away from drug abusers and how ecstasy can harm you not only physically and mentally. Review Vocabulary: <ul style="list-style-type: none"> • stimulant • ecstasy 	Discuss how remembering and using the My Drug-Free Pledge can help with saying NO to whichever drugs even the abuse of depressants. Review Vocabulary: <ul style="list-style-type: none"> • depressant 	Discuss how you can be a true friend when someone you know is using drugs, and be aware that caffeine is also considered a drug and it can be found in chocolate and certain beverages even in some bottled water. Review Vocabulary:	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

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TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 6 Lesson 24 Say NO to Illegal Drugs			Apr 18-22, 2016/Q4 Wk. 5
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> • How can inhalants harm health? • How can marijuana harm health? • How can stimulants and depressants harm health? • What are ways to say NO to abusing drugs? • What are ways you can stop drug abuse? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
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3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • Illegal drugs • inhalant • marijuana • stimulant • ecstasy • depressant 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
				<ul style="list-style-type: none"> • Health Student Textbook pgs. 175-176 • HCQ #'s 1 & 2 	<ul style="list-style-type: none"> • Health Student Textbook pg. 177-178 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pg. 179 • HCQ #4 	<ul style="list-style-type: none"> • Health Student Textbook pg. 180 • HCQ #5 	Assessment
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Daily Objective (I CAN statement)		I can explain how inhalants and marijuana harms health.	I can explain how stimulants harms health.	I can explain how depressants harm health.	I can explain how I can help stop drug abuse.	Assessment		
Anticipatory Set		Have students discuss the differences between good and bad inhalants and how marijuana harms health..	Have students discuss how stimulants can harm health right now and how it can also harm health later.	Have students discuss how depressant can be good if a doctor prescribes it and how it can be abused and be harmful to health.	Have students discuss some of the suggested possible ways to help stop drug abuse.	Have students review all previous concepts discussed from Mon. Through Thu. in preparation for their assessment.		

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Instruction (I DO)	<p>Discuss how when using everyday products that could be possible inhalants, it should always be imperative to get fresh air to avoid toxic fumes.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • illegal drugs • inhalant • marijuana 	<p>Discuss how one can stay away from drug abusers and how ecstasy can harm you not only physically and mentally.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • stimulant • ecstasy 	<p>Discuss how remembering and using the My Drug-Free Pledge can help with saying NO to whichever drugs even the abuse of depressants.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • depressant 	<p>Discuss how you can be a true friend when someone you know is using drugs, and be aware that caffeine is also considered a drug and it can be found in chocolate and certain beverages even in some bottled water.</p> <p>Review Vocabulary:</p>	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

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TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 6 Lesson 21 Sporting Safety			Mar 28-Apr 1, 2016/Q4 Wk. 2
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> How can you tell how medicines help people? What are some names of different kinds of medicines? What are safety rules for using medicines? What are wrong ways to use medicines? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

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3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	
Vocabulary		Assessment			
<ul style="list-style-type: none"> • drug • medicine • over-the-counter medicine (OTC) • prescription medicine • drug abuse 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>
		<ul style="list-style-type: none"> • Health Student Textbook pgs. 155-156 • HCQ #'s 1 & 2 	<ul style="list-style-type: none"> • Health Student Textbook pg. 157 • HCQ #'s 3 & 4 	<u>WEDNESDAY</u>	<u>THURSDAY</u>
				<ul style="list-style-type: none"> • Half Day PD 	<ul style="list-style-type: none"> • Health Student Textbook pg. 158 • HCQ #5
				<u>FRIDAY</u>	Assessment
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Objective (I CAN statement)	I can explain how medicines help people and what are different kinds of medicines.	I can explain what are safety rules for taking medicines.	Half Day PD	I can explain what are wrong ways to use medicines.	Assessment
Anticipatory Set	Have students discuss the various ways people take medicines.	Have students discuss that medicines should only be taken from a parent or guardian and the five suggested rules from the text.	Half Day PD	Have students discuss the difference between drug misuse and drug abuse.	Have students review all previous concepts discussed from Mon. Through Thu. in preparation for their assessment.

