

Task: Chose one of provided images of artwork and discuss the following questions with someone in your household. Use personal and established criteria in your conversations.

Discussion Questions	Sentence Frames
<ol style="list-style-type: none"> 1. What mural did you select? 2. What is going on in the artwork? 3. What details can you see? 4. What is the meaning behind the artwork? 	<p>I see.... and that makes me think...</p> <p>I think...because I see...</p> <p>I wonder... because I see....</p> <p>I see... and that makes me wonder...</p>
Personal Criteria	Established Criteria
<p>Refers to opinions that we form regarding artwork which are based upon personal preference and/or experience.</p>	<p>Refers to academically agreed upon standards and conventions used to evaluate the effectiveness of a work of art. The elements and principles of design are one such set of criteria.</p>
Mural by Nate Dee (1020 E. 12th St)	Mural by Frank Hansen (810 Des Moines St)
	

For more examples of public art and murals in the Des Moines Metro, visit <https://thirdspacedsm.org/mural-map>.



Social Studies - 7

This year in seventh grade students have been learning about Contemporary Global Issues. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

What Are Human Rights?

Part I - Human Rights Defined: While some dictionaries define the word right as “a privilege,” when used in the context of “human rights,” we are talking about something more basic.

Every person is entitled to certain fundamental rights, simply by the fact of being human. These are called “human rights” rather than a privilege (which can be taken away at someone’s whim).

They are “rights” because they are things you are allowed to be, to do or to have. These rights are there for your protection against people who might want to harm or hurt you. They are also there to help us get along with each other and live in peace.

Many people know something about their rights. Generally they know they have the right to food and a safe place to stay. They know they have a right to be paid for the work they do. But there are many other rights.

When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.

Born out of the atrocities and enormous loss of life during World War II, the United Nations Universal Declaration of Human Rights was signed in 1948 to provide a common understanding of what everyone’s rights are. It forms the basis for a world built on freedom, justice and peace.

HISTORY OF HUMAN RIGHTS

Originally, people had rights only because of their membership in a group, such as a family. Then, in 539 BC, Cyrus the Great, after conquering the city of Babylon, did something totally unexpected—he freed all slaves to return home. Moreover, he declared people should choose their own religion. The Cyrus Cylinder, a clay tablet containing his statements, is the first human rights declaration in history.

The idea of human rights spread quickly to India, Greece and eventually Rome. The most important advances since then have included:

- 1215: The Magna Carta—gave people new rights and made the king subject to the law.
- 1628: The Petition of Right—set out the rights of the people.
- 1776: The United States Declaration of Independence—proclaimed the right to life, liberty and the pursuit of happiness.
- 1789: The Declaration of the Rights of Man and of the Citizen—a document of France, stating that all citizens are equal under the law.
- 1948: The Universal Declaration of Human Rights—the first document listing the 30 rights to which everyone is entitled.

UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN RIGHTS

The United Nations (UN) came into being in 1945, shortly after the end of World War II.

The stated purpose of the UN is to bring peace to all nations of the world. After World War II, a committee of persons headed by Mrs. Eleanor Roosevelt, the wife of US President Franklin D. Roosevelt, wrote a special document which “declares” the rights that everyone in the entire world should have—the Universal Declaration of Human Rights. Today there are 192 member states of the UN, all of whom have signed on in agreement with the Universal Declaration of Human Rights.

Where Do Universal Rights Begin?

"In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

—Eleanor Roosevelt, wife of US President Franklin D. Roosevelt, and Chair of the United Nations Commission that wrote the Universal Declaration of Human Rights in 1948.

Part II – Rank and Justify Human Rights

- Below is a simplified version of the Universal Declaration of Human Rights, **read through it**.
- Rank your top ten Human Rights from the UDHR based on order of importance to YOU.
- Justify why you ordered them the way you did.

