



GRADE 5

TUCSON UNIFIED SCHOOL DISTRICT

TUCSON UNIFIED SCHOOL DISTRICT

ALTERNATIVE FAMILY LIFE CURRICULUM

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Pacing Guide

5th Grade

Week 1

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Week 1				
Day 1 Lesson 1 Communication with Family	Day 2 Lesson 2 Self-Concept	Day 3 Lesson 3 Decision-Making	Day 4 Lesson 4 Effective Communication Skills and Assertiveness	Day 5 Lesson 5 Belonging to Groups
<p><u>Health Standards</u> S5C1PO1 S5C2PO1 S7C1PO1</p> <p><u>American School Counselor Association Standards</u> B-LS9 B-SMS1 B-SS3</p> <p><u>Lesson Objective</u> Students will be able to: identify their personal responsibilities within their family or household.</p>	<p><u>Health Standards</u> S4C1PO1</p> <p><u>American School Counselor Association Standards</u> M2 B-SS1 B-SS8</p> <p><u>Lesson Objectives</u> Students will be able to: identify their strengths. understand how self-talk enhances or detracts from their self-concept.</p>	<p><u>Health Standards</u> S5C2PO1 S5C2PO2 S5C2PO3 S5C2PO5 S5C2PO6</p> <p><u>American School Counselor Association Standards</u> B-LS1 B-LS9</p> <p><u>Lesson Objectives</u> Students will be able to: identify logical steps to making a decision. understand how decisions can have a long-term and short-term impact on their lives.</p>	<p><u>Health Standards</u> S4C1PO1 S5C2PO1 S5C2PO3 S5C2PO5</p> <p><u>American School Counselor Association Standards</u> B-SS1 B-SS2 B-SS3 B-SS6 B-SS8</p> <p><u>Lesson Objectives</u> Students will be able to: demonstrate the value of communication with parents. explain the need of positive interpersonal relations. describe the advantages of building relationships based on mutual respect. discuss the need for the practice of communication, trust, honesty, and assertiveness. discuss making decisions that do not hurt him/herself or others.</p>	<p><u>Health Standards</u> S5C2PO1 S5C2PO3 S5C2PO4 S5C2PO5 S5C2PO6</p> <p><u>American School Counselor Association Standards</u> M3 B-SS2 B-SS6</p> <p><u>Lesson Objectives</u> Students will be able to: identify social, school, and team groups. understand that most people can belong to many groups. recognize the importance in maintaining their individual values as they participate in groups or teams.</p>





Guided Practice:

- Read this scenario to the class:

Tom gets home from school at 4:15 every day. The bus drops him off at the corner of his street. On Tuesday, his mother worked until 5 p.m. but when she arrived home, she realized that Tom was not there. There were none of his books, and the kitchen showed no signs of his usual after- t begun dinner.

no one seemed to know where he was, she became frantic and went to the police annex to file a report. Then, she spent the next hour driving around the neighborhood looking for him. After an hour of this, with not sign of Tom, she drove home. Tom was watching TV when she went in the house. It seems that he made friends with a new student in his class, and they went to his apartment to p yelling at him and told him that he would be punished.

Discussion:

What were the decisions that Tom had made that created confusion in the entire afternoon?

pecting to see when she came in from work?

How was she really feeling?

What could Tom have communicated differently with his mom after school?

Independent Practice:

Reflection:

- What responsibilities do you have in your family or household? (specific cleaning, babysitting, picking up after the animals taking your little brother to school)
- Do you do them regularly or just when you are told?
- Does the household still run smoothly



Grade: 5
Lesson: 2

Lesson Title/Focus:

- Example: I know that I am not good at tennis because I have a hard time seeing the ball.
- .”
- Example: I know that I am not good at tennis, but my serves are getting better with practice.
- The point is to find a way to take that negative and help it to feel like it can become a positive.
- **Remind the students that what they say to themselves determines a lot about how they see themselves. Flipping the script can help you find positives when you need them.**

Independent Practice:

Students will take their handprints and traits and write their own “**I Am Creed**” poem.

Closure:

Optional share-out of poems.

“I Am Creed”

I am unique in the world;
 I am capable of learning and growing daily;
 I am a person who appreciates the difference in others;
 I am talented and I share my talents;
 I am unlike any other human being;
 I am a dreamer who pursues personal dreams;
 I am an active participant in life;
 I am committed to my values;
 I am the kind of person I enjoy being;
 I am a one-of-a-kind human being and a celebration of life.

Mark Scharenbroich



Grade: 5 Lesson: 3	Lesson Title/Focus: Decision-Making	Materials: <ul style="list-style-type: none"> Steps to Making a Decision (posted in classroom)
Health Standards: S5C2PO1 Identify health-related situations that might require a thoughtful decision. S5C2PO2 Analyze when assistance is needed when making a health-related decision. S5C2PO3 List healthy options to health-related issues or problems. S5C2PO5 Choose a healthy option when making a decision. S5C2PO6 Describe the outcomes of a health-related decision. American School Counselor Association Standards: B-LS1 Demonstrate critical-thinking skills to make informed decisions. B-LS9 Gather evidence and consider multiple perspectives to make informed decisions.		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> identify logical steps to making a decision. understand how decisions can have long-term and short-term impact on their lives. 		

Academic Vocabulary:

- alternatives
- consequences
- good decisions



Outline the action steps that should be taken to complete the solution.

