HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Mrs. Sisock Subject : Health Start Date(s):10-1-15 Grade Level (s): 7**

 **Building : Valley**

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| **Unit Plan** |
| **Unit Title:** Understanding the Importance Mental and Emotional Health**Essential Questions:** What are good mental health habits?Can you explain the difference between low self-esteem and high self-esteem?What are the right and wrong ways to manage stress?What are the suicide warning signs?**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 (assertive behavior).10.4.9.D Analyze factors that affect physical activity preferences of adolescents. (activity confidence)**Summative Unit Assessment :**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will- compare positive and negative behaviors along with other factors that affect your mental health.  | \_\_\_\_ Rubric \_\_\_ Checklist \_X\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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| **DAILY PLAN** |
| **Day** | **Objective(s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective(s)** |
| 1 | Students will- look into good mental health habits. | 12 | Direct Instruction- Lecture of notes, Compare and contrast | WI | 40 Health BooksWhite BoardChapter 8 packetsPaperTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- whole grp & individual |
| 2 | Students will- examine the importance of positive and negative self-esteem.Students will- compile a list of stressors which they face on a daily basis.  | 14 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- (Throw paper stressors) List of daily stressors written down, tossed, and discussed  | WI | 40 Health BooksWhite BoardChapter 8 packetsPaperTimer | Formative- Observations, Discussion, Think Pair ShareSummative- Participation, ProjectStudent Self - Assessment-Discussion- whole grp & individual |
| 3 | Students will- generate an effective plan in order to complete a stressful activity.Students will- reorganize an original plan to create a more positive stress-free plan. | 34 | Interactive Instruction- (Small group) Toxic river- Work together to develop a plan to solve the goal. | S | 40 Health BooksWhite BoardChapter 8 packetsActivity EquipmentTimer | Formative- Observations, Questioning, Discussion, Think Pair ShareSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 4 | Students will- break down ways to deal with and apply stress management techniques.  | 34 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- (Small group) develop ways to act during certain stressful situations | WS | 40 Health BooksWhite BoardMini white boardsChapter 8 packetsPaperTimer | Formative- Observations, Discussion, Think Pair Share, Individual WhiteboardsSummative- ParticipationStudent Self - Assessment-Discussion –whole & small group  |
| 5 | Students will- examine types of mental disorders.  | 34 | Direct Instruction- Lecture of notes, Compare and contrastInteractive Instruction- (Small group)- groups will examine one disorder and present for class. | S | White BoardChapter 8 packetsPaperTimer | Formative- Observations, Questioning, DiscussionSummative- ParticipationStudent Self - Assessment-Discussion- small group |
| 6 | Students will- test for knowledge of mental/emotional health.  | 1 | Independent Study- Test | I | White BoardChapter 8 packetsTestTimer | Formative- ObservationsSummative- Unit Test-(100 pts.)Student Self - Assessment-Discussion- individual |