HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Mrs. Sisock Subject : Health Start Date(s): 9/8 /15 Grade Level (s): 7**

 **Building : Valley**

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| **Unit Plan** |
| **Unit Title:** Understanding a Healthy Foundation**Essential Questions:** What are the three parts of health?How can you maintain physical health?How can you maintain mental/emotional health?How can you maintain social health?What is wellness?What influences help create who you are as a person?What are some environmental factors that influence your health?What are some heredity factors that influence your health?How can you improve your own health?What are the steps to creating a good Wellness contract?What are the skills for building physical health?What are the skills for building mental/emotional health?What are the skills for building social health?**Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.-risk factors (phys. inactivity)-friendships and peers-communication 10.4.9.F- Analyze the effects of positive and negative interactions of adolescent group members in physical activities.-group dynamics and social pressure**Summative Unit Assessment :**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will- recognize and comprehend the three major components that make up their health and formulate a plan in order to correct their unhealthy lifestyle choices. | \_\_\_\_ Rubric \_\_\_ Checklist \_X\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_X\_\_ Other (explain)notebook |

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| **DAILY PLAN** |
| **Day** | **Objective(s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective(s)** |
| 1 | Students will- examine the rules, grading and classroom procedures of health class. | 1 | Direct Instruction- Covering the Procedures and Rules of the classroom | W | Syllabus White Board | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion-whole group  |
| 2 | Students will- examine the content of the health book. | 1 | Direct Instruction- Introduction to the book and content to be covered during health | W | SyllabusWhite Board100 Folders (handout)40 Health Books | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion- whole group  |
| 3 | Students will- break down the healthy foundations of wellness. | 123 | Interactive Instruction- (Small group) Lists of physical, mental/emotional, and social health factorsDirect instruction- Lecture of notes, Compare and contrast | SW | 40 Health BooksWhite BoardChapter 1 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- Participation Student Self - Assessment-Discussion -small & whole group  |
| 4 | Students will- compare different influences on their health. | 123 | Experiential Instruction- List of environmental and heredity factors that create you. Indirect Instruction- Students list on boardDirect Instruction- Lecture of notes, Compare and contrast | IW | 40 Health BooksWhite BoardChapter 1 packetsPaperTimer | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion- individual & whole group |
| 5 | Students will- uncover importance of improving their health.Students will- asses their lifestyle behaviors and create a plan to change poor behaviors.  | 1234 | Direct Instruction- Lecture of notes, DemonstrationsIndependent Study- Creating a Wellness Contract | IW | 40 Health BooksWhite BoardChapter 1 packetsPaperTimer | Formative- Observations, Questioning, DiscussionSummative- Participation, Project-(20 pts.)Student Self - Assessment-Discussion- Individual & whole group |
| 6 | Students will- breakdown health skills for building physical, mental, and social health. | 123 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- Small group List of skills to build physical, mental/emotional, social health (Students- write on board) | SW | 40 Health BooksWhite BoardChapter 1 packetsPaperTimer | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion- small & whole group |
| 7 | Students will- analyze the effects of positive and negative interactions of the group during team building activities characterized by determining if the group worked together and positively enforced each other 5 out of 5 times. | 34 | Experiential Instruction- Class team juggling | SW | 40 Health BooksWhite BoardChapter 1 packetsPaperTimer | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion- small & whole group |
| 8 | Students will- test on their understanding of a healthy foundation. | 1 | Independent Study- Test | I | TimerTest | Formative- ObservationsSummative- Unit Test-(100 pts.)Student Self - Assessment-Discussion- Self-Evaluation |