Guided Practice:

- Consider this scenario:
Your dad lets you use the computer for an hour of personal time



Grade: 5 Lesson: 4	Lesson Title/Focus: Effective Communication Skills and Assertiveness	Materials <ul style="list-style-type: none"> • Whiteboard or chart paper •
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Health Standards:

- S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- S5C2PO1 Identify health-related situations that might require a thoughtful decision.
- S5C2PO3 List healthy options to health-related issues or problems.
- S5C2PO5 Choose a healthy option when making a decision.

American School Counselor Association Standards:

- B-SS1 Use effective oral and written communication skills and listening skills.
- B-SS2 Create positive and supportive relationships with other students.
- B-SS3 Create relationships with adults that support success.
- B-SS6 Use effective collaboration and cooperation skills.
- B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary.

Lesson Objectives:

- Students will be able to:
- demonstrate the value of communication with parents.
 - explain the need of positive interpersonal relations.
 - describe the advantages of building relationships based on mutual respect.
 - discuss the need for the practice of communication, trust, honesty, and assertiveness.
 - discuss making decisions that do not hurt him/herself or others.

Academic Vocabulary:

- communication
- peer pressure
- dignity
- respect
- assertiveness

Anticipatory Set:

- Quietly think about a person (or people) who you trust and know that you could go to if you needed help.
-
- Why do you trust them?

Direct Instruction:

- Brainstorm these questions with students while recording responses on whiteboard/chart paper:
 -
 - What does it look like in our classroom?
 -
 - Who decides wh



- poor or failing grades in school
- restricted privileges
- curfew
- chores
- Discuss different feelings each person has in these situations.

Independent Practice:

Have students read or role-play the class to choose the most effective response to each scenario and discuss the reasoning for the choice.

Closure:

Leave the last 10 minutes of the class to ask:



Effective Communication Skills Worksheet

SCENARIO #1:

Your substitute teacher tells you to repeat an assignment you have already completed. How should you respond?

- A.
- B.
- C.



Grade: 5
Lesson: 5

Lesson Title/Focus:
Belonging to Groups

Materials:

- Whiteboard or chart paper
- Lined paper for students



<p>Grade: 5 Lesson: 6</p>	<p>Lesson Title/Focus: Cyberbullying/ Bullying</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Blank paper for independent practice activity • Video: Lilian Schumacher Elementary Anti-Bullying Message Liberty Public Schools OR • Video: Anti-bullying Elementary School Video (Dunsford) <p>(Both videos use the same technique of silent labeling of students and mixed messages.)</p>
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Health Standards:

S2C1PO3 Identify how peers can influence healthy and unhealthy behaviors.

S2C1PO5 Explain how media influences thoughts, feelings, and health behaviors.



- language?
- Did you notice how everyone jumped in and participated in the bullying?
- Did any adults speak to the victim?
- Is it hard for a student to tell adults about bullying? Why?
- When the student arrived in class, what was the label worn by the student sitting next to the victim?
How did the other students in the class act? (ignored and isolated the student)
- -bullying.
 - How could cyber-bullying be similar to the bullying that is happening to the video victim? (It can be done quietly. The messages are usually in writing. Adults do not usually know about them. When the victim goes to school or out in public, he/she feels isolated.)
 - How does carrying all of those negative labels and messages, whether through technology or in person, make someone feel?
- Final point to students: If you were bullied or knew it was happening to another student, when is it important to discuss this with a parent or trusted adult? (If appropriate with your class, add some quick rehearsal of making that report.)

Guided Practice:

- Now it is time to stop being a bystander.
- What was the first thing that happened to let the victim know that someone really cared? (Another
- Jot down five words, phrases or questions you could use to let someone know that you had empathy for them and wanted to support them.
- Share these with an elbow-partner.

Independent Practice:

- Draw three or four cartoon cells depicting a bullying situation and intervention.
- It is okay to have Superhero Bystanders but try to keep the dialogue realistic!

Closure:

- Personal challenge to students:
 - Do you know someone who is alone or isolated, in class or on the playground or at lunch?
 - Make a plan to reach out to them.

Additional Resources:



Grade: 5 Lessons: 7 (Days 1 and 2)	Lesson Title/Focus: Empathy	Materials: <ul style="list-style-type: none"> • Book, <i>Those Shoes</i> by Maribeth Boelts or listen to the story read aloud Those Shoes. • 3-foot long narrow strip of paper for each student • Chart paper
<p>Health Standards: S2C1PO3 Describe how peers can influence healthy and unhealthy behaviors S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health S8C1PO2 Encourage others to make positive health choices</p> <p>American School Counselor Association Standards: M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS2 Create positive and supportive relationships with other students B-SS4 Demonstrate empathy B-SS8 Demonstrate advocacy skills and ability to assert self, when necessary</p>		
<p>Lesson Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • develop empathy and understanding for others. • understand personal space. • make decisions about what we want or need. 		
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • need • want • empathy 		
<p>Concept(s):</p> <ul style="list-style-type: none"> • empathy • personal space • decision Making 		
<p>Anticipatory Set: My Favorite Things</p> <ul style="list-style-type: none"> • 		



