

T.E.K.S. for Hands-On Alaska

Third Grade:

3.1 The student is expected to:

(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999; *Students write or read numbers from Alaskan facts such as miles of beach, acres of land, distances.*

(B) use place value to compare and order whole numbers through 9,999. *Compare size of Texas to Alaska in miles, beaches, population, etc.*

(3.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers. *Compare Texas and Alaska and find the difference.*

(3.4) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in multiplication and division situations.

The student is expected to:

(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;

(B) solve and record multiplication problems (up to two digits times one digit); and

(C) use models to solve division problems and use number sentences to record the solutions.

Iditarod story: ex.: if there were six dogs on one sled, how many legs?

(3.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. *If a sled team can travel 15 miles in one hour, how far might they travel in 4 hours?*

(A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; *Use Alaska facts to estimate size of land features; length of race, population, etc*

(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.

(3.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to solve problems.

The student is expected to:

(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;

(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and

(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.

(3.7) **Patterns, relationships, and algebraic thinking.** The student uses lists, tables, and charts to express patterns and relationships.

The student is expected to:

(A) generate a table of paired numbers based on a real-life situation such as insects and legs; and

(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.

(3.8) **Geometry and spatial reasoning.** The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.

(3.9) **Geometry and spatial reasoning.** The student recognizes congruence and symmetry. The student is expected to:

- (A) identify congruent two-dimensional figures;
- (B) create two-dimensional figures with lines of symmetry using concrete models and technology; and
- (C) identify lines of symmetry in two-dimensional geometric figures.

(3.12) **Measurement.** The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.

The student is expected to:

- (A) use a thermometer to measure temperature; *Use model thermometer to discuss summer and winter temps in Alaska. If the thermometer registers 32Degrees and the temp drops 20 degrees, what will the thermometer read?*
- (B) tell and write time shown on analog and digital clocks. *A sled team leaves the starting point at 10 a.m. If they are gone 4 hours, what will be the time?*

Science:

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:

- (A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information; ;
- (C) represent the natural world using models and identify their limitations;
- (D) evaluate the impact of research on scientific thought, society, and the environment; and
- (E) connect Grade 3 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

- (A) collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses; and
- (B) demonstrate that repeated investigations may increase the reliability of results. *Milk Aurora Experiment; Ice Cream Experiment*

Health

(2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons; ***Review bus safety; justification for rules.***

Reading:

- (b) Knowledge and skills.
- (1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:
- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3); ***The Iditarod info sheet.***
-);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); ***See list of suggested reading.***
- (2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
- (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3). ***See list of suggested reading; also compare Texas and Alaska symbols.***
- (3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:
- (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3); ***See fact vs fiction activity.***

See library list for suggested books; also -Balto-the animated movie-compare to true events as learned at Hands On Alaska...

Set against the breathtaking landscape of the Alaskan territory, this is the heroic tale of Balto, half-wolf and the town outcast, who courageously battles the forces of nature and his own self-doubts in a race to save the children of Nome. It's 1925, and a serious diphtheria epidemic is spreading fast, but a terrible blizzard has paralyzed the primitive air, sea and rail routes. Inspired by his love for Rosy and her beautiful husky Jenna, and his longing to be accepted by the townspeople, Balto rises to the occasion and wins the right to be on the sled team that will avert disaster by making the journey to retrieve the medicine from the Nenana railroad terminal 600 miles away. However, a dirty trick by Balto's arch rival Steele gets him kicked off the team altogether. When Balto spots a brokenhearted Jenna peering through the hospital window at her mistress Rosy, a new determination wells up inside him and he decides to go out into the storm to find Steele and bring back the medicine. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

- (A) read classic and contemporary works (2-8);
- (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and
- (C) read to accomplish various purposes, both assigned and self-selected (2-3).
- (8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

- (A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);
 - (B) develop vocabulary through reading (2-3);
- (9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:
- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
 - (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
 - (D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);
 - (E) draw and discuss visual images based on text descriptions (1-3);
 - (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);
 - (G) identify similarities and differences across texts such as in topics, characters, and themes (3);
 - (H) produce summaries of text selections (2-3)

(b) **Reading and Language Arts**

See list of books available at library.

