**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen****Name of Collaborative:** **Curriculum Area: Health****Unit Title: Physical Activity and Safety****Time Frame: 2 weeks****Note: Each teacher keeps his/her own copy reflecting teacher’s unit plan** |
| **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****Element:** H.S.1.aPredict how health behaviors can affect health status. |
| **Content:** *Students will know…* | **Skills (Unpack Verbs from Standards):** *Students will be able to…* |
| Health Triangle, What affects health, Health Risks and Behaviors, Promoting Health and Wellness, Building health skills, Make responsible decisions and set goals, Being health literate, Managing consumer problems | 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: health, spiritual health, wellness, chronic disease, heredity, environment, peers, culture, media, technology, risk behaviors, cumulative risks, prevention, abstinence, lifestyle factors, health education, Healthy People, health disparities, health literacy, health skill, interpersonal communication, refusal skill, conflict resolution, stress, stress management skills, advocacy, values, decision-making skills, goals, short-term goals, long-term goals, action plan, health consumer, advertising, comparsion shopping, warranty, consumer advocates, malpractice, health fraud** |
| **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 it important to know how to communicate effectively?**\*Explain the importance of knowing how to evaluate your own health goals.* |
| **Assessment Evidence** |
| **Common Pre-Test****(Optional)** | Health Pre-test |
| **Formative Assessments** | Health related components poster, Advertising group presentation, All about Me Project  |
| **Common Mid-Unit Assessment** | Ch. 1 Section Quizzes, Ch. 2 Section Quizzes |
| **Common “Almost There” Assessment** | Ch. 1 and 2 Study Cornell Notes  |
| **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 Assessment** | Ch. 1 & Ch. 2 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** | Long/Short term goal paper |
| **Speaking Element****(Discussion/Debate****Presentations)** | Advertising Projects (techniques and why) All about Me projects |
| **Listening/Viewing Elements** | \*Obesity trends Power Point\*You tube streaming on Obesity |
| **Performance-Based Tasks** | Peer evaluation of long/short term paperParticipation in discussion based questioningAnalysis of video |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1-4 Ch. 1 (3 -4 days)Lesson 1-4 Ch. 2 (3-4 days)Evaluation: 1 day for Ch. 1 &2 Test |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments
2. Graphic organizers: GIST
3. Evaluating information: obesity rates
4. Developing broader awareness: videos/ articles
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| **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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