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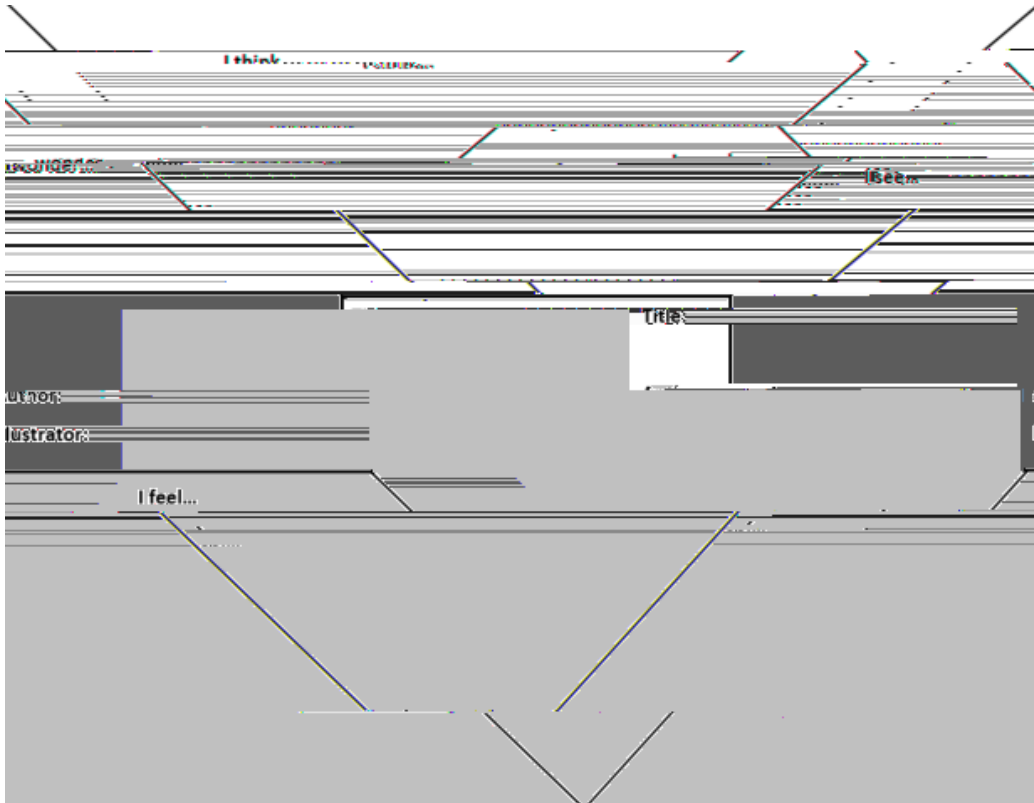
Guided Practice:

Needs and Wants Chart

- Each student creates a Needs and Wants Chart.
- Make a list of things that they need and want by writing, drawing, or cutting pictures out of magazines or newspapers.
-



Inquiry Board



- Demonstra



Grade: 5 Lesson: 9	Lesson Title/Focus: Personal Hygiene	Materials: <ul style="list-style-type: none"> • personal hygiene survey • game board • question mark cards • soap cards (true/false) • die
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Health Standards:
 S1C1PO1 Describe the relationship between healthy behaviors and personal health.
 S7C1PO1 Identify responsible personal health behaviors.
 S7C2PO1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

American School Counselor Association Standards:
 M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
 B-SMS9 Demonstrate personal safety skills.

Lesson Objectives:
 Students will be able to:

- understand the importance of personal hygiene.
 learn different techniques used to prevent our skin from getting germs, sunburns, and body odor.
- learn ways to handle acne and to take care for hair.

Academic Vocabulary:

- skin
- hygiene
- sunburn
- body odor
- UV (ultraviolet) rays
- lice
- acne

Concept(s):

- personal hygiene

Anticipatory Set: Webbing What's On my Mind

- Students individually take a personal hygiene survey.

Direct Instruction: Skin and Hair

- As a class, discuss the importance of each taking term related to skin and hair care.
 - **Skin:** It keeps all organs inside our body, protects body from germs, maintains body temperature, and feels pressure and temperature.
 - **Washing Hands:** It protects from all germs that we contact with throughout the day. Use warm water and soap and scrub the fronts and backs of hands and between the fingers and wrists.
 - **Body Odor:** When we sweat, the sweat mixes with bacteria on our skin and causes a stinky odor. We need shower daily, wash feet, use antiperspirant/deodorant, wash clothes, and not wear dirty socks.
 - **Sunburn:** The UV (ultraviolet) rays from the sunburn the epidermis and cause the skin to become red. It is possible for these rays to cause your skin to wrinkle, different types of skin

