

Sayreville Public Schools

Grade Five Health Curriculum

Written by: Emina Udrija
10-18-2022

Unit 1: Health & Wellness

Content Area: **Health**
Course(s): **Grade 5**
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. In order to live a balanced life it is important to work on all forms of wellness.

Enduring Understandings

Social wellness entails maintaining healthy relationships, friendships, and community interactions

Emotional wellness involves understanding one's feelings, learning to effectively cope with stress, and adapting to life's changes

Physical wellness promotes proper care of our bodies, including nutrition, physical activity, hygiene, and rest.

Intellectual wellness involves engaging in creative, mentally-stimulating activities in order to expand decision-making and problem-solving skills

Occupational wellness involves finding purpose and productivity in one's profession, and promotes a healthy balance between work and leisure.

Spiritual wellness allows people to develop a set of values, principles, morals, and beliefs that help them seek meaning and purpose

Financial wellness involves the process of learning how to successfully manage financial expenses.

Environmental wellness inspires us to live a lifestyle that is respectful of our surroundings

Essential Questions

What are some things we can do to lead a healthy lifestyle?

In your opinion which part of the health triangle is the most important and why?

What are the benefits of exercising on a regular basis?

How can our knowledge of food groups help us make better healthy eating choices?

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

Wellness

<https://google.discoveryeducation.com/learn/channels/channel/b7bbe28a-ba29-4fc6-a7af-b0be12d850df/tab/f5ff18da-9e6c-4fd0-b475-7d91dd96ee27>

Discovery Education Cut Out Cards

<https://google.discoveryeducation.com/learn/player/0fb0c2c7-34e3-47bd-88d6-93c1bc0ad294>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Wellness and Health Social Emotional Physical Intellectual Occupational Spiritual Financial Environmental 1-4 Days	Students will present their scenario card by group and discuss why working together involves listening to each other and making decisions together. Students will create a small health fair on the different components of wellness. Research one component and create a google slide why this part of health is important.	After students share their scenarios and discuss the importance of teamwork, create 8 groups for the class health fair. Students can use Discovery. Ed to research their wellness component and create a google slide educating the importance of each. Teacher can create a rubric that the groups should follow and or a example. Students will create activities to enhance their personal wellness by hosting a	Cut out Cards https://google.discoveryeducation.com/learn/player/0fb0c2c7-34e3-47bd-88d6-93c1bc0ad294 Google Slides example: created by the teacher on personal wellness. Students will create their own rubrics and rate each group on their method and if it was effective.	HE.3-5.2.2.5 HE.3-5.2.1.5.EH HE.3-5.2.1.5.SSH HE.3-5.2.1.5.CH HE.3-5.2.2.5.PF. HE.3-5.2.2.5.LF. HE.3-5.2.3.5.HCDM

		<p>class health fair. Students will be able to explore different methods of relaxation such as yoga and mindfulness. Each group should focus on a health method to educate the class.</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.
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Unit 2: Physical Health- Nutrition, Hygiene and Fitness Components

Content Area: **Health**
Course(s): **Grade 5**
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

Nutritious food choices promote wellness and are the basis for healthy eating habits.

Food labels provide information regarding nutritional content.

It is important to recognize what influences our eating habits and food choices enabling us to make healthy nutritional decisions

Each fitness component has a different unit of measurement and the key to increase or decrease the unit of measurement is Frequency Intensity Time and Technique (FITT).

Practicing personal hygiene is one way to care for the body and prevent infectious diseases or illness.

Essential Questions

What is a balanced diet and why does it vary for different people?

Why do you need to be careful about how much fat you consume?

What is an example of a healthy type of carbohydrate?

Why is technique so important when completing a fitness test?

Frequency is the key to healthy living. Describe how you can improve your fitness goals?

Give examples of how you can support a peer during a fitness event.

As your body grows, hygiene practices also change. What are some differences between adult hygiene and adolescents?

