

Sayreville Public Schools

Grade Four Health Curriculum

Written by: Emina Udrija
10-18-2022

Unit 1: Health & Wellness

Content Area: **Health**
Course(s): **Grade 4**
Time Period: **Academic Year**
Length: **TBD Trimester Periods**
Status: **Not Published**

Summary of the Unit

This unit plan is designed to introduce students in this age group to health and wellness as a lifestyle. The choices we make have an effect on our overall wellness. Creating a conscious mind at this age is very important especially as your adolescent years begin and hormonal changes take place. Students will develop the skills to track a personal health inventory and see how technology has revolutionized the way we live. The Health Triangle (mental/emotional, social & physical health) is a good tool to identify how different components of health affect our daily living. It is important at this age to know that in our school community we have departments that help and enhance our learning when it comes to our personal well-being. Health and wellness is a lifestyle and by the end of the 5th grade students will acquire skills to make them into healthy consumers.

Enduring Understandings

Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind.

They create and implement a personal self-care plan that promotes a healthy lifestyle.

They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors.

Essential Questions

What are the three sides of the health triangle?

What are some healthy and unhealthy behaviors that people your age may have?

Define wellness and the different factors that can affect it.

What does it mean to be a healthy consumer?

How does data and reviews drive our health industry?

List ways people can exercise and maintain a healthy routine?

Health and wellness is a lifestyle practice where you can find more information on this topic?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

Internet/You tube

Brain Pop

<https://www.brainpop.com/english/studyandreadingskills/mindfulness/>

<https://www.brainpop.com/health/personalhealth/fitness/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Health Triangle 1-4 Days	<p>Students will be able to list three major components of the health triangle.</p> <p>By researching health items students will analyze the quality of each and how data drives the health industry.</p>	<p>Students will design their Health Triangle Poster and describe the images that represent health and wellness to them.</p> <p>Discuss how health companies design and create logos to become more marketable to a specific consumer. Students will create their health store of food, drinks, apparel, exercise equipment, shoes are some examples. Health care industry is driven by data and consumer reviews. The importance of choosing eco-friendly vs. non is more prominent. Lastly the Health Industry can be made up of different types of wellness products.</p>	<p>Poster of students health triangle logo.</p> <p>Online health store in Google Slides. Students can share in small groups their items.</p>	<p>HE.3-5.2.1.5.PGD</p> <p>HE.3-5.2.1.5.C</p>
Health and Wellness 2-4 Days	<p>Create a PSA explaining why exercise is important. Share ideas for motivating people to exercise.</p>	<p>Students synthesize their ideas and express them through creative projects. They can work individually or collaborate. Discuss as a group the different factors that influence health such as heredity, physical activity, nutrition, sleep, technology.</p>	<p>Make-a-movie PSA Fitness: Quiz</p> <p>https://www.brainpop.com/health/personalhealth/fitness/</p>	<p>HE.3-5.2.2.5.PF.</p>

		Students can make a movie using Brain pop lesson - Fitness.		
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Suggested Modifications for Special Education, ELL and Gifted Students

• Consistent with individual plans, when appropriate.

Special Education & ELL Students

- Below-level learners can be provided with vocabulary cards, study guides, printed notes, and leveled readers and modified projects from choices provided.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- ELL students can create a 4-square graphic organizer on vocabulary words.

Gifted Students:

- The Mixture Kids: Create personifications (illustration and story) of solutions, heterogeneous mixtures, and colloids as if they were siblings. The story should include physical appearances as well as examples. Students research each type of mixture (or teacher provides handout with information) and then students illustrate each "mixture child". Refer to this activity throughout the topic.
- Create a slogan, commercial, or article for the benefits of moon travel related to mass, volume, and weight.
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena. Structure the learning around explaining or solving a social or community-based issue.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides
- Brain Pop Videos

Cross Curricular/21st Century Connections

- ***CRLLKSP 1 Act as a responsible and contributing community member and employee.***
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.

