Fifth Grade Health Curriculum

Unit: Wellness	Time: September- November	Standards:

		2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

Essential Questions
- How can I enhance wellness?
- How does nutrition affect health?
- How can I make sure I am eating healthfully?
- What are conditions that keep the human body from working properly?
- How does mental health impact wellness?

Enduring Understandings
- I can take specific actions to reduce illness, prevent injuries and enhance my wellness.
- I can explain that healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- I can set a nutrition health goal and create a plan to attain it.
- I can identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- I can examine how mental health can impact wellness.

Standards:

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2: Create a healthy meal based on nutritional content and calories.
2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Benchmark Assessment(s)

Students will explain strategies and behaviors they can implement to prevent injury and illness and enhance wellness.
Students will explain the benefits of healthy eating including; provides energy, helps maintain a healthy weight, lowers risk of disease and keeps the body working as it should.
Students will create a nutrition goal and a plan that includes healthy meals to achieve their goals.
Students will explain conditions that may keep the body from working properly.
Students will explain how mental health can impact wellness.

Other Assessments
- ✔ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
- ✔ Summative (Culminating): projects, tests, presentations, performances

Materials
- Smartboard
- Food cards/nutrition labels
- Pictures of foods not typically found in all homes
- My Plate organizer
- Brainpop.com
- Kidshealth.org
- Walkinourshoes.org

Date of BOE Approval:

Fifth Grade Health Curriculum

SUGGESTED ACTIVITIES	
- Student presentations on how certain behaviors affect health (e.g., injury prevention, adequate sleep, ergonomics, regular physical activity, ect.) - Students bring in nutrition facts labels from foods they frequently eat and then use the information on them to create a balanced meal based on nutritional content, value, and calories. - Students keep track of what they eat for a few days and then chart food groups eaten and/or determine sugar/sodium/calorie content of foods eaten - Develop a nutrition goal and a plan that includes at least 3 days of healthy meals. - Guest speaker: nutritionist - View and discuss https://www.brainpop.com/health/nutrition/nutrition/ - https://www.choosemyplate.gov/kids great resources and activities regarding nutrition and physical wellness for kids - Webquest on mental health issues (e.g., depression, anxiety, stress, phobias) - KidsHealth Immune System video and activities https://kidshealth.org/en/kids/ismovie.html - Mental Health Myth vs Fact activity at https://walkinourshoes.org/what-is-mental-health - View and discuss https://www.brainpop.com/health/mentalhealth/	**REINFORCEMENT** - Work in small group or partnerships - Graphic organizers - Preview vocabulary - Provide a word bank with essential vocabulary **ENRICHMENT** - Create a diner menu in which each section is a balanced meal - Act as peer tutor - Teach a younger student about nutrition - Create an abc book about wellness including nutrition, disease prevention and mental health

Cross-Curricular Connections

21st Century Skills- *CRP4. Communicate clearly and effectively and with reason.*

SEL

- *Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds*
- *Demonstrate an understanding of the need for mutual respect when viewpoints differ*
- *Identify the consequences associated with one's actions in order to make constructive choices*

CR/LL/KS:

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

Language Arts- *SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly*

Date of BOE Approval:

Fifth Grade Health Curriculum

Unit: Personal Safety	Time: December	Standards:
Essential Questions ● What can I do to reduce the risk of injury? ● How can I care for someone with an injury or life-threatening condition? ● How do unsafe choices when using various modes of transportation impact people's lives? ● How can I use digital media safely and respectfully? ● How do I set healthy boundaries and respect the boundaries set by others? ● What are my options when I am in an uncomfortable or dangerous situation?	**Enduring Understandings** ● There are specific choices I can make to reduce the risk of injury at home, school and in the community. ● I can demonstrate simple first-aid procedures for choking, bleeding, burns, poisoning and stroke. ● I can make a plan to safely and respectfully communicate through digital media. ● I can explain that unsafe choices when using modes of transportation can have negative consequences. ● I can communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. ● I can explain strategies a person can use if in an uncomfortable or dangerous situation.	2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Benchmark Assessment(s)	
Students will explain strategies to reduce the risk of injuries in school, at home and in the community.. Students will explain and demonstrate first aid procedures for choking, bleeding, burns, and stroke (F.A.S.T.). Students will examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. Students will explain and demonstrate communicating personal boundaries, respecting other's space by maintaining self-space and asking for consent before touching in any way. Students will explain strategies that could be used if in an uncomfortable or dangerous situation (walk away, make an excuse, talk to an adult, call 911, etc.). Students will give examples of trusted adults they can talk to about situations that are uncomfortable (e.g., bullying, teasing, sexual harassment/abuse).	**Other Assessments** ✔ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✔ Summative (Culminating): projects, tests, presentations, performances **Materials** ● **Smartboard/Tablet for websites:** www.kidshealth.org www.brainpop.com www.discoveryed.com www.scholastic.com stroke.org commonsense.org

SUGGESTED ACTIVITIES	
● Discuss ways to prevent injuries (seatbelts, safety seats, helmets, lifejackets) ● Create a home/school/community safety plan ● Research or discuss transportation injuries and determine how they could have been prevented. ● www.brainpop.com (digital etiquette, first aid, burns, broken bones) ● Role- play different safety scenarios	REINFORCEMENT ● Preview vocabulary prior to lesson ● Read books from suggested materials

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- Watch and discuss CommonSense.org lessons on digital media safety
- Develop respectful responses to simulated rude digital comments
- Class discussions
- Create a list of safe and preventative habits
- Develop a skit based on a provided scenario.(fire, safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and transportation safety).
- Create "prevention posters"
- Practice first aid skills
- Practice respecting others' space and communicating personal boundaries
- Discuss different forms of abuse and how to communicate personal boundaries.
- List as many adults as they can think of who could help them if they ever have a problem.
- Use videos and activities to start class conversations about safe and unsafe touches. FightChildAbuse.org Each video is accompanied by grade level activities and a small booklet.

ENRICHMENT
- Act as peer tutor
- Teach a younger student about concepts learned
- Research common injuries among kids and ways to prevent
- Build a first aid kit using pictures of items or actual items
- Create a rule book for digital communication

Cross-Curricular Connections

21ˢᵗ Century Skills. CRP3. Attend to personal health and financial well-being.

CR/LL/KS:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

SEL Self Awareness- Recognize the importance of self-confidence in handling daily tasks and challenges. (Confidence in washing hands when needed, or choosing healthy food without adult support.)

Language Arts SL.5.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Date of BOE Approval:

Fifth Grade Health Curriculum

Unit: Alcohol, Tobacco, and other Drugs	Time: January-February	Standards:
Essential Questions ● How are drugs classified and why is it important? ● What are the unhealthy effects of alcohol, tobacco and other drugs? ● What are differences between drug use, misuse and abuse? ● How can I tell that someone may be using or abusing drugs? ● How do I refuse if someone offers me drugs, alcohol or tobacco? ● How can people who use/abuse drugs or alcohol get help and how can those affected by someone else's drug or alcohol use/abuse get help? ● What kind of help is available for those dealing with drug use, abuse, or addiction?	**Enduring Understandings** ● I can identify different groups of drugs and some unhealthy effects they can have (e.g., substance use disorder, cancers, lung/heart/liver disease, death). ● I can differentiate between drug use, misuse, abuse, and prescription and illicit drugs. ● I can explain signs/behaviors or symptoms of substance abuse and some types of assistance that are available. ● I can demonstrate effective verbal and non-verbal refusal skills. ● I can identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse and for those affected by someone else's use/abuse.	2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
Benchmark Assessment(s) Students will list the possible short and long-term harmful effects of e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. Students will summarize signs and symptoms of substance abuse. Students will identify the signs or evidence that a person may have an addiction or problem with alcohol, tobacco, or drugs. Students will look at illustrations of a person containing a description or scenario about the person and his or her habits. Students will identify the person as healthy or not and use evidence to support their thought. Students will differentiate between drug use, misuse and abuse when given scenarios. Students will role play using effective strategies to stay drug-free.		**Other Assessments** ✔ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✔ Summative (Culminating): projects, tests, presentations, performances
		Materials ● Pictures of common medicines (Tylenol, Benydryl, Advil, Motrin, vitamins, ointments, creams)

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Students will do research and then create a resource list of various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group) and for those affected by someone else's use/abuse.	- Pictures of prescription medicine - Pictures of products containing alcohol, tobacco and other drugs - Smartboard

SUGGESTED ACTIVITIES

- Web-quest drug classes (Drug Facts from teendrugabuse.gov)
- Power Point presentation on medicines
- Brainstorm harmful effects of drug, tobacco and alcohol use and then research to find facts
- Create a chart to show short and long-term effects of drug use
- Role play refusal skills using provided scenarios
- Class discussion/research on signs/symptoms/behaviors of those using/abusing drugs
- Make a list of places where people can get help for addictions (NIDA - Have a drug problem?)
- Brainpop (addiction, substance abuse, alcohol, steroids)

REINFORCEMENT
- Provide additional resources to complete assignments
- Peers work together to complete assignments
- Provide digital resources on topic (e.g., video, interactive web-site)

ENRICHMENT
- Allow for independent study to increase knowledge on information taught
- Peer teach/explain
- More challenging assignment (different text, more challenging vocabulary)
- Allow to choose how to complete assignment

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason.

SEL:
- *Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds*
- *Demonstrate an understanding of the need for mutual respect when viewpoints differ*
- *Identify the consequences associated with one's actions in order to make constructive choices*

CR/LL/KS:

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Language Arts SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

Date of BOE Approval:

Fifth Grade Health Curriculum

Unit: Social/Sexual Health	Time: March-April	Standards:
Essential Questions ● How does the body change during puberty? ● How does personal self-care change during puberty? ● What are hormones? ● Who can I talk to about changes that happen during puberty or about my health? ● How can pregnancy be achieved? ● Why is communication important? ● What are characteristics of healthy and unhealthy relationships? ● What are teasing, harassment and bullying?	**Enduring Understandings** ● I can explain that puberty is a time of physical, social and emotional changes and everyone changes in their own time. ● I can explain some self-care changes that should occur during puberty (e.g., wear deodorant, shower/wash face more often). ● I can explain the role of hormones in human development. ● I can identify trusted adults who I can talk to about my health, puberty and relationships. ● I can explain that pregnancy can be achieved in different ways. ● I can explain that communication is important to give and get information, especially when it comes to my health and safety. ● I can differentiate between healthy and unhealthy relationships. ● I can provide examples of inappropriate behaviors that are harmful to others including teasing, harassment and bullying.	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones. 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Benchmark Assessment(s)	Other Assessments
Students will explain that puberty is a time of physical, social and emotional changes, which are regulated by hormones, so the timing varies among different people. Students will create a daily hygiene/health plan which may include showering, wearing deodorant, washing face, getting enough sleep, regular physical activity, good nutrition, etc. Students will understand that pregnancy can be achieved in different ways. Students will explain why communication with family members or other trusted adults is important and will identify one or more adults they can talk to when they have questions or concerns. Students will differentiate between healthy and unhealthy relationships and give examples of characteristics of each. Students will define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	✔ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✔ Summative (Culminating): projects, tests, presentations, performance
	Materials ● Smartboard ● https://teenshealth.org/ ● Brainpop.com ● GLSEN.org ● NJSBF Social-Emotional Character Development Curriculum Link

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SUGGESTED ACTIVITIES	
- Create "adolescent healthy habits" checklist including hygiene and other wellness behaviors - Watch and discuss Flocabulary Hygiene video - Brainpop.com (Hygiene, Bullying, Cyberbullying) - Lesson about conception from Advocatesforyouth.org - Determine whether behaviors provided on list are characteristics of healthy or unhealthy relationships - Create a recipe for a healthy relationship - Create a short letter to a fictional friend explaining why communication with family members or trusted adults is important and give at least one example. - Differentiate behaviors as teasing, harassment or bullying - Discuss/research the effects of bullying, harassment and teasing - Practice being an upstander in role plays - Lessons from New Jersey State Bar Foundation on teasing and bullying	**REINFORCEMENT** - Work in small group or with a partner - Differentiated graphic organizers - Preview vocabulary - Provide a word bank with essential vocabulary **ENRICHMENT** - Act as peer tutor - Allow for independent study to increase knowledge on information taught - Peer teach/explain - More challenging assignment (different text, more challenging vocabulary) - Allow to choose how to complete assignment - Create a comic strip showing upstanders being a good friend to a target of bullying

Cross-Curricular Connections

21st Century Skills: CRP4. Communicate clearly and effectively and with reason.