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

Brain Pop : Make-a Movie

<https://educators.brainpop.com/lesson-plan/nutrition-lesson-plan/?bp-topic=nutrition>

Brain Pop: Balanced Diet

<https://educators.brainpop.com/lesson-plan/chef-solus-build-a-meal-game/?bp-topic=nutrition>

Write-in Food Daily Tracking Sheet

<http://www.nourishinteractive.com/nutrition-education-printables/237-children-family-healthy-goals-meal-planning-food-diaries>

Make-a Map

<https://educators.brainpop.com/lesson-plan/make-a-movie-lesson-plan-create-a-personal-hygiene-infomercial/?bp-topic=personal-hygiene>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Basics of Nutrition 1-2 Days	Create a tutorial to share a recipe for a nutritionally balanced meal by using make-a-movie.	Students synthesize their ideas and express them through one or more of the following creative projects. They can work individually or collaborate. Make-a-Movie Imagine you are the host of a food show. Create a tutorial to share a recipe for a nutritionally balanced meal.	Brain Pop : Make-a Movie https://educators.brainpop.com/lesson-plan/nutrition-lesson-plan/?bp-topic=nutrition	HE.3-5.2.2.5.N
Balanced Diet Lesson Plan 1-2 Days	Use an online interactive tool to plan fictional meals and analyze their nutritional content based on feedback provided through the tool.	Students will complete “Chef-Solus’ Build-a-Meal-Game” interactive activity. Students will be able to identify healthy and unhealthy foods in each of the food groups. Explain how nutrients can be balanced over the course of several meals in a day. Apply understanding by tracking real life eating habits and planning healthy meal choices.	Brain Pop: Balanced Diet https://educators.brainpop.com/lesson-plan/chef-solus-build-a-meal-game/?bp-topic=nutrition Write-in Food Daily Tracking Sheet http://www.nourishinteractive.com/nutrition-education-printables/237-children-family-healthy-goals-meal-planning-food-diaries	HE.3-5.2.2.5.N.3

<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>5th Grade Fitness Card Created by the teacher.</p>	<p>HE.3-5.2.2.5.PF</p>
<p>Hygiene During Adolescents. 1-2 Days</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>Pair students and have them open Make-a-Map. As they watch the movie again from within Make-a-Map, have them take notes on the various categories of hygiene the movie addresses, such as teeth. After, have them review Related Reading and note any additional categories to their map.</p>	<p>Make-a Map https://educators.brainpop.com/lesson-plan/make-a-movie-lesson-plan-create-a-personal-hygiene-infomercial/?bp-topic=personal-hygiene</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.

Gifted Students:

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- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides / Doc/ Drive

Cross Curricular/21st Century Connections

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ELA/Literacy

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 - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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Unit 3: Social Health

Content Area: **Health**
Course(s): **Grade 5**
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 an effective communicator in today's 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 an 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 safely 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

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

All healthy relationships start with strong core ethical values such as (respect, fairness, trustworthiness, caring, responsibility and citizenship.)

Developing strategies to safely communicate through digital media and with peers in the real world with respect is vital during these adolescent years

Essential Questions

Why do conflicts arise and how can they be resolved?

What are some social meeting platforms that have age restrictions? Why do you think these laws are in place?

How do you know what is appropriate to post on the internet?

How does someone's personal character develop and what impact does it have on their health?

What are core ethical values and why are they important? (respect, fairness, trustworthiness, caring, responsibility and citizenship)

How can you tell the difference between a responsible and wrong decision when it comes to social media?

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

Pioneers of Wireless Communication

https://google.discoveryeducation.com/learn/videos/400d7391-a9de-4942-94f3-2090a5f521e9/?embed=false&embed_origin=false

Evolution of Communication

https://google.discoveryeducation.com/learn/videos/ea64bed3-3bac-426b-b417-03342fdb4cdd/?embed=false&embed_origin=false

Online Safety Challenge and Quiz

<https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/challenge/>

Discover Ed- I-messages

https://google.discoveryeducation.com/learn/videos/144952fc-3b70-4167-803f-def65d71a5a1/?embed=false&embed_origin=false

