**Common Core Brand Unit Plan**

|  |
| --- |
| **Developed By: Olivia Petersen****Name of Collaborative:** **Curriculum Area: Health****Unit Title: ADAP****Time Frame: 3 days** |
| **Desired Results** |
| **Content Standards ( # and brief description): *Copy and paste from Picasso*** |
| HPS1: **P.S.1 Students will comprehend concepts related to health promotion and disease prevention****HSPS1: P.S.5 Students will demonstrate the ability to use decision-making skills to enhance health.****Element:** H.S.1.eCritique health risk behaviors associated with drug and alcohol use and how it affects the body. |
| **Content:** *Students will know…* | **Skills (Unpack Verbs from Standards):** *Students will be able to…* |
| TADRA, TADRA suspensions, Stats on teenage vehicle crashes, Joshua’s Law, Provisional License, Drinking Age, Refusal to submit a chemical test, Traffic laws and safe driving, Distractive Driving, Speed, Space, Safety belts, Night safety driving, 3 second rule, Alcohol and Drug Awareness, drugs and driving privileges,  | Evaluate total health, Understand Risk Factors that lead to health problems, Develop positive attitudes about goal setting, Promote health literacy, Manage consumer problems, Make responsible decisions |
| **Essential Vocabulary: TADRA, Instructional Permit, Provisional Permit, Class C license, DUI, Safety belts, safety restraints, steering, driving after sunset, distractive driving, speed, space management, bath salts, marijuana, cocaine, meth, heroin, ecstasy, hallucinogens, BAC, inhalants, designer and synthetic drugs, otc** |
| **Essential or Guiding Questions:***\*Why is it important to set short and long term goals when analyzing your overall health?**\*Explain how a person can adjust his/her lifestyle and behaviors to reduce his/her risk for early death.**\*What are some actions individuals can take that have a positive effect of health?**\*Why is driving a privilege?**\*Explain Joshua’s Law.**\*What are the three steps to get your GA license?* |
| **Assessment Evidence** |
| **Common Pre-Test****(Optional)** | Health Pre-test |
| **Formative Assessments** | ADAP Review Guide  |
| **Common Mid-Unit Assessment** |  |
| **Common “Almost There” Assessment** | ADAP Review Guide  |
| **Remediation Plan (What will you do between the Almost There and the**  | Based on quiz outcome, students will be allowed to collaborate to correct responses. Re-test if needed |
| **Common Summative**  | ADAP Test  |

|  |
| --- |
| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | The students will compare and contrast good and poor decision making choices and write a summary using GIST |
| **Writing Element** | 5th Quarter video questions? |
| **Speaking Element****(Discussion/Debate****Presentations)** | N/A |
| **Listening/Viewing Elements** | \*ADAP Power Point\*ATT&T No Text on Board webpage streaming |
| **Performance-Based Tasks** | Peer evaluationParticipation in discussion based questioningAnalysis of video |

|  |
| --- |
| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1-4 Ch. 1 (3 days)Evaluation: 1 day for ADAP |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments
2. Graphic organizers: GIST
3. Evaluating information: ADAP lessons
4. Developing broader awareness: videos/ articles
 |
| **Differentiation****(Please address how you will differentiate to meet remedial, on-level and gifted students)** | Graphic organizers/ peer tutoring/ small group/ modified assessments/ extra time. |
| **Materials/Resources** | Text book/ Power Point/ LCD projector/ Intranet/ Computers/colored pencils, drawing paper, graphic organizer templates |
|  |  |