**Common Core Brand Unit Plan**

|  |  |  |
| --- | --- | --- |
| **Developed By: Olivia Petersen**  **Name of Collaborative:**  **Curriculum Area: Health**  **Unit Title: Choosing the Best Journey**  **Time Frame: 1 week** | | |
| **Desired Results** | | |
| **Content Standards ( # and brief description): *Copy and paste from Picasso*** | | |
| HPS5: **P.S.1 Students will demonstrate the ability to use decision-making skills to enhance health**  **Element:** H.S.5.h  Justify the reasons for remaining sexually abstinent.  Analyze risks and consequences of early sexual involvement.  Discuss the reasons abstinence is the most effective and healthy means for preventing sexually transmitted infections. | | |
| **Content:** *Students will know…* | | **Skills (Unpack Verbs from Standards):**  *Students will be able to…* |
| Setting Goals, Making the best decisions, avoiding pregnancy, avoiding STD’s, Developing the best relationships, choosing abstinence until marriage, overcoming pressure, being assertive | | Evaluate total health, Understand Risk Factors that lead to health problems, Develop positive attitudes about goal setting, Promote abstinence until marriage, Learn steps to becoming assertive, Make responsible decisions, know common STD’s, Avoid pregnancy and understand the risk factors of becoming sexually active, |
| **Essential Vocabulary: Goal, Detours, Determination, Barriers, Date Rape, Wisdom, Contraceptive, Responsibility, STD’s, Chlamydia, Gonorrhea, Trichomoniasis, HPV, Genital Herpes, HIV/AIDS, Honesty, Relationship, Self-Esteem, Abstinence, Emotional Consequence, Compatibility, Commitment, Peer Pressure, Self-Discipline, Assertive, Refusal Skills, Courage,** | | |
| **Essential or Guiding Questions:**  *\*What can keep you from reaching your goals?*  *\*What factors contribute to bad decisions?*  *\*Why do young people think that getting pregnant couldn’t happen to them?*  *\*How does contracting an STD affect the lives of teenagers?*  *\*For those teenagers that are sexually active, how does sex affect their relationship?*  *\*How does being abstinent affect a relationship?*  *\*What message does the media send to young adults about sex?*  *\*Is it possible to tell someone “no” and still communicate you care about him/her? How?* | | |
| **Assessment Evidence** | | |
| **Common Pre-Test**  **(Optional)** | Health Pre-test | |
| **Formative Assessments** | Lesson Quizzes | |
| **Common Mid-Unit Assessment** |  | |
| **Common “Almost There” Assessment** | Lesson 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** | Lesson Quizzes | |

|  |  |
| --- | --- |
| **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)** |  |
| **Listening/Viewing Elements** | Section videos, STD Video |
| **Performance-Based Tasks** | Peer evaluation of long/short term paper  Participation in discussion based questioning  Analysis of video |

|  |  |
| --- | --- |
| **Learning Plan** | |
| **Pacing Guide**  **(weekly or daily)** | Lesson 1-2 (1 day)  Lesson 3-4 (1 day)  Lesson 5 (1 day)  Lesson 6-7 (1 day)  Lesson 8 (1 day) |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments 2. Graphic organizers: GIST 3. Evaluating information: obesity rates 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** | CBJ booklets/ Power Point/ LCD projector/ Intranet/ Computers/colored pencils, drawing paper, graphic organizer templates |
|  |  |