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 :**   |  |  | | --- | --- | | **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, Discussion  Summative- Participation  Student 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 | Syllabus  White Board  100 Folders (handout)  40 Health Books | Formative- Observations, Questioning, Discussion  Summative- Participation  Student Self - Assessment-  Discussion- whole group |
| 3 | Students will- break down the healthy foundations of wellness. | 1  2  3 | Interactive Instruction- (Small group) Lists of physical, mental/emotional, and social health factors  Direct instruction- Lecture of notes, Compare and contrast | S  W | 40 Health Books  White Board  Chapter 1 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion -small & whole group |
| 4 | Students will- compare different influences on their health. | 1  2  3 | Experiential Instruction- List of environmental and heredity factors that create you.  Indirect Instruction- Students list on board  Direct Instruction- Lecture of notes, Compare and contrast | I  W | 40 Health Books  White Board  Chapter 1 packets  Paper  Timer | Formative- Observations, Questioning, Discussion  Summative- Participation  Student 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. | 1  2  3  4 | Direct Instruction- Lecture of notes, Demonstrations  Independent Study- Creating a Wellness Contract | I  W | 40 Health Books  White Board  Chapter 1 packets  Paper  Timer | Formative- Observations, Questioning, Discussion  Summative- Participation, Project-(20 pts.)  Student Self - Assessment-  Discussion- Individual & whole group |
| 6 | Students will- breakdown health skills for building physical, mental, and social health. | 1  2  3 | Direct Instruction- Lecture of notes, Compare and contrast  Interactive Instruction- Small group List of skills to build physical, mental/emotional, social health (Students- write on board) | S  W | 40 Health Books  White Board  Chapter 1 packets  Paper  Timer | Formative- Observations, Questioning, Discussion  Summative- Participation  Student 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. | 3  4 | Experiential Instruction- Class team juggling | S  W | 40 Health Books  White Board  Chapter 1 packets  Paper  Timer | Formative- Observations, Questioning, Discussion  Summative- Participation  Student Self - Assessment-  Discussion- small & whole group |
| 8 | Students will- test on their understanding of a healthy foundation. | 1 | Independent Study- Test | I | Timer  Test | Formative- Observations  Summative- Unit Test-(100 pts.)  Student Self - Assessment-  Discussion- Self-Evaluation |