**Common Core Brand Unit Plan**

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| **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.e  Critique 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 | |

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| **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 evaluation  Participation in discussion based questioning  Analysis of video |

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| **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 |
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