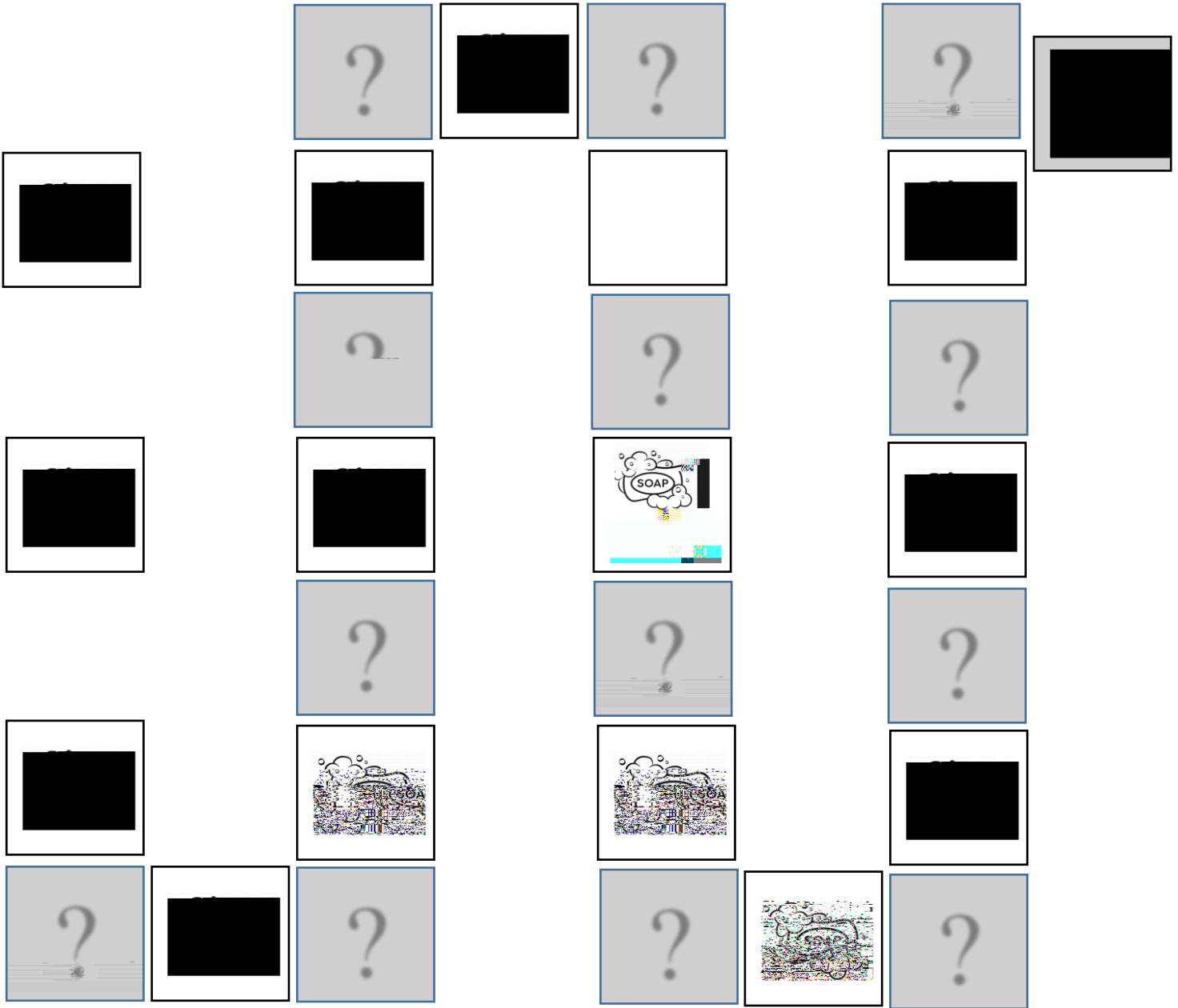
Personal Hygiene Survey

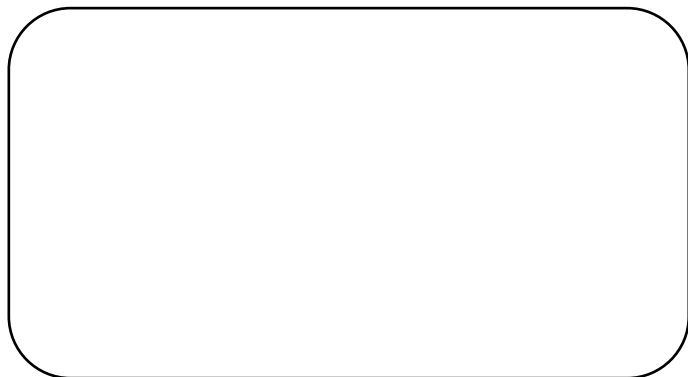
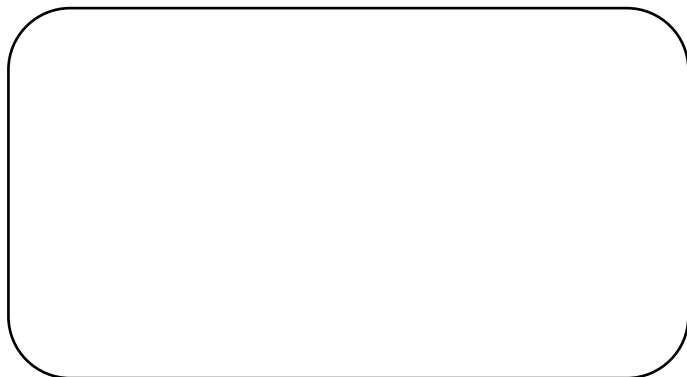
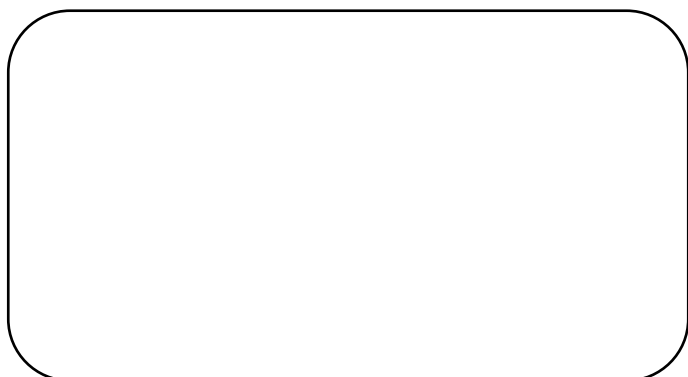
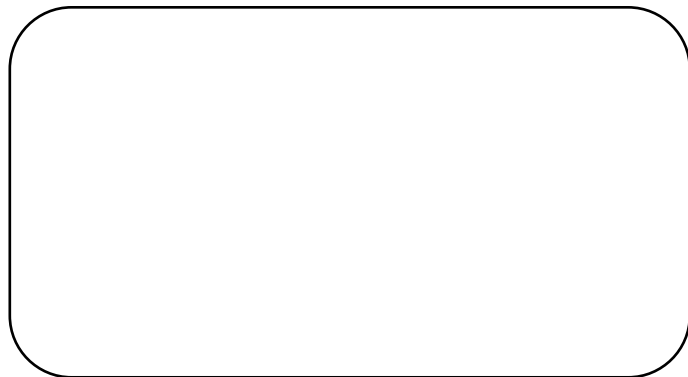
Directions: Read each statement and place an X in the box that applies to you.

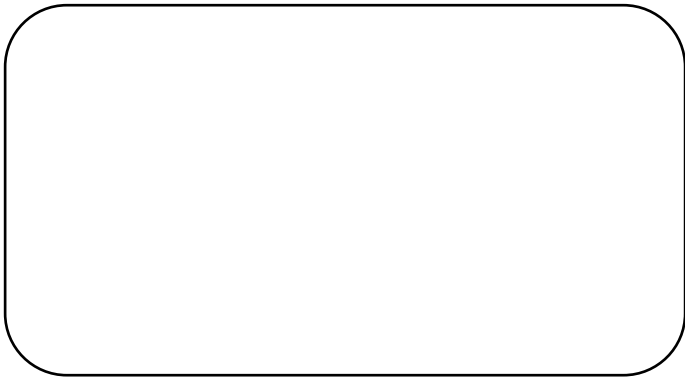
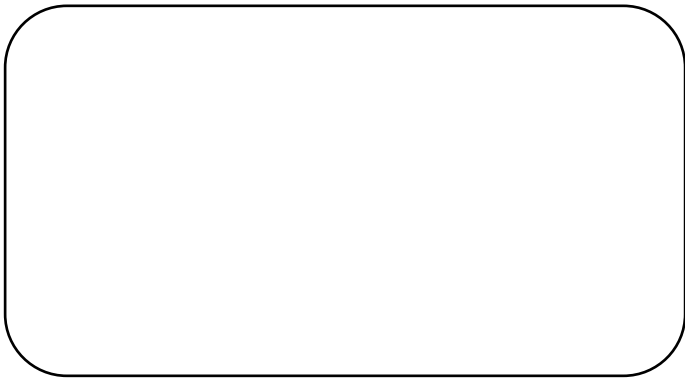
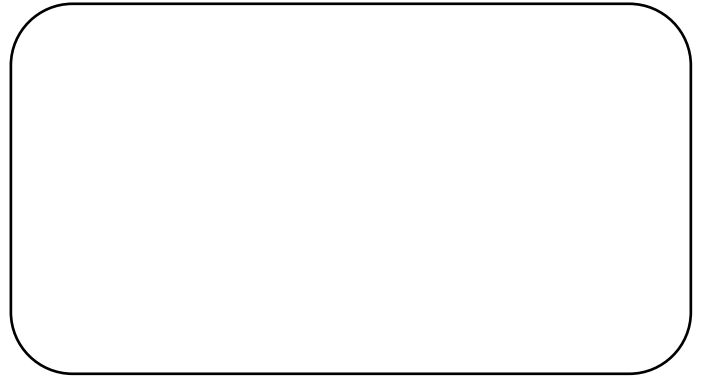
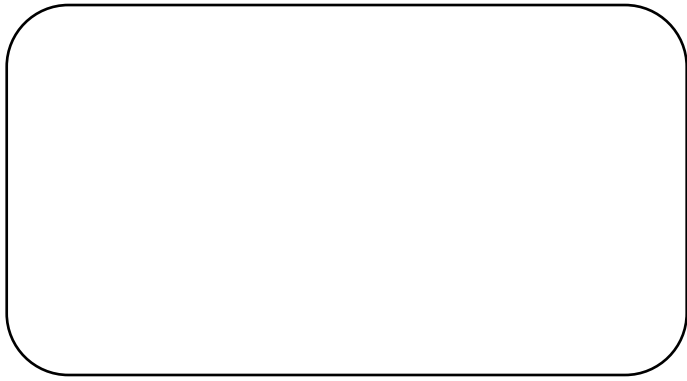
Hygiene Behaviors	Always	Sometimes	Never
Washing hands before eating			
Washing hands after using the toilet			
Using hand sanitizer			
Wearing washed clothes			
Walking outside barefoot			
Taking a shower or getting a bath			
Washing face everyday			
Brushing teeth daily			
Washing hair			
Wearing sunscreen			