Universal Declaration of Human Rights

<p>1. We are all Born Free and Equal <i>We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.</i></p>	<p>11. We're Always Innocent Till Proven Guilty <i>Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.</i></p>	<p>21. The Right to Democracy <i>We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.</i></p>
<p>2. Don't Discriminate <i>These rights belong to everybody, whatever our differences.</i></p>	<p>12. The Right to Privacy <i>Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</i></p>	<p>22. Social Security <i>We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.</i></p>
<p>3. The Right to Life <i>We all have the right to life, and to live in freedom and safety.</i></p>	<p>13. Freedom to Move <i>We all have the right to go where we want in our own country and to travel as we wish.</i></p>	<p>23. Worker's Rights <i>Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.</i></p>
<p>4. No Slavery <i>Nobody has any right to make us a slave. We cannot make anyone our slave.</i></p>	<p>14. The Right to Seek a Safe Place to Live <i>If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.</i></p>	<p>24. The Right to Play <i>We all have the right to rest from work and to relax.</i></p>
<p>5. No Torture <i>Nobody has any right to hurt us or to torture us.</i></p>	<p>15. Right to a Nationality <i>We all have the right to belong to a country.</i></p>	<p>25. Food and Shelter for All <i>We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.</i></p>
<p>6. You Have Rights Everywhere <i>I'm a person just like you.</i></p>	<p>16. Marriage and Family <i>Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.</i></p>	<p>26. The Right to Education <i>Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.</i></p>
<p>7. We're All Equal Before the Law <i>The law is the same for everyone. It must treat us all fairly.</i></p>	<p>17. The Right to Your Own Things <i>Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</i></p>	<p>27. Copyright <i>Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.</i></p>
<p>8. Your Human Rights are Protected By Law <i>We can all ask for the law to help us when we are not treated fairly.</i></p>	<p>18. Freedom of Thought <i>We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</i></p>	<p>28. Fair and Free World <i>There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</i></p>
<p>9. No Unfair Detainment <i>Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.</i></p>	<p>19. Freedom of Expression <i>We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.</i></p>	<p>29. Responsibility <i>We have a duty to other people, and we should protect their rights and freedoms.</i></p>
<p>10. The Right to Trial <i>If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.</i></p>	<p>20. The Right to Public Assembly <i>We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.</i></p>	<p>30. No One Can Take Away Your Human Rights</p>

7th Grade Math Resources

Represent Situations with Equations Summary (Source: <https://im.kendallhunt.com>)

Many situations can be represented by equations. Writing an equation to represent a situation can help us express how quantities in the situation are related to each other, and can help us reason about unknown quantities whose value we want to know. Here are three situations as examples:



1. An architect is drafting plans for a new supermarket. There will be a space 144 inches long for rows of nested shopping carts. The first cart is 34 inches long and each nested cart adds another 10 inches. The architect want to know how many shopping carts will fit in each row.
2. A bakery buys a large bag of sugar that has 34 cups. They use 10 cups to make some cookies. Then they use the rest of the bag to make 144 giant muffins. Their customers want to know how much sugar is in each muffin.
3. Kiran is trying to save \$144 to buy a new guitar. He has \$34 and is going to save \$10 a week from money he earns mowing lawns. He wants to know how many weeks it will take him to have enough money to buy the guitar.

We see the same three numbers in the situations: 10, 34, and 144. How could we represent each situation with an equation?

Example 1:	Example 2:	Example 3:
<p>In this situation, there is one shopping cart with length 34 and then an unknown number of carts with length 10.</p> <p>This situation has one part of 34 and then equal parts of size 10 that all add together to 144. So the equation is:</p> $34 + 10x = 144$ <p>By solving this equation (as we learned about last week), we know that $x = 11$, so there will be 11 shopping cards in each row.</p>	<p>In this situation, there is one part of 10 and then 144 equal parts of unknown size that all add together to 34.</p> <p>The equation is</p> $10 + 144x = 34.$ <p>By solving this equation (as we learned last week), we know that $x = \frac{24}{144}$ or $\frac{1}{6}$</p> <p>So there is $\frac{1}{6}$ cup of sugar in each giant muffin.</p>	<p>Similar to Example 1, Kiran has 34 dollars saved and then will save 10 each week for an unknown number of weeks.</p> <p>Just like Example 1, this situation has one part of 34 and then equal parts of size 10 that all add together to 144. So the equation is:</p> $34 + 10x = 144$ <p>So it will take Kiran 11 weeks to raise the money for the guitar.</p>

Equations with parentheses can represent a variety of situations.

