Unit 23: 3-5 CITIZENSHIP

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **ONGOING**
Status: **Published**

Brief Summary of Unit

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
HPE.2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
HPE.2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
HPE.2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
HPE.2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

- To what extent does knowing one's strengths and interests affect career awareness?

Essential Understandings

- Knowing one’s strengths and interests aids in career awareness.
- There is a relationship between one’s strengths, interests, education and career choice.
- Time management and organization are necessary foundation skills to achieve future career goals.

Students Will Know

- The workforce is comprised of traditional and nontraditional occupations.
- There are careers that correspond to various interests.

Students will be able to

- Define at least two careers.
- Identify strengths and interests.

Instructional Strategies

- age-appropriate videos and books
- behavior plans/contracts,
- collaboration with teachers and administrators
- decision-making,
- didactic questioning
- fundraisers
- Individual and group counseling
- meetings and e-mails,
- parent/guardian communication through phone calls
- positive reinforcement
- reflective discussions
- role-playing
- school-wide assemblies and classroom lessons
- visual aids
- volunteer work,

Suggested Strategies for Modifications