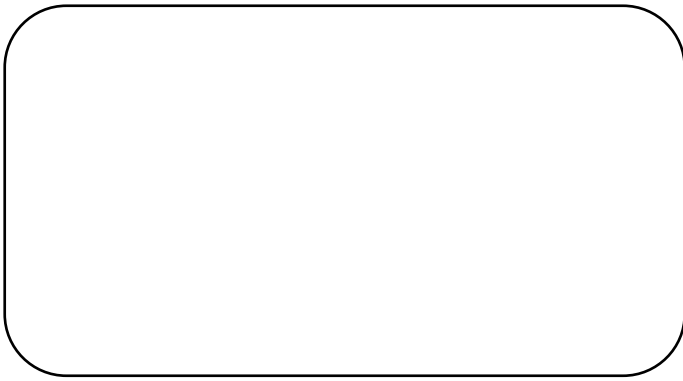
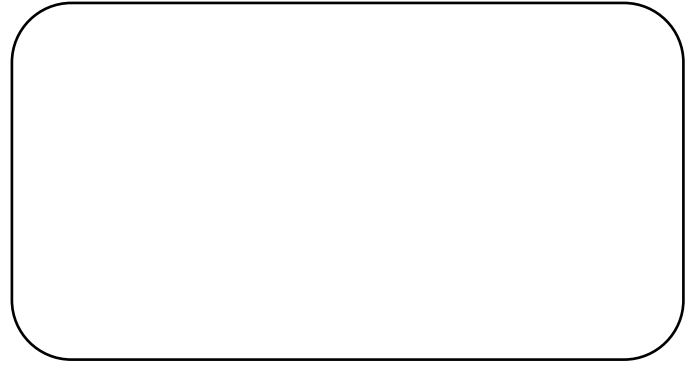
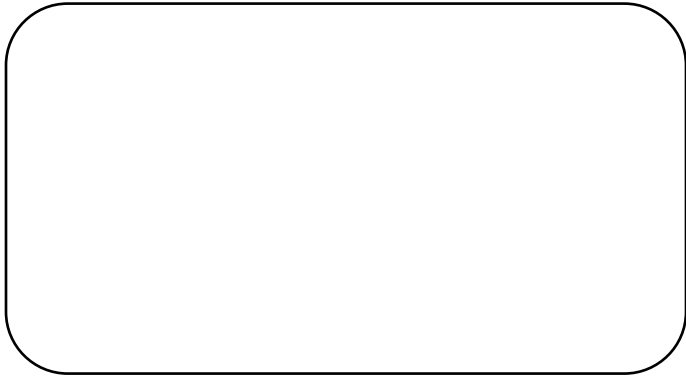


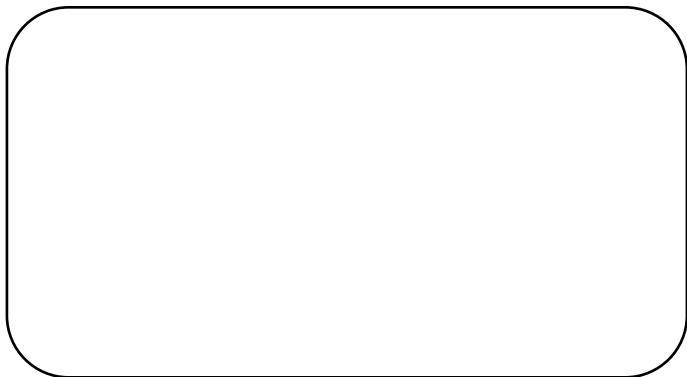
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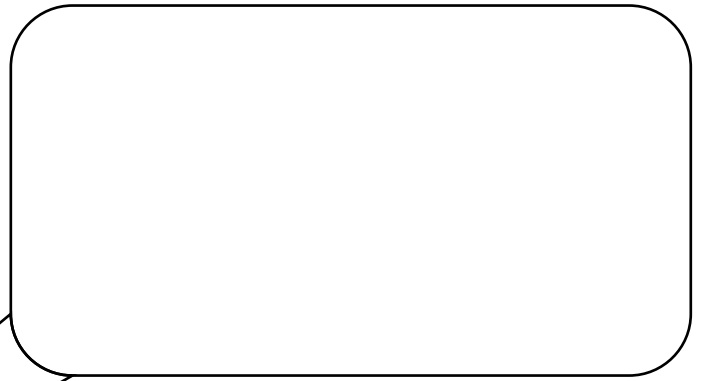
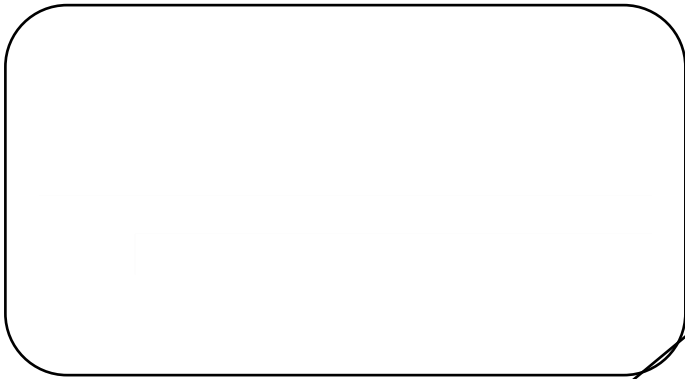
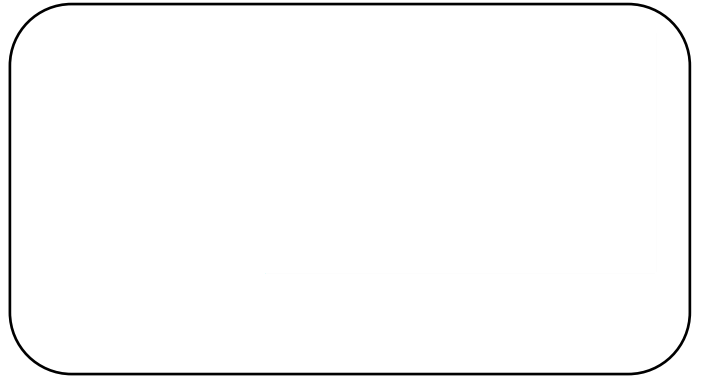
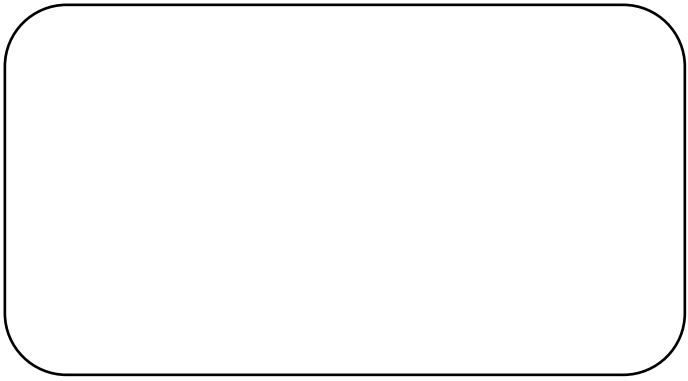