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Instruction (I DO)	<p>Discuss how medicines can help the body work the way it should and the difference between over-the-counter medicine and prescription medicine.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • drug • medicine • over-the-counter medicine • prescription medicine 	<p>Discuss other aspects of taking medicines such as being aware of safety seals and tampering and what are possible risks and side effects of not abiding by the rules of taking certain medicines.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • 	Half Day PD	<p>Discuss the outcome of drug abuse that can possibly lead to drug addiction and the detriment of this dangerous addiction that affects many people today.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • drug abuse 	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Half Day PD	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Half Day PD	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Half Day PD	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Half Day PD	Graphic Organizer	Assessment

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TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 7 Lesson 25 Disease Defenders			May 2-6, 2016/Q4 Wk. 7
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> • How can germs cause disease? • What are ways germs are spread? • What are ways to keep germs from entering your body? • What are ways to keep from spreading germs? • What do body defenses do? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
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3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • disease • bacteria • viruses • body defenses • antibody • vaccine 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
				<ul style="list-style-type: none"> • Health Student Textbook pgs. 187-189 • HCQ #'s 1 & 2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 188-189 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 188-189 • HCQ #4 	<ul style="list-style-type: none"> • Health Student Textbook pg. 190 • HCQ #5 	Assessment
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Daily Objective (I CAN statement)		I can explain how do germs cause disease.	I can explain how germs are spread.	I can explain what are my body's defenses.	I can explain how to be a germ fighter.	Assessment		
Anticipatory Set		Have students discuss the differences between various types of bacteria and viruses and how they both cause diseases.	Have students discuss that germs are spread by breathing droplets from others and by touching objects that people have touched.	Have students discuss how your skin is a body defense, white blood cells and antibodies are all body defenses.	Have students brainstorm ideas for slogans on ways to prevent the spread of germs.	Have students review all previous concepts discussed from Mon. Through Thu. in preparation for their assessment.		

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Instruction (I DO)	<p>Discuss what are different types of drugs that kill, prevent, and stop from entering cell bodies such as antibiotic drugs and vaccines.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • disease • bacteria • viruses 	<p>Discuss how one can prevent the contraction of most germs by the basic method of using soap and water and proper hand and finger nail cleansing.</p> <p>Review Vocabulary:</p>	<p>Discuss how children and adults can take preventive measures by getting vaccines against major diseases such as diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • body defenses • antibody • vaccine 	<p>Discuss how the outcomes of this class activity solidifies the whole concept of being aware of bacteria and viruses and what are the simplest ways to prevent the spread and contraction of either or.</p> <p>Review Vocabulary:</p>	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

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INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 5 Lesson 20 Sporting Safety			Mar.15-18, 2016/Q4 Wk. 1
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> What are ways to keep from getting hurt when you enjoy physical activity? What are ways to get ready to take a physical fitness test? What are safety equipment you need for different sports? What are ways you can use good manner when you play sports and games? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

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3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • safety equipment • mouth-guard • cooperate 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		<ul style="list-style-type: none"> • Guam History & Chamorro Heritage Day Holiday 		<ul style="list-style-type: none"> • Health Student Textbook pg. 143-145 • HCQ #'s 1 & 2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 144-147 • HCQ #'s 3 & 4 	<ul style="list-style-type: none"> • Health Student Textbook pg. 148 • HCQ #5 	Assessment	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
Daily Objective (I CAN statement)		I can explain how to keep from getting hurt during physical activity and how to get ready for a physical fitness test.	I can explain what safety equipment I need for sports.	I can explain how to use good manners when I play sports and games.	Assessment			
Anticipatory Set		Have students discuss the three recommendations for safety and the whole list of activities during a fitness test.	Have students discuss the different types of safety equipment for the six types of sports listed in the text.	Have students discuss why it's important to exercise being a good teammate with manners and cooperation.	Have students review all previous concepts discussed from Tue. Through Thu. in preparation for their assessment.			

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Instruction (I DO)		Discuss the importance of adult supervision during sports events and how proper practice techniques before and after a physical fitness test is important. Review Vocabulary: •	Discuss the importance of mouth-guards and safety glasses/goggles when participating in sports. Review Vocabulary: • safety equipment • mouth-guard	Discuss how good sportsmanship, team cooperation, and manners help playing sports be more fun and safe. Review Vocabulary: • cooperate	
Guided Practice (WE DO)		Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)		Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure		Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)		Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment