

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Active participation in community based service activities extends learning beyond the classroom and into the local community. ▪ Aging baby boomers are creating many new local micro-communities. ▪ The healthcare crisis affects all of us and the local business community. ▪ Healthcare should be a future benefit consideration when seeking a job. ▪ There are many career path opportunities within the healthcare realm.
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are Medicare and Medicaid? ▪ How can we help create more developmental assets in our community? ▪ What are some stereotypes associated with Ageism? ▪ What is a community for all ages? ▪ What are local elder care, hospice, and respite care? ▪ What are issues and trends surrounding Alzheimer's?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Medicare is health care for the aged; a federally administered system of health insurance available to persons aged 65 and over. ▪ Medicaid is health care for the needy; a federally and state-funded program. ▪ There are 40 developmental assets that help build healthy communities. ▪ Brunswick is aiming to become a community for all ages. ▪ Brunswick is fast becoming a sought after retirement community.
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ homelessness, ageism, Medicare, Medicaid, developmental assets, elder care, hospice, respite, Alzheimer's, intergenerational, living will, access, beneficiary, benefit, claim, co-payment, generic, workman's compensation
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Participate positively in the community and design creative solutions to meet human needs and wants. ▪ Generate a variety of solutions, build a case for a best response and critically evaluate the effectiveness of the response. ▪ Identify existing local developmental assets. ▪ Describe a "community for all ages" ▪ Describe elder services including elder care, hospice, and respite. ▪ Explain issues and trends surrounding Alzheimer's.

<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p> <p>A2.Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussions, and ethical reasoning skills.</p> <p>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</p> <p>A3.Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p>B. Civics and Government</p> <p>B2.Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens living under other forms of government in the world.</p> <p>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p> <p>C. Economics</p> <p>C2.Individual, Cultural, International, and Global Connections in Economics</p> <p>Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</p>
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Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Weekly discussions and class participation ▪ Notes from guest speakers and lectures kept in a journal ▪ Class wide project ▪ Written reflections
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Student designed service learning project, final poster, press release, and action plan
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ Newspaper articles or web based articles ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ Stossel, John. <i>Health Care in America</i> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Mid-Coast Hospital – field trip and Career Day ○ Parkview Adventist Hospital – field trip ○ Family Spectrum in Brunswick – guest speaker ○ Oasis in Brunswick – guest speaker