**Common Core Brand Unit Plan**

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| **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 fitnessELEMENT: 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 |

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| **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 disordersComputer Lab assignment - fad diets |
| **Performance-Based Tasks** | Peer evaluation of argumentative essaysParticipation in debateAnalysis of video/ |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1: 2 daysLesson 2: 2 daysLesson 3: 2 daysLesson 4: 2 daysEvaluation: 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 9:20-10:30Went well:: pacing/ cooperation/ everyone took part |