They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- ***CRLKSP 2 Attend to financial well-being.***
- Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- ***CRLKSP 4 Demonstrate creativity and innovation.***
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- ***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***
- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- ***CRLKSP 6 Model integrity, ethical leadership and effective management.***
- Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- ***CRLKSP 7 Plan education and career paths aligned to personal goals.***
- Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- ***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***
- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- ***CRLKSP 9 Work productively in teams while using cultural/global competence.***
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.
 - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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Unit 2: Physical Health- Nutrition and Hygiene

Content Area: **Health**
Course(s): **Grade 4**
Time Period: **Academic Year**
Length: **TBD Trimester Periods**
Status: **Not Published**

Summary of the Unit

As our bodies grow many changes take place during the adolescent years. Some changes can be affected by our diets. At the cellular level the human body absorbs basic nutrients. Students will create healthy eating habits and understand nutrient dense food compared to empty calories such as sugar and processed carbohydrates. At this age it is important to understand that moderation is key to a healthy body. Being a smart consumer and analyzing food labels is a great healthy habit to have and with the combination of exercise one will reach optimal health.

Personal cleanliness and creating healthy habits at an early age will not only decrease the chances of diseases, it is more socially acceptable and also increases self-esteem. Helping with chores, brushing your teeth and daily showers are some easy ways children at this age can take care of personal hygiene. During puberty physical changes take place and creating these healthy routines will prevent the chances of illness and disease.

By the end of fifth grade the students will have a strong foundation of the fitness components. Physical Fitness is a lifestyle practice. Being active at an early age and maintaining these healthy habits will prevent injury and disease in the adulthood years. Students will receive a personal fitness card that they will track throughout the year of their progress in each fitness component such as muscular strength, muscular and cardiovascular endurance and flexibility. Students will conclude that each fitness component has a different unit of measurement. The key to increasing or decreasing your score is frequency, intensity, time and technique (FITT) formula.

Enduring Understandings

Good nutrition is vital in keeping the body systems working at their optimum level.
Some foods are more nutritious than others.

Following the dietary guidelines helps in creating healthy meals.

The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance)

Essential Questions

How can healthy eating affect the body? How can unhealthy eating affect the body?

What's the difference between breakfast, lunch, and dinner?

What changes can you make in order to have a healthier lifestyle?

How can you start planning healthy meals ?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework

- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

Internet/ Youtube

<https://www.myplate.gov/>

Weekly Meal Plan

<https://www.choosemyplate.gov>

Good and Bad Hygiene worksheet.

<https://www.brainpop.com/health/personalhealth/personalhygiene/worksheet/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Basics of Nutrition 1-2 Days	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	Students will create two outlines of the body. One body will show how healthy eating affects the body, the other will show how unhealthy eating affects the body	Outline Drawing Sheet created by the teacher.	HE.3-5.2.2.5.N HE.3-5.2.2.5.N.1

<p>Healthy Meal Plan 1-2 Days</p>	<p>Create a healthy meal based on nutritional content, value, calories, and cost.</p>	<p>Students will create their own meal using the guidelines of MyPlate. Students will create a healthy weekly meal plan including prices and Nutritional information for each food item.</p>	<p>Meal Plan Outline</p>	<p>HE.3-5.2.2.5.N.2</p>
<p>Physical Fitness 1-4 Days</p>	<p>Develop a plan to attain a personal nutrition health goal that addresses strengths, needs and risks.</p>	<p>Have students create a weeks' worth of meal planning using information from the website myplate.gov. https://www.choosemyplate.gov</p>	<p>myplate.gov weekly meal plan.</p>	<p>HE.3-5.2.2.5.N.2</p>
<p>Physical Fitness 1-4 Days</p>	<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance)</p>	<p>Fitness cards will be given out in the beginning of the year and each component will be performed and recorded by the student. The goal is to increase/decrease your fitness goals. Students will conclude that each body type is different and that scores vary from person to person.</p>	<p>4th Grade Fitness Card</p>	<p>HE.3-5.2.2.5.PF</p>
<p>Hygiene</p>	<p>Taking care of your body systems is the key to optimal health. Hygiene comes in many forms and certain body parts need to be clean to prevent any diseases or infections.</p>	<p>Students will discuss the importance of cleaning the body. At this age being independent such as brushing your teeth on your own is a big step. Continuing to have healthy routines at this age will increase their overall health. Have students complete good and bad hygiene for each body part.</p>	<p>Good and Bad Hygiene worksheet. https://www.brainpop.com/health/personalhealth/personalhygiene/worksheet/</p>	<p>HE.3-5.2.1.5.P</p>

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- Provide ELL students with multiple literacy strategies including websites with various language options.
- ELL students can create a 4-square graphic organizer on vocabulary words.