- (1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:
- (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
 - (B) eliminate barriers to effective listening (4-8); and
 - (C) understand the major ideas and supporting evidence in spoken messages (4-8).
- (2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);
 - (B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);
 - (C) distinguish between the speaker's opinion and verifiable fact (4-8); and
 - (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).
- (3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:
- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
 - (B) describe how the language of literature affects the listener (4-5); and
 - (C) assess how language choice and delivery affect the tone of the message (4-5).
- (4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);

- (B) compare oral traditions across regions and cultures (4-8); and
 - (C) identify how language use such as labels and sayings reflects regions and cultures (4-8).
 - (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and
 - (F) read silently with increasing ease for longer periods (4-8).
- (8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read classic and contemporary works (2-8);
 - (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and
 - (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).
- (9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
- (A) develop vocabulary by listening to selections read aloud (4-8);
 - (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);
 - (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);
 - (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8); and
 - (E) study word meanings systematically such as across curricular content areas and through current events (4-8).
- (10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:
- (A) use his/her own knowledge and experience to comprehend (4-8);
 - (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
 - (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);
 - (D) describe mental images that text descriptions evoke (4-8);
 - (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);
 - (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);
 - (G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);
 - (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);
 - (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);
 - (J) distinguish fact and opinion in various texts (4-8);
 - (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and

- (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).
- (11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:
- (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);
 - (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);
 - (C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and
 - (D) connect, compare, and contrast ideas, themes, and issues across text (4-8).
- (12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:
- (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);
 - (B) recognize that authors organize information in specific ways (4-5);
 - (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
 - (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);
 - (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);
 - (F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);
 - (G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);
 - (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);
 - (I) recognize and analyze story plot, setting, and problem resolution (4-8); and
 - (J) describe how the author's perspective or point of view affects the text (4-8).
- (13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:
- (A) form and revise questions for investigations, including questions arising from interests and units of study (4-5);
 - (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);
 - (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);
 - (D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);
 - (E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);
 - (F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5);
 - (G) draw conclusions from information gathered from multiple sources (4-8); and

- (H) use compiled information and knowledge to raise additional, unanswered questions (3-8).
- (14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
 - (A) compare text events with his/her own and other readers' experiences (4-8);
 - (B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

Students write about day's events at Hands On; preferences, opinions.

- (15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
 - (A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);
 - (B) write to influence such as to persuade, argue, and request (4-8);
 - (C) write to inform such as to explain, describe, report, and narrate (4-8);
 - (D) write to entertain such as to compose humorous poems or short stories (4-8);
 - (E) exhibit an identifiable voice in personal narratives and in stories (4-5); and
 - (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).
- (16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to:
 - (A) write legibly by selecting cursive or manuscript as appropriate (4-8); and
 - (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).
- (17) Writing/spelling. The student spells proficiently. The student is expected to:
 - (A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);
 - (B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);
 - (C) use resources to find correct spellings (4-8); and
 - (D) spell accurately in final drafts (4-8).
- (18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:
 - (A) use regular and irregular plurals correctly (4-6);
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
 - (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);
 - (D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8); ***Oral –begin with basic sentence about Hands-On and add adverbs and adjectives to form a more accurate, elaborated sentence.***
 - (E) use prepositional phrases to elaborate written ideas (4-8);
 - (F) use conjunctions to connect ideas meaningfully (4-5);