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Communication 1-2 Days	Students will develop a timeline of wireless communication and how it has changed the way we communicate.	Understanding different forms of communication is the first step of becoming an effective communicator. Other forms of communication are body language and non-verbal cues. Pioneers of Wireless Communication will give the students a starting point for their time line.	Communication Timeline and how it has changed the way we communicate powerpoint. Pioneers of Wireless Communication Video. https://google.discoveryeducation.com/learn/videos/400d7391-a9de-4942-94f3-2090a5f521e9/?embed=false&embed_origin=false Evolution of Communication Video. https://google.discoveryeducation.com/learn/videos/ea64bed3-3bac-426b-b417-	HE.3-5.2.1.5.SS

		Evolution of Communication will be a example of modern way of communication.	03342fdb4cdd/?embed=false&embed_origin=false	
Social Media Safety 1-2 Days	Develop strategies that individuals can use to communicate safely in an online environment by creating a Do's and Don't List	Students should be able to compare the student handbook on internet safety and other laws in place for the 4th and 5th grade age levels. Students will have a better understanding of how to be responsible while using information and technology. Teacher can create scenarios and have the students identify if internet misuse took place and how can that individual handle that situation in a safe way.	Do's and Don't List. Internet Safety/ School Handbook Rules Online Safety Challenge and Quiz https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/challenge/	HE.3-5.2.3.5.PS
Conflict Resolution (1-2 Days)	Discusses a strategy for arguments involving listening to whoever is speaking and to not place blame on anyone.	Each conflict requires a specific strategy and how you should approach them. Students will discuss why conflicts arise and how they can be resolved. Conflicts can happen in different settings such as sports, school, public area, internet/social media. Decision making process is a healthy way to resolve difficult conflicts.	I message - examples of scenarios/conflicts and how to use the I message effectively. https://google.discoveryeducation.com/learn/videos/144952fc-3b70-4167-803f-def65d71a5a1/?embed=false&embed_origin=false	HE.3-5.2.1.5.SSH

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- ELL students can create a 4-square graphic organizer on vocabulary words.

Gifted Students:

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- 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 4: Mental and Emotional Health

Content Area: **Health**
Course(s): **Grade 5**
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

There are three parts of health for overall wellness and emotional health are tied to your feelings.

Self-esteem is how you feel about yourself and self-image is how you view yourself.

Identifying when you are feeling angry, sad, happy, or stressed is all a normal part of growing up.

Building coping strategies when it comes to stressful situations are all part of the self-management process during adolescent years.

Essential Questions

Why are extracurricular or after school activities good for your self-esteem?

What is the difference between short term and long term goals?

When is it a good idea to use the S.M.A.R.T goal approach?

Give an example of a time in your life that you have to use the decision making process.

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

Setting Goals Challenge and Quiz

<https://www.brainpop.com/english/studyandreadingskills/settinggoals/challenge/>

Reflection Practice Questions.

<https://google.discoveryeducation.com/learn/player/7fbad986-7f10-4c70-ac7f-311deaef6db0>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
S.M.A.R.T Goals Days 1-2	Students will use S.M.A.R.T method in order to create short and long term goals.	S.M.A.R.T method can be used in many subjects or areas of life. Physical fitness is a great example of how to start a S.M.A.R.T goal. Organizing and tracking progress is a healthy way to approach a difficult task.	Create S.M.A.R.T long term goal worksheet. (refer and track progress) S.M.A.R.T.Template Setting Goals Challenge and Quiz https://www.brainpop.com/english/studyandreadingskills/settinggoals/challenge/	HE.3-5.2.1.5.EH.
Decision Making Process 1-2 Days	Students will use the decision making process to analyze the positives and negatives of making an important decision.	Certain life decisions are more difficult than others. Students will evaluate which life decisions are more serious than others by providing examples or sharing life experiences. example - joining a basketball team. or college. Creating opportunities for students to reflect on or monitor personal behavior, thoughts, and processes, can improve SEL skills such as self-awareness, self-management, and responsible decision-making. In this	Decision Making Process Concept Map Reflection Practice Questions. https://google.discoveryeducation.com/learn/player/7fbad986-7f10-4c70-ac7f-311deaef6db0	HE.3-5.2.1.5.EH

		activity, students will engage in a reflection protocol to build their skills.		
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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

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ELA/Literacy

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 - 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 5**
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

Knowing what to do in various emergency situations is essential.