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Suggested Technological Innovations/Use

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- Google Slides / Doc/ Drive

Cross Curricular/21st Century Connections

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ELA/Literacy

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Unit 3: Social Health

Content Area: **Health**
Course(s): **Grade 4**
Time Period: **Academic Year**
Length: **TBD Trimester Periods**
Status: **Not Published**

Summary of the Unit

During 4th and 5th grade many students use different forms of communication and perhaps depend more on social media. In this unit we will discuss all forms of communication including verbal/nonverbal and body language. In order to be a effective communicator in todays' society one should be able to use all forms of communication in a safe way. Students will be able to identify healthy ways to communicate to peers, friends, and family members.

The family unit is the most important part of one's life. Every student has a different family dynamic and in this unit we will discuss our similarities and differences for each. Being able to have healthy conversations with family members is the key to developing trust. Families can share common values, offer emotional support, and set boundaries and limits.

Peer to peer relationships is a big part of a student's school life. Students collaborate and work in group settings often and being a effective communicator is the key to accomplishing a team goal. Creating boundaries within friendships is a healthy approach to any type of relationship. Conflicts will arise and during these years students should be able to use a conflict resolution strategy to solve problems such as the I-message and decision-making process.

Social media is also another big part of our students' daily life. Students will be educated on the laws of social media regulations and how these laws impact their safety. Students will be provided with strategies to safety communicate using digital media with respect. Communicating personal boundaries and demonstrate ways to respect other people's personal boundaries on social media and in the real world demonstrates respect for others. Healthy relationships are formed when trust and respect are established, this includes in the digital space and also the real world.

Enduring Understandings

There are many types of families. Families influence your values and attempt to provide basic human needs.

Conflict will occur in human relationships. They can be resolved using specific strategies.

People in healthy relationships share thoughts and feelings, as well as mutual respect.

Essential Questions

What makes some families different from others and in what ways is your own family unique?

List different types of families and conclude that there are similarities and differences between each.

Who can you trust to talk to when you are in trouble or someone else you know is in trouble?

Creating boundaries is healthy. What would be your first step when it comes to a healthy relationship?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

Internet/Youtube

Discover Ed. - Video Relationship Skills

https://google.discoveryeducation.com/learn/videos/4dd99b95-4b09-4136-985a-3a7b041aea52/?embed=false&embed_origin=false

Brain Break: Sending Kind Thoughts to Families. https://google.discoveryeducation.com/learn/videos/8e355dd9-2bb7-42c3-bc7d-39e113e60ab2/?embed=false&embed_origin=false

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Communication 1-2 Days	Compare family, friendship, and school values by gathering similarities and differences for each.	Compare and contrast the difference between a friend, classmate, best friend, family member, school officials and discuss the variety of ways that you communicate with each. The key to healthy relationships is to develop solid core ethical values Values are taught at a young age within the family unit. Factors such as ethnic background, religion,	List made by the teacher. List and Compare Family Unit Values Friendship Values School Values	HE.3-5.2.1.5.SSH

		education are some of the reasons we have different core values.		
<p>Healthy Relationships vs. Unhealthy Relationships 1-2 Days</p>	<p>Describe an unhealthy relationship and ways you can receive help in your community.</p>	<p>Being able to identify an unhealthy relationship is a life skill. In this lesson students should be able to list warning signs or behaviors that are not healthy. Students will also watch a video on Discovery Ed. that Examines how to build support and trust within a friendship by providing praise and telling how you feel. The segment also offers an acronym to help students remember how to be a good teammate: TEAM.</p>	<p>Healthy vs Unhealthy scenarios- have students work in groups to figure out the solution for each.</p> <p>Video - Relationships https://google.discoveryeducation.com/learn/videos/4dd99b95-4b09-4136-985a-3a7b041aea52/?embed=false&embed_origin=false .</p>	<p>HE.3-5.2.1.5.SS.</p>
<p>Family and Friends 1-2 Days</p>	<p>By creating family rules students will be able to describe how we all share common family values.</p>	<p>A Healthy family function is an environment that follows family guidelines. The role of heredity and environment also have on one's behavior. Discuss how families change- Separation, divorce, adoption, foster child.</p>	<p>Worksheet on family unit.</p> <p>Brain Break: Sending Kind Thoughts to Families. https://google.discoveryeducation.com/learn/videos/8e355dd9-2bb7-42c3-bc7d-39e113e60ab2/?embed=false&embed_origin=false</p>	<p>HE.3-5.2.1.5.SS</p>