- (G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and
 - (H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).
- (19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:
- (A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);
 - (B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);
 - (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);
 - (D) revise drafts for coherence, progression, and logical support of ideas (4-8);
 - (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);
 - (F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);
 - (G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);
 - (H) proofread his/her own writing and that of others (4-8); and
 - (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).
- (20) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:
- (A) apply criteria to evaluate writing (4-8);
 - (B) respond in constructive ways to others' writings (4-8);
 - (C) evaluate how well his/her own writing achieves its purposes (4-8);
 - (D) analyze published examples as models for writing (4-8); and
 - (E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).
- (21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:
- (A) frame questions to direct research (4-8);
 - (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);
 - (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);
 - (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);
 - (E) present information in various forms using available technology (4-8); and
 - (F) evaluate his/her own research and raise new questions for further investigation (4-8).
- (22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:
- (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and
 - (B) correspond with peers or others via e-mail or conventional mail (4-8).

- (23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:
- (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);
 - (B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and
 - (C) use media to compare ideas and points of view (4-8).
- (24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:
- (A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and
 - (B) compare and contrast print, visual, and electronic media such as film with written story (4-8).
- (25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:
- (A) select, organize, or produce visuals to complement and extend meanings (4-8); and
 - (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

§111.16. Mathematics, Grade 4.

(b) Knowledge and skills.

(4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals.

The student is expected to:

- (A) use place value to read, write, compare, and order whole numbers through 999,999,999; and *Use facts about Alaska*
- (B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.

*Develop word problems using facts and events given in packet. Examples given.*4.2)

Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects.

The student is expected to:

- (A) use concrete objects and pictorial models to generate equivalent fractions;
- (B) model fraction quantities greater than one using concrete objects and pictorial models;
- (C) compare and order fractions using concrete objects and pictorial models; and
- (D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.

(4.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.

The student is expected to:

- (A) use addition and subtraction to solve problems involving whole numbers; and
- (B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.

(4.4) **Number, operation, and quantitative reasoning.** The student multiplies and divides to solve meaningful problems involving whole numbers.

The student is expected to:

- (A) model factors and products using arrays and area models;
- (B) represent multiplication and division situations in picture, word, and number form;
- (C) recall and apply multiplication facts through 12×12 ;
- (D) use multiplication to solve problems (no more than two digits times two digits without technology); and
- (E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).

(4.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results.

The student is expected to:

- (A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.

(4.12) **Measurement.** The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).

The student is expected to:

- (A) use a thermometer to measure temperature and changes in temperature; *Use Iditarod facts to compare temp in Texas to Alaska; word problems on time of race*

(4.14) **Underlying processes and mathematical tools.** The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

- (A) identify the mathematics in everyday situations;
- (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
- (D) use tools such as real objects, manipulatives, and technology to solve problems.

(4.15) **Underlying processes and mathematical tools.** The student communicates about Grade 4 mathematics using informal language.

The student is expected to:

- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
- (B) relate informal language to mathematical language and symbols.

(4.16) **Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to:

- (A) make generalizations from patterns or sets of examples and nonexamples; and
- (B) justify why an answer is reasonable and explain the solution process. *Story problem samples in packet.*

§112.6. Science, Grade 4.

- (b) Knowledge and skills.
- (1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:
 - (A) demonstrate safe practices during field and laboratory investigations; and
 - (B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.
- (2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:
 - (A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;
 - (B) collect information by observing and measuring;
 - (C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;
 - (D) communicate valid conclusions; and
 - (E) construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.
- (3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:
 - (A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;
- (4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
 - (B) demonstrate that repeated investigations may increase the reliability of results. *Three experiments in packet: make snowflakes, ice cream and milk aurora.*

§115.6. Health Education, Grade 4.

- (b) Knowledge and skills.
 - (C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
- (11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:
 - (A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;
 - (B) explain the advantages of setting short and long-term goals;
 - (C) describe the importance of parental guidance and other trusted adults in goal setting;
 - (D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and
 - (E) describe steps in decision making and problem solving. *Review good manners/expectations for the field trip; bus safety.*