Example 4: Lin volunteers at a hospital and is preparing toy baskets for children who are patients. She adds 2 items to each basket, after which the supervisor's list shows that 140 toys have been packed into a group of 10 baskets. Lin wants to know how many toys were in each basket before she added the items.

Solution: Each bag has an unknown number of toys, x , that is increased by 2. Then ten groups of $x + 2$ give a total of 140 toys. An equation representing this situation is $10(x + 2) = 140$. Using the strategies we learned last week, the solution to this equation would be $x = 12$ or each bag started with 12 toys.

Which One Doesn't Belong?

Choose an equation in this picture that you don't think belongs with the rest. Explain why. Can you pick another equation and give a different reason? Discuss with someone else if you're able – there is no one right answer. It is all about the argument you provide!

$2x + 6 = 14$	$7 = x + 3$
$2(x + 3) = 14$	$2x + 5 = 8$

Practice (Source: <https://im.kendallhunt.com>)

I. Here are three stories:

A. A family buys 6 tickets to a show. They also pay a \$3 parking fee. They spend \$27 to see the show.

B. Diego has 27 ounces of juice. He pours equal amounts for each of his 3 friends and has 6 ounces left for himself.

C. Jada works for 6 hours preparing for the art fair. She spends 3 hours on a sculpture and then paints 27 picture frames.

Match each story with one of the given equations:

Equation	Story (A, B, or C)	What does x represent in this equation?	Find the solution. Explain what it tells you about this situation.
$3x + 6 = 27$			
$6x + 3 = 27$			
$27x + 3 = 6$			

2. Here are two stories:

A. A family buys 6 tickets to a show. They also *each* spend \$3 on a snack. They spend \$24 on the show.

B. Diego has 24 ounces of juice. He pours equal amounts for each of his 3 friends, and then adds 6 more ounces for each.

Match each story with one of the given equations:

Equation	Story (A or B)	What does x represent in this equation?	Find the solution. Explain what it tells you about this situation.
$3(x + 6) = 24$			
$6(x + 3) = 24$			

3. Find the products.

a. $(100) \cdot (-0.09)$

b. $(-7) \cdot (-1.1)$

c. $(-7.3) \cdot (5)$

4. Here are some prices customers paid for different items at a farmer's market. Find the cost for 1 pound of each item.

a. \$5 for 4 pounds of apples

b. \$3.50 for $\frac{1}{2}$ pound of cheese

c. \$8.25 for $1\frac{1}{2}$ pounds of coffee beans

5. **Would You Rather?** (Source: <https://www.wouldyourathermath.com/>)

Whichever option you choose, justify your reasoning.

Use a 70% discount coupon OR a 40% discount, 20% discount, then 10% discount coupon on your entire purchase?





SCIENCE-7

Curiosity to Questioning

Step 1: Review the rules for asking questions.

1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer the questions
3. Write down every question exactly as you think of it
4. Change any statement into a question



What might be difficult about following the rules?

Step 2: Ask questions.

Look at it and think about what questions you have. Ask away! Don't forget:

- Follow the rules.
- List and number your questions.



Focus: What is that new 5G cellular tower about? How could this impact my herb garden?

Questions: (Try for five or more 😊)

Step 3: Improve your questions.

Source: The Right Question Institute (RQI). The Question Formulation Technique (QFT) was created by RQI. Visit rightquestion.org for more information and free resources.

Go down your list of questions and label each with a “C” for **closed-ended** or “O” for **open-ended**.

- **Closed-ended:** can be answered with “yes” or “no” or with one word.
- **Open-ended:** requires an explanation and cannot be answered with "yes", “no”, or one word.



What are the advantages and disadvantages of asking each type of question?

