HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Mrs. Sisock Subject : Health Start Date(s): 10/12 /15 Grade Level (s): 7**

 **Building : Valley**

|  |
| --- |
| **Unit Plan** |
| **Unit Title:** Understanding the Importance Social Health**Essential Questions:** What is communication?What are the different types of communication?How can society benefit from people learning better communication skills?What are the different types of family structures?How do families communicate in order to help each other grow?How do you handle peer pressure?What is abstinence?Why should I avoid risky behavior and places?How can you deal with conflicts at school and home?**Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**10.1.9.E Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.10.3.9.C Analyze and apply strategies to avoid or manage conflict and violence during adolescents (effective negotiation, anger management, & assertive behavior).10.4.9.F Analyze the effects of positive and negative interactions of adolescent group members in physical activities. (group dynamics & social pressure)**Summative Unit Assessment :**

|  |  |
| --- | --- |
| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will- analyze the communication, interaction, and the pressures associated with friends and families through social health. | \_\_\_\_ Rubric \_\_\_ Checklist \_X\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

 |

|  |
| --- |
| **DAILY PLAN** |
| **Day** | **Objective(s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective(s)** |
| 1 | Students will- formulate precise directions in order to navigate a course while using proper communication skills. | 34 | Interactive Instruction- (small group-Remote control) students will help each other fulfill the course | S | White BoardChapter 9 packetsActivity EquipmentPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 2 | Students will- dissect the key components of communication.Students will- arrange themselves in an organized manner using non-verbal communication. | 134 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- (small group- Order Activities) students place themselves in order using non-verbal communication. | WS | 40 Health BooksWhite BoardChapter 9 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- whole & small group |
| 3 | Students will- weigh the opinions of classmates in order to develop a decision or choice.  | 34 | Interactive Instruction-(Small group-Maze) students will use verbal and non-verbal communication in order to solve the maze. | S | White BoardChapter 9 packetsActivity EquipmentPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- whole grp & individual |
| 4 | Students will- search for a family structure and ways families nurture members. | 12 | Interactive Instruction- (small group)- List member of family structures and how families nurture members.  | S | 40 Health BooksWhite BoardMini white boardsChapter 9 packetsPaperTimer | Formative- Observations, Discussion, Think Pair Share, Individual WhiteboardsSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 5 | Students will- break down the important parts of friendship.Students will- compile a list of pressures through certain stages of life. | 13 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- (Small group)- groups will compile list of pressures or peer pressures produced in certain situations. | WS | 40 Health BooksWhite BoardMini white boardsChapter 9 packetsPaperTimer  | Formative- Observations, Questioning, Discussion, Think Pair Share, Individual WhiteboardsSummative- ParticipationStudent Self - Assessment-Discussion- whole & small group |
| 6 | Students will- produce a plan of action in order to complete a stressful task within 5 minutes. | 34 | Interactive Instruction- (Small group) Toxic Waste- Work together to develop a plan to solve the goal. | S | 40 Health BooksWhite BoardMini white boardsChapter 8 packetsPaperTimer | Formative- Observations, Discussion, Think Pair Share, Individual WhiteboardsSummative- ParticipationStudent Self - Assessment-Discussion –small group  |
| 7 | Students will- develop refusal skill responses to peer pressure events. | 134 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- (Small group)- groups will compile ways to refuse different pressures from others. | WS | 40 Health BooksWhite BoardMini white boardsChapter 9 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think pair share, Individual WhiteboardsSummative- ParticipationStudent Self - Assessment-Discussion- whole & small group |
| 8 | Students will- examine ways to resolve conflicts at home and school. | 12 | Direct Instruction- Lecture of notes, Compare and contrast | WI | 40 Health BooksWhite BoardChapter 9 packetsPaperTimer | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion- whole grp & individual |
| 9 | Students will- test for knowledge of mental/emotional health.  | 1 | Independent Study- Test | I | White BoardChapter 9 packetsTestTimer | Formative- ObservationsSummative- Unit Test-(100 pts.)Student Self - Assessment-Discussion- individual |