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Lesson References

Boelts, Maribeth: Book: Those Shoes; Video;
https://www.youtube.com/watch?v=IuQ_0Bxp8Dg

(Dunsford): Video [Anti-bullying Elementary School Video](#)

Liberty Public Schools: Video [Lilian Schumacher Elementary Anti-Bullying Message](#)



Alternative Family Life Curriculum

Glossary of Terms

Important Note: This glossary of terms is a comprehensive list of the academic vocabulary for the entire 4th through 12th grade Alternative Family Life Curriculum. For specific vocabulary introduced by grade level, please see each lesson.

Abuse- Abuse is an action that intentionally causes harm or injures another person. This can refer to physical abuse, psychological abuse, mental abuse, or child abuse.

Acceptance- general agreement that something is satisfactory or right, or that someone should be included in a group.

Acetaldehyde- Acetaldehyde appears as a clear colorless liquid with a pungent choking odor. It is the most abundant carcinogen in tobacco smoke.

Acne- An inflammatory disease resulting from excess sebum production, follicle plugging, and increased bacterial production.

Acrolein- Acrolein is a clear or yellow liquid that evaporates quickly and burns easily. Acrolein has a strong, unpleasant smell. Breathing low levels of acrolein can irritate the nose, nasal cavity, windpipe and voice box. Fluid buildup in the lungs can also occur from breathing acrolein. In cases of severe breathing exposure, death could occur from damage to the lungs and respiratory system.

Acrylonitrile- a colorless, flammable, poisonous, carcinogenic liquid, C₃H₃N, used for the production of polymers and copolymers, as rubbers, fibers, and clear plastics for beverage containers. The presence of harmful ingredients such as acrylonitrile are found in e-cigarettes and are found in the body of human adolescents who use e-cigarettes.

Active Listening- A way of listening and responding to another person that improves mutual understanding.

Acquaintance- a person that you have met but do not know well.

Adjustment- The process of adapting or becoming used to a new situation.

Adolescence- The stage of life when humans grow from childhood to adulthood.

Adverse Situation- Decisions, conditions or effects that are unfavorable to a person.

Advocacy- speaking or acting on behalf of an individual or group to uphold their rights or explain their point of view.

Affection- A feeling of liking, attraction or fondness.



Aggressive- Showing anger and a willingness to attack other people.

Aggressor- A person, group, or country that starts an argument, fight, or war by attacking first.

Ally- A person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group.

Alternatives- The different choices or actions possible.

Analyze- To study or examine something carefully in a methodical way.

Anorexia Nervosa- Anorexia nervosa is an eating disorder defined by restriction of energy intake relative to requirements, leading to a significantly low body weight. Patients will have an intense fear of gaining weight and distorted body image with the inability to recognize the seriousness of their significantly low body weight.

Apocrine Gland- Apocrine glands in the skin and eyelid are sweat glands. Apocrine glands in the skin are scent glands, and their secretions usually have an odor.

Appropriate Distance- A safe or appropriate distance or amount of space between two people or between people in a group.

Aspirations- A strong hope or wish for achievement or success.

Assertiveness- The quality of being self-assured and confident without being aggressive. A method of critical thinking where an individual speaks up in defense of their views or in light of erroneous information.

Attain- To reach as an end: gain.

Basic Needs- Essential items necessary to sustain life, like food, shelter, and clothing.

BFF- An abbreviation for best friend forever, a way of referring to a person's best friend.

Bias- a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly.

Body Autonomy- A person has the right to accept or reject physical touch (this concept is often tested when two people greet each other).