	Advantages	Disadvantages
Closed-Ended		
Open-Ended		

Now, change one question on your list from **closed** to **open**, and one from **open** to **closed**. *For example: “Does the weather matter?” becomes “How does the weather matter?” or “What is...” becomes “What if...”*

Step 4: Strategize. Pick your best questions and decide how you will use them.

Look at your list and choose your 3 most important questions. Draw a  next to the ones you chose.



What were your reasons for selecting those three?

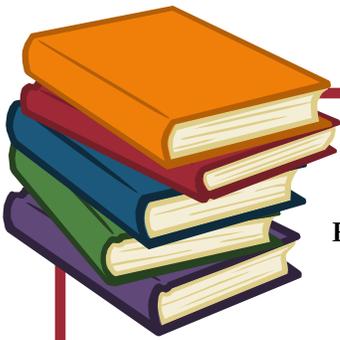
Step 4: Reflect on the work you just did.



What did you learn?



How did you learn it?



ENGLISH/LANGUAGE ARTS: GRADE 7

Reading Closely for Textual Details: "At the Pole"

Over the next few weeks, we will be exploring a series of related texts, images, and multi-media. They are connected but you will need to use your close reading skills to determine what those connections are. We will examine texts and ask you to analyze their Central Idea and how supporting details help develop it.

Learning Goal/s:

- Students learn to use questions to guide their approach to, reading, and deeper analysis of texts.
- Students read and analyze informational texts.

Roald Amundsen (1872-1928)

O U P V I T A M I N K I E S C E S R H A
 B A Y O F W H A L E S J U R G L N O D I
 E E T O L M F R V L O R E A I O I A Y R
 D G B H V A F J A R V S S O U P A L Q S
 Y E R H E V R O W I C S T A N H T D D H
 P R C O A F J B V U A R T M E T N A O I
 L B A E B G R A E P X Y O C X R U M A P
 A P T E M L L A T A Z Z C A P O O U E N
 N R Q T P B T S M U R F S C L N M N L O
 E F I R S T E X P E D I T I O N D D I R
 C M D I E W R R A C E X R G R O U S B G
 R S W M H D R E O N T S E L E R A E O E
 A T P T R Q U O B N T C B E R W M N N S
 S T R C I T C R A O E A O B Z A N F O D
 H O T A E M L A E S R F R H L Y E O T E
 N S N I K S L A M I N A O C R J E A R L
 O L A V B J A A L A N D W U T W U R E S
 F I R S T M A T E O Z O O T R I Q F B T
 E N O E N O E N I N E N O G H U C T M E
 B L E L O P H T U O S B B R S H R A U U

AIRSHIP NORGE
 ARCTIC
 UMBERTO NOBILE
 EXPLORER
 GJOA
 NORWAY
 PLANE CRASH
 RACE
 RESCUE ATTEMPT
 ROBERT PEARY
 SEAL MEAT
 SOUTH POLE

ANIMAL SKINS
 BAY OF WHALES
 DECEMBER ONE FOUR
 FIRST EXPEDITION
 NORTH POLE
 OLAV BJAALAND
 POLAR BEAR
 QUEEN MAUD MOUNTAINS
 ROALD AMUNDSEN
 ROBERT SCOTT
 THE FRAM
 SURVIVAL

ANTARCTICA
 BELGICA
 DOGS
 FIRST MATE
 NORTHWEST PASSAGE
 ONE NINE ONE ONE



Get To Know the Tool: As you begin reading more connected texts, we will be capturing our thoughts using the Questioning Texts Tool. It will help you organize basic information about each text and focus your reading. You will use this paired with your guidin questions handout searching for details to construct new text-specific questions for each passage. Download and print the organizer or construct your own in your notes.

Name Text

APPROACHING THE TEXT

Before reading, I consider what my specific purposes for reading are.

I also take note of key information about the text.

What are my reading purposes?

Title:	Author:	Source/Publisher:
Text Type:	Publication Date:	

What do I already understand about the text based on this information?



