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| **Daily Agenda** |  |  |  |  |  |
| **Unit Vocabulary: relationship, friendship, citizenship, role, interpersonal communication, cooperation, compromise, personal identity, values, prejudice, stereotype, tolerance, bullying, hazing, aggressive, passive, assertive, “I” message, active listening, body language, constructive criticism** | | | | | |
| **Learning Target** | **I can:** explain how relationships have an influence on overall health. | **I can:** demonstrate respect for myself and others and promote healthy relationships. | **I can:** identify ways that people can avoid becoming victims of cyber bullying. | **I can:** identify ways that people can avoid becoming victims of cyber bullying. | **I can:** explain how healthy relationships depend on good communication. |
| **Common Core/ Quality Core** | **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:** 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 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) |
| **Instructional Practices** | Individual work, direct instruction | Individual work, direct instruction | Group work | Group work | Direct instruction, partner work |
| **Bell Ringer**  **Activities/ Assignments** | Discuss words that would describe friends or friendships.  *Chp. 6 Lesson 1*  *🡪pgs. 142-147*  Students will “popcorn” read lesson 1 while taking notes  🡪Write 5 sentence paragraph using descriptive words about a friendship | Share out paragraphs about friendship  *Chp. 6 Lesson 2*  *🡪pgs. 148-151*  Students will take notes over lesson 2  🡪Intro. Cyber bullying brochure  \*See rubric | Review project expectations  *Chp. 6 Lesson 2*  *🡪pgs. 148-151*  Students will work with groups/partners to complete brochure | Review project expectations  *Chp. 6 Lesson 2*  *🡪pgs. 148-151*  Students will work with groups/partners to complete brochure | *Chp. 6 Lesson 3*  *🡪pgs. 152-157*  Students will take notes over lesson 3  🡪With partner, role play (cards) using assertive, aggressive, passive, and “I” messages |
| **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 | F- paragraph | F – Notes | F-Brochure | F-Brochure | F-Role Play |

**Lesson Plans**: Health 1 **PLC Members**: Whitehouse/Roach **Unit**: Healthy and Safe Relationships **Dates:**