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Suggested Technological Innovations/Use

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Cross Curricular/21st Century Connections

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- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- ***CRLKSP 9 Work productively in teams while using cultural/global competence.***
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 4: Mental and Emotional Health

Content Area: **Health**
Course(s): **Grade 4**
Time Period: **Academic Year**
Length: **TBD Trimester Periods**
Status: **Not Published**

Summary of the Unit

As children grow they start to view themselves in different ways. Our self-image starts to develop and our feelings also change. Self-esteem starts to form during these years and it is important to know how to navigate around these feelings and emotions. Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. Having resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. Being able to openly talk about your feelings and emotions with others such as adults or peers creates healthy relationships. Lastly, students should be able to 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.

Enduring Understandings

1. There are three parts of health for overall wellness and emotional health are tied to your feelings.
2. Self-esteem is how you feel about yourself and self-image is how you view yourself.
3. Identifying when you are feeling angry, sad, happy, or stressed is all a normal part of growing up.
4. Building coping strategies when it comes to stressful situations are all part of the self-management process during adolescent years.

Essential Questions

1. Why are extracurricular or after school activities good for your self-esteem?
2. Character is developed based on family and personal experiences. What type of personal experiences can you think of that has impacted you?
3. Think of a time you were faced with a challenging task and how did you respond to it?
4. If you were faced with the same challenge how would you respond to it differently?
5. Growth mindset is a good tool when it comes to what type of challenges?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

"Mirror Mirror" worksheet - www.kidshealth.org

Self-Esteem Quiz

<https://www.brainpop.com/health/personalhealth/selfesteem/>

Mixed Mindset

<https://www.brainpop.com/english/studyandreadingskills/growthmindset/worksheet/>

Growth Mindset

Quiz

<https://www.brainpop.com/english/studyandreadingskills/growthmindset/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Self Esteem 1-2 Days	Students will understand the difference between self-image and self esteem by completing the "Mirror Mirror" activity	How you view yourself impacts your overall health. Students will watch Body Image." Discovery Education, MarshMedia, 2016, https://google.discoveryeducation.com/learn/videos/a0dc64a7-cdd5-4d30-863f-23d7cdcc6db1 . Students will discuss the difference between positive self talk and negative self talk.	"Mirror Mirror "www. kids health.org handout Self-Esteem Quiz https://www.brainpop.com/health/personalhealth/selfesteem/	HE.3-5.2.1.5.EH
Growth Mindset 1-2 Days	Rewrite the fixed mindset statements so they show a growth mindset.	Growth mindset is understanding that learning is a process and everyone's learning abilities are different. Changing your "self-talk" into a positive one is the first step during the learning process.	Mixed Mindset https://www.brainpop.com/english/studyandreadingskills/growthmindset/worksheet/ Growth Mindset Quiz https://www.brainpop.com/english/studyandreadingskills/growthmindset/	HE.3-5.2.1.5.EH

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.

Special Education & ELL Students

- Below-level learners can be provided with vocabulary cards, study guides, printed notes, and leveled readers and modified projects from choices provided.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- ELL students can create a 4-square graphic organizer on vocabulary words.

Gifted Students:

- The Mixture Kids: Create personifications (illustration and story) of solutions, heterogeneous mixtures, and colloids as if they were siblings. The story should include physical appearances as well as examples. Students research each type of mixture (or teacher provides handout with information) and then students illustrate each "mixture child". Refer to this activity throughout the topic.
- Create a slogan, commercial, or article for the benefits of moon travel related to mass, volume, and weight.
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena. Structure the learning around explaining or solving a social or community-based issue.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides
- Brain Pop Videos

Cross Curricular/21st Century Connections

- ***CRLKSP 1 Act as a responsible and contributing community member and employee.***
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- ***CRLKSP 2 Attend to financial well-being.***
- Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- ***CRLKSP 4 Demonstrate creativity and innovation.***

- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- **CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.**
- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRLKSP 6 Model integrity, ethical leadership and effective management.**
- Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- **CRLKSP 7 Plan education and career paths aligned to personal goals.**
- Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.**
- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- **CRLKSP 9 Work productively in teams while using cultural/global competence.**
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.
 - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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Unit 5: Safety