QUESTIONING THE TEXT

As I read the text for the first time, I use guiding questions that relate to my reading purpose and focus. *(Can be taken from the Guiding Questions handout).*

Guiding questions for my first reading of the text:

AS I READ I MARK DETAILS ON THE TEXT THAT RELATE TO MY GUIDING QUESTIONS.

As I re-read, I use questions I have about specific details that have emerged in my reading to focus my analysis and deepen my understanding.

Text-specific questions to help focus my re-reading of the text:

Approaching a New Text: *On the Trail of the Immigrant*, Edward Steiner

Step 1. As you read, use 1 or more of the following questions to guide your thinking.

- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?

Step 2. Complete the Questioning Texts tool from the previous page.

To Build a Fire (Excerpt)

Jack London

Published by *The Century Magazine* in 1908

When the man had finished, he filled his pipe and took his comfortable time over a smoke. Then he pulled on his mittens, settled the ear-flaps of his cap firmly about his ears, and took the creek trail up the left fork. The dog was disappointed and yearned back toward the fire. This man did not know cold. Possibly all the generations of his ancestry had been ignorant of cold, of real cold, of cold one hundred and seven degrees below freezing-point. But the dog knew; all its ancestry knew, and it had inherited the knowledge. And it knew that it was not good to walk abroad in such fearful cold. It was the time to lie snug in a hole in the snow and wait for a curtain of cloud to be drawn across the face of outer space whence this cold came. On the other hand, there was keen intimacy between the dog and the man. The one was the toil-slave of the other, and the only caresses it had ever received were the caresses of the whip-lash and of harsh and menacing throat-sounds that threatened the whip-lash. So, the dog made no effort to communicate its apprehension to the man. It was not concerned in the welfare of the man; it was for its own sake that it yearned back toward the fire. But the man whistled, and spoke to it with the sound of whip-lashes, and the dog swung in at the man's heels and followed after.

The man took a chew of tobacco and proceeded to start a new amber beard. Also, his moist breath quickly powdered with white his moustache, eyebrows, and lashes. There did not seem to be so many springs on the left fork of the Henderson, and for half an hour the man saw no signs of any. And then it happened. At a place where there were no signs, where the soft, unbroken snow seemed to advertise solidity beneath, the man broke through. It was not deep. He wetted himself half-way to the knees before he floundered.

He was angry, and cursed his luck aloud. He had hoped to get into camp with the boys at six o'clock, and this would delay him an hour, for he would have to build a fire and dry out his foot-gear. This was imperative at that low temperature--he knew that much; and he turned aside to the bank, which he climbed. On top, tangled in the underbrush about the trunks of several small spruce trees, was a high-water deposit of dry firewood--sticks and twigs principally, but also larger portions of seasoned branches and fine, dry, last-year's grasses. He threw down several large pieces on top of the snow. This served for a foundation and prevented the young flame from drowning itself in the snow it otherwise would melt. The flame he got by touching a match to a small shred of birch-bark that he took from his pocket. This burned even more readily than paper. Placing it on the foundation, he fed the young flame with wisps of dry grass and with the tiniest dry twigs.

He worked slowly and carefully, keenly aware of his danger. Gradually, as the flame grew stronger, he increased the size of the twigs with which he fed it. He squatted in the snow, pulling the twigs out from their entanglement in the brush and feeding directly to the flame. He knew there must be no failure. When it is seventy-five below zero, a man must not fail in his first attempt to build a fire--that is, if his feet are wet. If his feet are dry, and he fails, he can run along the trail for half a mile and restore his circulation. But the circulation of wet and freezing feet cannot be restored by running when it is seventy-five below. No matter how fast he runs, the wet feet will freeze the harder.

All this the man knew. The old-timer on Sulphur Creek had told him about it the previous fall, and now he was appreciating the advice. Already all sensation had gone out of his feet. To build the fire he had been forced to remove his mittens, and the fingers had quickly gone numb. His pace of four miles an hour

had kept his heart pumping blood to the surface of his body and to all the extremities. But the instant he stopped, the action of the pump eased down. The cold of space smote the unprotected tip of the planet, and he, being on that unprotected tip, received the full force of the blow. The blood of his body recoiled before it. The blood was alive, like the dog, and like the dog it wanted to hide away and cover itself up from the fearful cold.