Body Language- The nonverbal messaging of gestures and movement.

Body Odor- an unpleasant smell on a person's body that is caused by sweat. When we sweat, the sweat mixes with bacteria on our skin and causes a stinky odor. We need shower daily, wash feet, use antiperspirant/deodorant, wash clothes, and not wear dirty socks.



Dopamine- Dopamine is a chemical released in the brain that makes you feel good. Having the right amount of dopamine is important both for your body and your brain.

Dynamic- A system of continuous change.

Eccrine gland- Certain sweat glands, distributed over the entire body, that secrete a type of sweat important for regulating body heat.

Effective Communication- Communication between two or more persons with the purpose of delivering, receiving and understanding the message successfully.

Emotional Abuse- is deliberately causing mental or emotional pain. Examples include intimidation, coercion, ridiculing, harassment, treating an adult like a child, isolating an adult from family, friends, or regular activity, use of silence to control behavior, and yelling or swearing which results in mental distress.

Empathy- The ability to understand and share the feelings of another person.

Empowerment- control o life.

Esteem- Respect and admiration.

Evaluate- To determine the value of something by careful appraisal and study.

Explicit- Fully revealed or expressed without vagueness.

Extended Family- A family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children.

Family- A family is a group of two or more persons related by birth, marriage, or adoption who live together; all such related persons are considered as members of one family.

Family Counseling- Family counseling is a counseling specialization focusing on familial dynamics and relationships. Read about counseling requirements and earning potential.

FDA- Food and Drug Administration. An agency in the U.S. federal government whose mission is to protect public health by making sure that food, cosmetics, and nutritional supplements are safe to use and truthfully labeled. The FDA also makes sure that drugs, medical devices, and equipment are safe and effective, and that blood for transfusions and transplant tissue are safe.

Gender Roles- is a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for a person based on that person's sex.

Goals- The result or achievement toward which effort is directed; aim; end.



Good Decisions- Those that are made after you carefully examine the alternatives and act on the best one.

Harassment- Aggressive pressure or intimidation.

Honesty- Telling the truth or able to be trusted and not likely to steal, cheat, or lie.

Hygiene-



Irritated- To provoke impatience, anger, or displeasure in, to annoy, to induce irritability in
or



Obesity- Overweight and obesity are defined as abnormal or excessive fat accumulation that presents a risk to health.

Passive- Not acting to influence or change a situation; allowing



sometimes caused by breathing in chemicals used to flavor microwave popcorn and other chemicals used in some electronic cigarette flavors in the US.

Power Differential- Situations in which one person is perceived or actually has more authority, agency or knowledge than another person.

Preventive Health Services- Routine health care that includes screenings, check-ups, and patient counseling to prevent illnesses, disease, or other health problems.



Self-Awareness- Conscious knowledge of one's own character, feelings, motives, and desires.

Self-Concept- The way a person sees themselves in comparison to others.

Self-Confidence- Self-assurance- is typically viewed as a positive attitude, the bolstering of self-confidence is often a mediate or end goal in psychotherapy.

Self-Empowered- Taking care of your own life through the decisions you make every day.

Self-Esteem- A measure of how much you value, respect and feel confident about yourself.
Liking

Self-Perception- A mental or physical attributes that constitute the self. Such a view may involve genuine self-knowledge or varying degrees of distortion. Also called **self-percept**. See also perceived self, self-concept.

Self-Talk- The messages a person gives themselves.

Self-Worth- A feeling of being deserving of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem.

Separation- 1. a situation in which two or more people



Strategies- A strategy is a general plan or set of plans intended to achieve something, especially over a long period.

Sulfur- A pale-yellow, brittle nonmetallic element that occurs widely in nature. Chemicals containing sulfur give body odor the oniony aroma.

Tact- A keen sense of what to do or say in order to maintain good relations with others.

Target-

1. a person or a particular group of people that something is directed at, or that something is intended for.
2. one or more people who are criticized or laughed at, or who experience unpleasant treatment from others:
3. a level or situation that you intend to achieve.

Tolerance- The ability to overlook differences and accept people for who they are.

Tone- The general character or attitude of a place or a piece of writing or situation.

Toxic Relationship- A toxic relationship is one that makes you feel unsupported, misunderstood, demeaned, or attacked. A relationship is toxic when your well-being is threatened in some way emotionally, psychologically, and even physically

Trust- The trait of believing in the honesty and reliability of others. Complete confidence in a person or plan.

Type II Diabetes- Type 2 diabetes, the most common type of diabetes, is a disease that occurs when your blood glucose, also called blood sugar, is too high.

Ultraviolet Rays- Ultraviolet (UV) radiation from the sun can cause sunburn, skin damage, eye damage and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

Unfair- Not treating people in an equal way, or not morally right.



Values-
important in life.

Vet- to examine something or someone carefully to make certain that they are acceptable or suitable.

Want- To feel a need or a desire for; wish for.

Without Consent -Arizona Revised Statute § 13-1401(A)(7) defines **Without Consent** as any of the following:

- (a) The victim is coerced by the immediate use or threatened use of force against a person or property.
- (b) The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant. For the purposes of this subdivision, "mental defect" means the victim is unable to comprehend the distinctively sexual nature of the conduct or is incapable of understanding or exercising the right to refuse to engage in the conduct with another.
- (c) The victim is intentionally deceived as to the nature of the act.





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