**Common Core Brand Unit Plan**

|  |  |  |
| --- | --- | --- |
| **Developed By: Olivia Petersen**  **Name of Collaborative:**  **Curriculum Area: BPE**  **Unit Title: Maintaining a Healthy Body Weight**  **Time Frame: 1 week**  **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*** | | |
| PEHS4: Achieves and maintains a health-enhancing level of physical fitness  ELEMENT: Evaluates the relationship of exercise and nutrition | | |
| **Content (Unpack Nouns from Standards):** *Students will know…* | | **Skills (Unpack Verbs from Standards):**  *Students will be able to…* |
| Health risks/Body Image/ Weight Control/Nutrition myths/Fad Diets/Weight Control | | Evaluate/compare/understand |
| **Essential Vocabulary: *excessive weight disabilities, sleep apnea, impaired glucose tolerance, insulin, underweight, body image, eating disorders, anorexia nervosa, bulimia nervosa, exercise bulimia, binge eating disorder, bigorexia, fad diets, weight cycling*** | | |
| **Essential or Guiding Questions:**  *\*Identify the health risks associated to overweight & underweight*  *\*Identify impaired glucose tolerance and its role in diabetes*  *\*Explain how to help a friend who may have an eating disorder*  *\*Identify fad diets and risky weight loss strategies* | | |
| **Assessment Evidence** | | |
| **Common Pre-Test**  **(Optional)** |  | |
| **Formative Assessments**  **(build from Summative)** | Ticket out the door: Compare/contrast 3 eating disorders.  A computer lab comparing fad diets; facts & dangers | |
| **Common Mid-Unit Assessment** | Lab questions | |
| **Common “Almost There” Assessment**  **(Should “mirror” the Common Summative Assessment in types and number of questions)** | Lesson 1-4 Quizzes:  Each quiz will contain 10 matching questions and 5 fill in the blank question and 1 written response to a higher order of questioning. | |
| **Remediation Plan (What will you do between the Almost There and the Summative Assessment?)** | Based on quiz outcome, students will be allowed to collaborate to correct responses. | |
| **Common Summative Assessment** | Unit Maintaining a Healthy Body Weight Test | |

|  |  |
| --- | --- |
| **Common Core Elements** | |
| **Reading Element**  **(Literary and Informational Text)** | The students will compare and contrast the different eating disorders & fad diets |
| **Writing Element**  **(Argumentative, Expository/Explanatory, Narrative with Text Evidence)** | Write an article essay explaining healthy ways vs unhealthy ways to maintain a healthy weight. |
| **Speaking Element**  **(Discussion/Debate**  **Presentations)** | Create discussion boards stemming from the argumentative essay. |
| **Listening/Viewing Elements**  **( Music, Art, Video Clips)** | Powerpoint with video clips on eating disorders  Computer Lab assignment - fad diets |
| **Performance-Based Tasks** | Peer evaluation of argumentative essays  Participation in debate  Analysis of video/ |

|  |  |
| --- | --- |
| **Learning Plan** | |
| **Pacing Guide**  **(weekly or daily)** | Lesson 1: 2 days  Lesson 2: 2 days  Lesson 3: 2 days  Lesson 4: 2 days  Evaluation: 1 day |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments 2. Graphic organizers: Venn Diagram/ T-chart/ GIST 3. Evaluating information: food labels/ government guidelines 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/ Labs// videos/ graphic organizer templates |
| **Collaborative Reflection**  **(**What can be improved? What went Morewell and what did not go well?) | Time of meeting: from 9:20-10:30  Went well:: pacing/ cooperation/ everyone took part |