HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Mrs. Sisock Subject : Health Start Date(s): 9/21 /15 Grade Level (s): 7**

**Building : Valley**

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| **Unit Plan** |
| **Unit Title:**  Understanding Personal Responsibility and Decision Making  **Essential Questions:**  What is responsibility?  What is decision making?  What are consequences?  Are consequences always negative?  How do you form a healthful habit?  How do you change a harmful habit?  Can you recognize the risks associated with your behavior?  How do you avoid risks?  What are the differences between minor and major decisions?  What are the steps in the decision-making process?  What do goals do for our psyche?  What are the different types of goals?  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  10.2.9.D Analyze and apply a decision-making process to adolescence health and safety issues.  10.5.9.F- Describe and apply game strategies to complex games and physical activities  Offensive strategies  Defensive strategies  **Summative Unit Assessment :**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will- assess the responsibilities they have and compare decisions made to the consequences of those decisions through the decision making process. | \_\_\_\_ 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- compare their responsibilities and actions to the positive and negative consequences which can occur as a result of those responsibilities and actions. | 1  3 | Direct Instruction- Lecture of notes, Compare and contrast  Interactive Instruction- (Small group) List of responsibilities and what lessons they teach us | S  W | 40 Health Books  White Board  Mini White boards  Chapter 2 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- small & whole group |
| 2 | Students will- break down the process of recognizing and managing habits. | 1  3 | Direct Instruction- Lecture of notes, Compare and contrast  Interactive Instruction- (Small group) List of habits and determine how to change them | S  W | 40 Health Books  White Board  Mini White boards  Chapter 2 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- small & whole group |
| 3 | Students will- examine habits to determine the type.  Students will- simplify ways to avoid risks | 1  2  3 | Direct instruction- Lecture of notes, Compare and contrast  Interactive Instruction- (Small group) Recognize risks to certain behaviors | S  W | 40 Health Books  White Board  Chapter 2 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion -small & whole group |
| 4 | Students will- uncover ways to make responsible decisions. | 1  2  3 | Direct Instruction- Lecture of notes, Compare and contrast  Interactive Instruction- List of decisions made by students  Independent Study- (Small group) Using decision making process to determine actions | I  S  W | 40 Health Books  White Board  Chapter 2 packets  Paper  Timer | Formative- Observations, Questioning, Discussion, Think Pair Share  Summative- Participation  Student Self - Assessment-  Discussion- individual & small & whole group |
| 5 | Students will- compile a list of goals to achieve in life. | 3 | Direct Instruction- Lecture of notes, Compare and contrast  Interactive Study- Creating Plan for a Thanksgiving Dinner | I  W | 40 Health Books  White Board  Chapter 2 packets  Paper  Newspaper/Supermarket Ads  Calculators  Timer | Formative- Observations, Questioning, Discussion  Summative- Participation  Student Self - Assessment-  Discussion- individual |
| 6 | Students will- formulate a plan for a thanksgiving dinner including a list of guests, food, and prices for under $50. | 2  3  4 | Direct Instruction- Project Description  Interactive Study- Creating Plan for a Thanksgiving Dinner | I | 40 Health Books  White Board  Chapter 2 packets  Paper  Newspaper/Supermarket Ads  Calculators  Timer | Formative- Observations, Questioning  Summative- In-class assignment-(100 pts.)  Student Self - Assessment-  Discussion- individual |
| 7 | Students will- formulate a plan for a thanksgiving dinner including a list of guests, food, and prices for under $50. | 2  3  4 | Direct Instruction- Project Description  Interactive Study- Creating Plan for a Thanksgiving Dinner | I | 40 Health Books  White Board  Chapter 2 packets  Paper  Newspaper/Supermarket Ads  Calculators  Timer | Formative- Observations, Questioning  Summative- In-class assignment-(100 pts.)  Student Self - Assessment-  Discussion- individual |
| 8 | Students will- test their knowledge of being responsible and making good decisions. | 1 | Independent Study- Creating a Wellness Contract | I | Test  Timer | Formative- Observations  Summative- Unit Test-(100 pts.)  Student Self - Assessment-  Discussion- Individual |