Sept. Grade 4 Unit 1 Community Safety

Content Area: **Health**
Course(s):
Time Period: **September**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

In this unit, students will compare and contrast communities and their "types" of government and how the regulations, rules, and laws are in place to help keep the members of that community safe. Conflict resolution methods will be analyzed and students will be able to determine when to use certain methods. Peacefully resolving all conflicts will be encouraged and students will be able to list ways to prevent violence and increase safety in their community.

Enduring Understandings

Effective communication skills are necessary for a successful life – personally, socially, educationally and professionally.

People develop systems to manage conflict and create order.

Essential Questions

What are the characteristics of a positive conflict resolution?

What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?

What can I do to prevent violence in my home, school and community?

Instructional Strategies & Learning Activities

Teacher presentation with PowerPoint

Worksheet readings & Activities

Whole class discussion

Small group discussion

Note taking

Group activity (comparing government of different community sizes)

Class activities (solving community conflict – authentic component)

Scenarios –role playing

Integration of Career Exploration, Life Literacies and Key Skills

Students will explore the careers of people who keep us safe in the community.

9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Digital identities must be managed in order to create a positive digital footprint.
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
	Digital tools have positively and negatively changed the way people interact socially.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and

	cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Technology and Design Integration

Students will interact with the unit using the Smartboard.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.CS1	Understand and use technology systems

Interdisciplinary Connections

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.W.4	Writing
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.4.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good

grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Small group work

Check for understanding before moving on

Provide an example of the work expectations/sample problem

Peer assistance

Student will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to the field of knowledge

Incorporate authentic components

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP's

Utilize 504's

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher will listen for appropriate input during open discussion

Question and answer

Check worksheet and classwork completion

Check homework

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Graded Test

Instructional Materials

The Great Body Shop Teacher Binder – 5th Grade Edition (modified)

Worksheets from TGBS Binder

Teacher developed worksheets

Department jobs on cards to compare different communities

Standards

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.