Content Area: **Health**
Course(s): **Grade 4**
Time Period: **Academic Year**
Length: **TBD Trimester Periods**
Status: **Not Published**

Summary of the Unit

Laws are put in place to keep our community safe. It is important to be aware of your surroundings and have an action plan. Students at this age are starting to gain independence and following safety procedures demonstrates responsibility. Knowing what to do during different emergency situations is key to survival. Being safe in different environments such as school, home, and the outdoors reduces unhealthy behavior and high risk to injury. Accident prevention can be achieved by practicing healthful behaviors. Making responsible decisions during an emergency situation is being a good citizen. Students will also know basics of first aid how to identify an emergency, build a first aid kit and what to do if a person is unconscious.

Enduring Understandings

Rules/laws are created to keep us safe (e.g. bike helmets, no running in the halls, child abuse).

Knowing what to do in various emergency situations is essential.

Laws are different when compared from city, town, state, and country.

Essential Questions

What safety rules are in place to reduce the risk of injuries at home, school and in the community?

What are some basic rules when riding a bicycle?

Are bicycle laws different when it comes to riding in the city? How do you know this?

What are some safe behaviors to follow when traveling in vehicles, as a pedestrian and when using other modes of transportation?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

Internet/Youtube

Discovery Ed. Slides Question

Bike Safety Quiz

<https://www.brainpop.com/technology/transportation/bicyclesafety/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Safety 1-2 Days	Identify unsafe situations and choose appropriate ways to reduce or eliminate risks contributing to the safety of self and others. Knowing what to do in various emergency situations is essential.	Students will complete interactive slides using instructional activities to have a better understanding of safety when it comes to the fire extinguisher.	Discovery Ed. Slides Questions https://studio.discoveryeducation.com/view?id=5f7d30302961b08833ced002&page_id=2000ff8a-d8be-4094-8d2a-3c54eff0bbe2	HE.3-5.2.3.5
Accident Prevention 1-2 Days	Students will conclude that rules/laws are created to keep us safe (e.g. bike helmets) by analyzing data and laws in different states/countries.	Students will create a list of “distractions” while operating motor vehicles or e-bikes. Data and statistics will be shown to compare the accident rate in motor vehicle accidents to other ways of transportation such as e-bikes, scooters, and motorcycles. It is important to follow the rules of the road and every town has a different set of laws.	Safety Check List when riding a electric scooter or ebike. Bike Safety Quiz https://www.brainpop.com/technology/transportation/bicyclesafety/	HE.3-5.2.3.5.P

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Suggested Modifications for Special Education, ELL and Gifted Students

• Consistent with individual plans, when appropriate.
Special Education & ELL Students

- Below-level learners can be provided with vocabulary cards, study guides, printed notes, and leveled readers and modified projects from choices provided.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- ELL students can create a 4-square graphic organizer on vocabulary words.

Gifted Students:

- The Mixture Kids: Create personifications (illustration and story) of solutions, heterogeneous mixtures, and colloids as if they were siblings. The story should include physical appearances as well as examples. Students research each type of mixture (or teacher provides handout with information) and then students illustrate each "mixture child". Refer to this activity throughout the topic.
- Create a slogan, commercial, or article for the benefits of moon travel related to mass, volume, and weight.
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena. Structure the learning around explaining or solving a social or community-based issue.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides
- Brain Pop Videos

Cross Curricular/21st Century Connections

- ***CRLKSP 1 Act as a responsible and contributing community member and employee.***
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- ***CRLKSP 2 Attend to financial well-being.***
- Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- ***CRLKSP 4 Demonstrate creativity and innovation.***
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- ***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***
- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- ***CRLKSP 6 Model integrity, ethical leadership and effective management.***
- Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- ***CRLKSP 7 Plan education and career paths aligned to personal goals.***
- Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- ***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***
- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- ***CRLKSP 9 Work productively in teams while using cultural/global competence.***
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.
 - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
-

Unit 6: Medication and Smoking

Content Area: **Health**
Course(s): **Grade 4**
Time Period: **Academic Year**
Length: **TBD Trimester Periods**
Status: **Not Published**

Summary of the Unit

Products that contain drugs and alcohol can be harmful and hazardous to the human body if it is misused. Students will be able to identify the difference between over the counter drugs vs. prescribed drugs and how both can be misused. Permanent damage can result from misuse of drugs and tobacco during the adolescent years. Students will gather information about long term and short effects of each and how it affects the body systems and organs. Many health risks are also involved in drug and alcohol use and it is important to develop resistant skills and healthy alternatives by researching community resources. Addiction has many factors and knowing where to get treatment is the first step to recovery.

