**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen**  **Name of Collaborative:**  **Curriculum Area: Health**  **Unit Title: Skills for Healthy Relationships, Family Relationships, Peer Relationship**  **Time Frame: 1.5 weeks** | | |
| **Desired Results** | | |
| **Content Standards** | | |
| **P.S.3 Students will demonstrate the ability to use interpersonal communication skills and services to enhance health**  **P.S.2 Interpersonal skills to avoid health risks**  **Element:** H.S.3.d  Determine when professional health services may be required. | | |
| **Content:** *Students will know…* | | **Skills :**  *Students will be able to…* |
| Foundations of a healthy relationship, respecting yourself and others, communicating effectively, healthy family relationships, strengthening family relationships, help for families, safe and healthy friendships, peer pressure and refusal skills, practicing abstinence | | Evaluate healthy relationships, Understand how to respect yourself and others,  Communicate effectively, Know how to strengthen family relationships, Deal with peer pressure and refusal skills, Know how to get help, Make responsible decisions about abstinence |
| **Essential Vocabulary: relationship, friendship, citizenship, role, cooperation, compromise, prejudice, stereotype, tolerance, bullying, hazing, aggressive, passive, assertive, “I” Messages, active listening, body language, siblings, nuclear family, blended family, extended family, foster-care, affirmation, separation, divorce, custody, abuse, domestic violence, spousal abuse, child-abuse, neglect, elder abuse, cycle of violence, platonic friendship, clique, peer pressure, harassment, manipulation, priorities, intimacy, infatuation, self-control, STD’s,** | | |
| **Essential or Guiding Questions:**  *\*Explain how relationships with family members are important to all three sides of your health triangle.*  *\*How is bullying different from hazing?*  *\*What are three types of communicating?*  *\*How does providing affirmation within the family promote mental and emotional health?*  *\*Compare and contrast the difficulties sole custody and joint custody can pose for teens whose parents are divorced.*  *\*Explain how neglect might affect a child.*  *\*What actions can you take to promote safe and healthy friendships?*  *\*Define peer pressure.*  *\*What are three negative consequences of teen sexual activity?* | | |
| **Assessment Evidence** | | |
| **Common Pre-Test** | Relationship collage | |
| **Formative Assessments** | C. 6-8 Cornell Notes, Ch. 7 Simon Birch with Questions | |
| **Common Mid-Unit Assessment** | Ch. 6-8 Section Quizzes | |
| **Common “Almost There” Assessment** | Ch. 6-8 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. 6-8 Tests | |

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| **Common Core Elements** | |
| **Reading Element**  **(Literary and Informational Text)** | The students will compare and contrast Maslow’s Hierarchy of Needs, Understand different types of Emotions  How to deal with Stress/Coping with loss  Different types of mental/emotional disorders |
| **Writing Element** |  |
| **Speaking Element**  **(Discussion/Debate**  **Presentations)** | Discussions of topics of the unit itself. |
| **Listening/Viewing Elements** | \*Outline notes PP Ch.6-8  \*Text Information on Family Relationships, Peer Pressure, |
| **Performance-Based Tasks** | Peer evaluation  Participation in discussion based questioning  Analysis of movie |

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| **Learning Plan** | |
| **Pacing Guide**  **(weekly or daily)** | Lesson 1-4 Ch. 6 (2 -3 days)  Lesson 1-3 Ch. 7 (2-3 days)  Lesson 1-4 Ch. 8 (2-3 days)  Evaluation: 1 day for Ch. 6-8 Test |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments 2. Graphic organizers: GIST 3. Evaluating information: Maslow’s Hierarchy of Needs, Mosaics 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 |