How to handle an emergency- Emergency, first aid, first aid kit, unconscious.

First aid skills- Infection, universal precautions, sprain, choking

Forms of abuse can come in different forms knowing where to get help within the community.

Essential Questions

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

How does the decision making process aid in safety related situations?

What precautions need to be taken when giving first aid?

What are the procedures used for choking, bleeding, burns, and poisoning?

What community services are available to assist in addressing health needs in an emergency?

What are some forms of abuse and what resources are available for help?

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

First Aid Challenge and Quiz

<https://educators.brainpop.com/lesson-plan/first-aid-lesson-plan-health-and-safety/?bp-topic=first-aid>

Food and Cooking Safety

https://classroom.kidshealth.org/classroom/3to5/personal/safety/food_safety.pdf

Food Safety and Quiz

<https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/foodsafety/>

Water Safety and Quiz

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

Online Safety and Quiz

<https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/>

Cyberbullying and Quiz

<https://www.brainpop.com/technology/communications/cyberbullying>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Basic First Aide	Students will be able to recognize an emergency situation and recall the proper first aid skill for each by completing the first aide challenge.	Being able to recognize a life threatening situation is a survival skill. Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. Students will be given examples of common injuries and how to act effectively. Students will complete First Aide challenge in order to have better understanding of how important is to have First Aid Kit available.	First Aid Challenge and Quiz https://educators.brainpop.com/lesson-plan/first-aid-lesson-plan-health-and-safety/?bp-topic=first-aid	HE.3-5.2.3.5.P

<p>Environmental Safety 1-4 Days</p>	<p>Precautions of Food Safety, Water Safety, Online Safety and Cyber Bullying.</p>	<p>Have students divided into four-five major groups. Each group can choose to either Make-a-Movie, Make-a-Map, Creative coding, or Primary Source Activity. Have each group present to the class. Discuss how safety laws are in place to keep us healthy and well.</p>	<p>Food and Cooking Safety https://classroom.kidshealth.org/classroom/3to5/personal/safety/food_safety.pdf</p> <p>Food Safety and Quiz https://www.brainpop.com/make-a-map/?topic=/health/personalhealth/foodsafety/</p> <p>Water Safety and Quiz https://www.brainpop.com/health/personalhealth/water_safety/</p> <p>Online Safety and Quiz https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/</p> <p>https://www.brainpop.com/technology/communications/cyberbullying/</p> <p>Cyberbullying and Quiz https://www.brainpop.com/technology/communications/cyberbullying/</p>	<p>HE.3-5.2.3.5.P HE.3-5.2.3.5.P HE.3-5.2.3.5.P</p>
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Suggested Modifications for Special Education, ELL and Gifted Students

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Special Education & ELL Students

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- 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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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.
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 - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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Unit 6: Drugs, Alcohol, Tobacco, Addiction

Content Area: **Health**
Course(s): **Grade 5**
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

Alcohol is a drug which changes the way the body and mind work.

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 does alcohol affect the body and how a person thinks, feels and acts?

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

How might a person identify when alcohol, tobacco, and/or drug use might be a problem?

Why do people use alcohol, drugs and/or tobacco?

What are resistance skills and how can they be applied to saying , "no" to tobacco/alcohol use?

Where can you go if you know someone

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

6 Types of Drugs and the effects it has on the human body.

<https://app.discoveryeducation.com/learn/player/d366c828-06fb-4d34-9501-120b4a7b0226>