Enduring Understandings

Medicines (OTC or prescription) are drugs used to treat, prevent, or cure an illness or injury if safety rules are followed.

OTC (over the counter) are medications people can buy without a prescription from a doctor.

All forms of tobacco are harmful to the body.

Identifying the different reasons people use/abuse drugs, tobacco and alcohol will assist in applying resistance skills when confronted

Essential Questions

How are OTC (over the counter) and prescription medications different?

What are some safety rules for using medications and why are these important?

How does tobacco use harm the health of the user and those around them?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

Internet/Youtube

All about Medication.

<https://google.discoveryeducation.com/learn/player/ef97e797-8ae3-4b52-97ef-3d00fce3cca>

Smoking/ Vaping Quiz

<https://www.brainpop.com/health/personalhealth/smoking/>

No Smoking T-Shirt design.

<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Medicine 1-2 Days	Students will explore how medicine is created, how it can be administered, how it travels through the body and the reasons behind its many forms.	OTC (over the counter) are medications people can buy without a prescription from a doctor. Discuss the use and misuse of OTC drugs. List some OTC drugs in small groups and research why they are harmful.	All about Medication. https://google.discoveryeducation.com/learn/player/ef97e797-8ae3-4b52-97ef-3d00fce3cca Use/Misuse Worksheet of OTC medicines. Made by the teacher.	HE.3-5.2.3.5.D
Smoking/ Vaping 1-2 Days	All forms of tobacco are harmful to the body including vaping.	Students will research all forms of smoking, vaping, and second hand smoking by completing the Brain Pop activity. https://www.brainpop.com/health/personalhealth/smoking/	Smoking Quiz https://www.brainpop.com/health/personalhealth/smoking/ No Smoking T-Shirt design. https://classroom.kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf	HE.3-5.2.3.5.A

Suggested Modifications for Special Education, ELL and Gifted Students

• Consistent with individual plans, when appropriate.

Special Education & ELL Students

- Below-level learners can be provided with vocabulary cards, study guides, printed notes, and leveled readers and modified projects from choices provided.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- ELL students can create a 4-square graphic organizer on vocabulary words.

Gifted Students:

- The Mixture Kids: Create personifications (illustration and story) of solutions, heterogeneous mixtures, and colloids as if they were siblings. The story should include physical appearances as well as examples. Students research each type of mixture (or teacher provides handout with information) and then students illustrate each "mixture child". Refer to this activity throughout the topic.
- Create a slogan, commercial, or article for the benefits of moon travel related to mass, volume, and weight.
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena. Structure the learning around explaining or solving a social or community-based issue.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides
- Brain Pop Videos

Cross Curricular/21st Century Connections

- ***CRLKSP 1 Act as a responsible and contributing community member and employee.***
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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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.
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- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 7: Personal Growth & Development

Peer to Peer Relationships Conflict Resolution

Content Area:	Health
Course(s):	Grade 4
Time Period:	Academic Year
Length:	TBD Trimester Periods
Status:	Not Published

Summary of the Unit

During these years many children depend on their friends to help cope with these changes. Having healthy peer relationships creates boundaries. Surrounding yourself with peers that share the same core values such as respect, fairness, trustworthiness, caring, responsibility and citizenship creates healthy relationships.

Human and gender development is a process that involves physical and also emotional changes within the human body. During the 4th and 5th grade students are able to see and feel some of those changes starting to happen. It is important that children at this age have the proper guidance during this process in order to better understand these changes especially by a parent and or guardian. Not everyone will go through these changes at the same age and some factors to consider are genetics, diet, and environment. In the 5th grade students will have a general understanding of puberty and that fertilization can take place because this process has begun.

Enduring Understandings

Core ethical values make up one's character traits.

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

Family members impact the development of their children physically, socially, and emotionally.

People in healthy relationships share thoughts and feelings, as well as mutual respect.

