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| **Daily Agenda** |  |  |  |  |  |
| **Unit Vocabulary: mental/emotional health, resilient, self-esteem, competence, hierarchy of needs, self-actualization, emotions, hormones, hostility, empathy, defense mechanisms, stressor, psychomatic response, perception, chronic stress, stress management skills, relaxation response, resilient, stages of grief, closure, mourning, traumatic event** |
| **Learning Target** | **I can:** identify the 5 levels of Maslow’s Hierarchy of Needs. | **I can:** identify and describe 2 defense mechanisms. | **I can:** list the 3 stages of the body’s response to stress. | **I can:** apply stress reducing techniques in daily activities. | **I can:** describe the stages of grief in a story. |
| **Common Core/ Quality Core** | **Students will demonstrate social interaction skills by:** identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life | **Students will demonstrate social interaction skills by:** using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship) | **Students will demonstrate social interaction skills by:** recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying | **Students will demonstrate social interaction skills by:** recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying | **Students will:** recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health |
| **Instructional Practices** | Individual work, direct instruction, video | Direct instruction, Individual work | Partner work, direct instruction | Direct instruction, individual work | Direct instruction, individual work |
| **Bell Ringer****Activities/ Assignments** | 10 Question QuizBook assignments and procedures*Take notes over chap. 3, lesson 1*Watch Maslow’s video🡪Youtube | What are the 5 levels of Maslow’s Hierarchy of Needs?*Students will partner read Chap. 3, lesson 3* *🡪Take notes and answer worksheet questions (pg. 18 fast file)*Worksheet🡪on screen | What are 2 defense mechanisms that you have used in response to difficult emotions?*Students will take notes over chap. 4 lesson 1 on QAR chart and work with partner to answer questions**🡪pg. 35 (fast file)* QAR🡪Work with partner to read lesson and fill in QAR chart | What are your stressors?*Students will take notes over chap. 4 lesson 2*Stress reduction techniques | When was a time that you experienced grief?*Vocabulary notes**🡪students take notes over chap. 4 lesson 3 vocab*Stages of grief story🡪story can be made up or a true story but must take character through all stages of grief |
| **Intended Homework** | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online | Practice Health Skills, Study Vocabulary, Read Health NEWS articles online |
| **Accommodations** | Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing |
| **Assessment:**\*Formative-F\*Summative-S | S-Quiz | F – Worksheet responses | F- QAR reading strategy | F- Stress reduction techniques | F-Stages of grief story |

**Lesson Plans**: Health 1 **PLC Members**: Whitehouse/Roach **Unit**: Mental/Emotional Health **Dates:**