SEL
- *Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds*
- *Demonstrate an understanding of the need for mutual respect when viewpoints differ*
- *Identify the consequences associated with one's actions in order to make constructive choices*

CR/LL/KS:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

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9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

Language Arts

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

Date of BOE Approval:

Fifth Grade Health Curriculum

Unit: Community and Emotional Health Skills	Time: May- June	Standards:
Essential Questions ● How can feelings and thoughts impact behavior? ● How can I cope with rejection, loss, separation, anger, anxiety or stress? ● How can I deal with difficult situations at home, school or in the community? ● What help is available when there is a need or emergency or our school or community? ● How is health affected by global issues, like climate change? ● How can health problems caused by global issues be addressed?	**Enduring Understandings** ● I can explain that feelings and thoughts can lead to healthy and unhealthy behaviors. ● I can explain coping strategies for facing rejection, loss, and/or separation from others, anger, anxiety or stress. ● I can explain different strategies to cope with feeling sadness, anger, anxiety, stress and difficult situations. ● I can identify behaviors that help deal with difficult situations. ● I can identify resources (counselors, doctors, EMS, etc.) available when there is a need or emergency or our school or community. ● I can identify some health problems that can be affected by global issues, including climate change. ● I can describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Benchmark Assessment(s)
    Students will label possible healthy and unhealthy behaviors individuals may choose when experiencing specific feelings.
    Students will create a virtual toolbox that contains strategies for coping with rejection, loss, difficult learning situations, separation from family or others and strong emotions like anger, sadness, and stress.
    Students will demonstrate coping strategies such as deep breathing, counting to 10, repeating positive mantras, etc. that can be used when feeling angry, anxious, sad, or fearful.
    Students will create a contact list that includes people who can help when they have strong emotions or when there is a need or emergency in the community (parents, teachers, counselor, doctor, EMS, etc.).
    Students will explain that climate change can affect health.
    Students will create a short presentation to help the class learn about the health effects of global issues like climate change.
	Other Assessments
	✔ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
	✔ Summative (Culminating): projects, tests, presentations, performances
	
	Materials
	● Chromebooks
	● Health textbooks
	● Smartboard
	● https://www.lookforthegoodproject.org/2021homepage (emotions)	

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	• https://www.cdc.gov/climateandhealth/effects/default.htm

SUGGESTED ACTIVITIES		

	REINFORCEMENT
• Read scenarios/short stories and determine the emotion the character felt and the behavior that emotion elicited. Determine whether the behavior was healthy or unhealthy. If unhealthy, rewrite the ending with the character making a healthy choice. • Chart different behaviors various emotions may illicit and discuss whether they are healthy or unhealthy • Practice coping strategies such as deep breathing, counting to 10, coloring, go for a walk, ect. • Make a reaction plan for various emotions- "When I am feeling _____, I will _____." • Brainpop (mindfulness, stress, mourning, getting help) • Define rejection, loss and separation. Brainstorm ways to cope with these emotions. • Discuss where and from whom students can get help when there is a need or emergency. • Research health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community • Brainpop (climate change, air pollution) • Discuss the health effects of global issues like climate change. (Link to WHO's 10 Biggest Global Health Threats) • Discuss how businesses, non-profits and individuals can address health problems that are affected by global issues.	• Work in small group or partnerships • Differentiated graphic organizers • Preview vocabulary • Provide a word bank with essential vocabulary
	ENRICHMENT
	• Act as peer tutor • Teach a younger student about coping with feelings • Create a booklet to share with other students • Write a poem about a strong feeling

Cross-Curricular Connections

21st Century Skills- *CRP4. Communicate clearly and effectively and with reason.*

SEL

- *Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds*
- *Demonstrate an understanding of the need for mutual respect when viewpoints differ*
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CR/LL/KS:

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9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

Language Arts *SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*

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