Essential Questions

What physical changes occur during puberty in males and females?

What are the mental and emotional changes that occur during puberty?

Why is it important to know the basics of each body system? What role does each system have on our overall health?

What are important qualities that you should look for in a friend?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Resources

Internet/youtube

Virtual Field trip SEL

<https://google.discoveryeducation.com/learn/videos/379eadf6-e955-4241-ae4d-695822382027>

Peers and Clique Bullying

https://google.discoveryeducation.com/learn/videos/e9acde2e-c0b9-4fa1-a003-a60e58502046/?embed=false&embed_origin=false

Peer Pressure Teachers Guide and Quiz

https://classroom.kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf

Kindness Coupons

Getting Along Quiz.

https://classroom.kidshealth.org/classroom/3to5/personal/growing/getting_along.pdf

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Peer to Peer Relationships 1-2 Days	Students will conclude that your friendships will change through adolescent years and also the values you have by watching SEL video and completing a concept map.	Social awareness and relationship skills are formed in peer to peer friendships. Students will create a concept map on the key pillars of emotional intelligence: self-awareness, self-management, responsible decision-making, social awareness, relationship skills.	“Bringing SEL to Life Virtual Field Trip.” Discovery Education, Discovery Education, 2019, https://google.discoveryeducation.com/learn/videos/379eadf6-e955-4241-ae4d-695822382027	HE.3-5.2.1.5.SSH HE.3-5.2.1.5.SS HE.3-5.2.1.5.SS HE.3-5.2.1.5.SSH
Character Education/ SEL 1-2 Days	Describe the importance of each of these values - respect, fairness, trustworthiness, caring, responsibility and citizenship.	Identify feelings and needs behind conflicts. Generate creative solutions for resolving conflicts cooperatively.	https://google.discoveryeducation.com/learn/videos/379eadf6-e955-4241-ae4d-695822382027	HE.3-5.2.1.5.SS HE.3-5.2.1.5.SS

<p>Conflict Resolutions 1-2 Days</p>		<p>Participate in a classroom experiment about peer pressure. Discuss the nonverbal communication of peer pressure and complete peer pressure activity using kidshealth.org</p>	<p>Peers and Clique Bullying https://google.discoveryeducation.com/learn/videos/e9acde2e-c0b9-4fa1-a003-a60e58502046/?embed=false&embed_origin=false Peer Pressure Teachers Guide and Quiz https://classroom.kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf</p>	
<p>Healthy Relationships</p>	<p>Analyze the characteristics of healthy friendships and the qualities a friend should have.</p>	<p>Students will create kindness coupons and understand that being kind to one another is a start to any healthy relationship. Students will also develop a Qualities of a Friend List.</p>	<p>Qualities of a friend list. Kindness Coupons Getting Along Quiz. https://classroom.kidshealth.org/classroom/3to5/personal/growing/getting_along.pdf</p>	<p>HE.3-5.2.1.5.SS</p>

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans, when appropriate.

Special Education & ELL Students

- Below-level learners can be provided with vocabulary cards, study guides, printed notes, and leveled readers and modified projects from choices provided.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide ELL students with multiple literacy strategies including websites with various language options.
- ELL students can create a 4-square graphic organizer on vocabulary words.

Gifted Students:

- The Mixture Kids: Create personifications (illustration and story) of solutions, heterogeneous mixtures, and colloids as if they were siblings. The story should include physical appearances as well as examples. Students research each type of mixture (or teacher provides handout with information) and then students illustrate each "mixture child". Refer to this activity throughout the topic.
- Create a slogan, commercial, or article for the benefits of moon travel related to mass, volume, and weight.
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena. Structure the learning around explaining or solving a social or community-based issue.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides
- Brain Pop Videos

Cross Curricular/21st Century Connections

- ***CRLKSP 1 Act as a responsible and contributing community member and employee.***
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- ***CRLKSP 2 Attend to financial well-being.***
- Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- ***CRLKSP 4 Demonstrate creativity and innovation.***
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as

solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- ***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***
- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- ***CRLKSP 6 Model integrity, ethical leadership and effective management.***
- Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- ***CRLKSP 7 Plan education and career paths aligned to personal goals.***
- Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- ***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***
- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- ***CRLKSP 9 Work productively in teams while using cultural/global competence.***
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.
 - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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