Addiction Quiz

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

Unit Plan

<p>6 Types of Major Drugs 1-4 Days</p>	<p>Gather information on the six types of drugs, their long term and short term side effects and treatment for each using Discovery Ed.</p>	<p>Students will research all forms of drugs and how they react when they are misused. Drugs come in different forms and can be unsafe if not taken as prescribed.</p>	<p>6 Types of Drugs and the effects it has on the human body. https://app.discoveryeducation.com/learn/player/d366c828-06fb-4d34-9501-120b4a7b0226</p> <p>Create a poster or google slide on short and long-term effects of different types of drugs.</p>	<p>HE.3-5.2.3.5.ATD HE.3-5.2.3.5.A HE.3-5.2.3.5.A</p>
<p>Addiction and Treatment 1-4 Days</p>	<p>Identifying the different reasons people use/abuse drugs, tobacco and alcohol will assist in applying resistance skills when confronted.</p>	<p>Review resources in the community that can assist those who struggle with drugs and alcohol. Students will gather resources in the community by using the internet and create a health brochure to help a friend in need.</p>	<p>Addiction Quiz https://www.brainpop.com/health/personalhealth/addiction/</p> <p>Brochure Example</p>	<p>HE.3-5.2.3.5.A HE.3-5.2.3.5.DSDT</p>

Suggested Modifications for Special Education, ELL and Gifted Students

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Special Education & ELL Students

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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.

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.
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- Use project-based science learning to connect science with observable phenomena. Structure the learning around explaining or solving a social or community-based issue.
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Suggested Technological Innovations/Use

- Computer/whiteboard/ Internet
- Google Slides
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ELA/Literacy

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Unit 7: Personal Growth & Development

Introduction to Puberty

Content Area:	Health
Course(s):	Grade 5
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

Puberty is a process that will take place during adolescent years and all the way into adulthood.

The pituitary gland is responsible for puberty and the main hormones that are produced are testosterone and estrogen.

There are some physical changes during and also emotional/ mental changes.

Once the human body is undergoing puberty it is also fertile and pregnancy can take place.

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 gland is responsible for puberty and the changes in the body during adolescents?

Who is a good trusted adult that you can seek for guidance during these changes?

What is the difference between gender expression and gender identity?

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

What Are Glands?

KidsHealth.org/en/kids/glands.html Movie: The Endocrine System KidsHealth.org/en/kids/esmovie.html

Your Endocrine System KidsHealth.org/en/kids/endocrine.html

The Endocrine System Activity KidsHealth.org/en/kids/bfs-esactivity.html

Endocrine System Word Find KidsHealth.org/en/kids/bfs-eswordsearch.htm

Co-Ed Puberty Video <https://www.youtube.com/watch?v=Bw1N06PKhu4>

What is puberty ? Quiz

<https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/>

Human Growth Quiz

<https://www.brainpop.com/health/geneticsgrowthanddevelopment/growth/>

Role of Hormones Quiz

<https://www.brainpop.com/health/bodysystems/hormones/>

Aging Process Quiz

<https://www.brainpop.com/health/geneticsgrowthanddevelopment/aging/>

Hair Growth Quiz

<https://www.brainpop.com/health/bodysystems/hair/>

Acne during puberty Quiz

<https://www.brainpop.com/health/bodysystems/hair/>

A Boys Journey to Puberty

https://google.discoveryeducation.com/learn/videos/97f20806-333c-4973-b52b-3d9ca5ea88b7/?embed=false&embed_origin=false

A Girls Journey to Puberty

https://google.discoveryeducation.com/learn/videos/1035495f-8267-40d9-97d9-56cf785e7418/?embed=false&embed_origin=false

Unit Plan

Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Human Development-Body Systems Basic Function 1-3 Days	Students will conclude that the human body has many functional parts by researching and creating the human body systems.	Students can label different body systems and discuss the importance of each one. Assign a group of students to a body system and have them create 3D figure from recyclable materials. Have each group present and explain basic anatomy and physiology for each.	Create a video using Brain Pop describing your body system and its basic functions. Discovery Ed. Health Curriculum Body Systems. Quiz/Interactive Videos	HE.3-5.2.1.5.PGD

<p>Gender Development 1-3 Days</p>	<p>Students will create a collage poster of their favorite fashion trends and discuss how they like to express themselves. Students will understand the difference between gender expression and sexual orientation.</p>	<p>Fashion is a form of expression that we all share. With technology fashion is becoming more and more universal and available. Students will research where these trends come from and if it is gender driven.</p>	<p>Collage "Express yourself" written paragraph about your sense of style with pictures. Can be made in google slide or poster.</p>	<p>HE.3-5.2.1.5.SS HE.3-5.2.1.5.SS HE.3-5.2.1.5.SS</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.***
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