So long as he walked four miles an hour, he pumped that blood, willy-nilly, to the surface; but now it ebbed away and sank down into the recesses of his body. The extremities were the first to feel its absence. His wet feet froze the faster, and his exposed fingers numbed the faster, though they had not yet begun to freeze. Nose and cheeks were already freezing, while the skin of all his body chilled as it lost its blood.

But he was safe. Toes and nose and cheeks would be only touched by the frost, for the fire was beginning to burn with strength. He was feeding it with twigs the size of his finger. In another minute he would be able to feed it with branches the size of his wrist, and then he could remove his wet foot-gear, and, while it dried, he could keep his naked feet warm by the fire, rubbing them at first, of course, with snow. The fire was a success. He was safe. He remembered the advice of the old-timer on Sulphur Creek, and smiled. The old-timer had been very serious in laying down the law that no man must travel alone in the Klondike after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. Those old-timers were rather womanish, some of them, he thought. All a man had to do was to keep his head, and he was all right. Any man who was a man could travel alone. But it was surprising, the rapidity with which his cheeks and nose were freezing. And he had not thought his fingers could go lifeless in so short a time. Lifeless they were, for he could scarcely make them move together to grip a twig, and they seemed remote from his body and from him. When he touched a twig, he had to look and see whether or not he had hold of it. The wires were pretty well down between him and his finger-ends.

All of which counted for little. There was the fire, snapping and crackling and promising life with every dancing flame. He started to untie his moccasins. They were coated with ice; the thick German socks were like sheaths of iron half-way to the knees; and the moccasin strings were like rods of steel all twisted and knotted as by some conflagration. For a moment he tugged with his numbed fingers, then, realizing the folly of it, he drew his sheath-knife.

But before he could cut the strings, it happened. It was his own fault or, rather, his mistake. He should not have built the fire under the spruce tree. He should have built it in the open. But it had been easier to pull the twigs from the brush and drop them directly on the fire. Now the tree under which he had done this carried a weight of snow on its boughs. No wind had blown for weeks, and each bough was fully freighted. Each time he had pulled a twig he had communicated a slight agitation to the tree--an imperceptible agitation, so far as he was concerned, but an agitation sufficient to bring about the disaster. High up in the tree one bough capsized its load of snow. This fell on the boughs beneath, capsizing them. This process continued, spreading out and involving the whole tree. It grew like an avalanche, and it descended without warning upon the man and the fire, and the fire was blotted out! Where it had burned was a mantle of fresh and disordered snow.

The man was shocked. It was as though he had just heard his own sentence of death. For a moment he sat and stared at the spot where the fire had been. Then he grew very calm.

Vocabulary Hunt: Can you find these terms in the text above? Look up their meanings to better understand the reading.

WHENCE	YEARNED	RECOILED	RAPIDITY
INTIMACY	FLOUNDERED	EBBED	CONFLAGRATION
TOIL-SLAVE	AMBER	RECESSES	SHEATH
MENACING	IMPERATIVE	EXTREMITIES	FREIGHTED
APPREHENSION		CAPSIZING	IMPERCEPTIBLE

PE/Health Journal

Habit 2: Begin with the End in Mind

With fewer commitments to attend in the next month, what goals can you accomplish to manage your overall wellness? Make direct connections between your **physical activity, sleep, social/emotional** reflection log.

- What are 3 personal goals you can accomplish in the next month? Write them in SMART goal format.
- Use bullets to describe steps you will take to accomplish your goal.
- Use your Physical Activity Day and Emotion tracker to hold yourself accountable.

Goal/Objectivo #1: _____

Physical Activity/Actividad física

Steps/Pasos:

- _____
- _____
- _____

Goal/Objectivo #2: _____

Sleep/Sormir

Steps/Pasos:

- _____
- _____
- _____

Goal/ Objectivo #3: _____

Social & Emotional/Emocional

Steps/Pasos:

- _____
- _____
- _____

