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| **Daily Agenda** |  |  |  |  |  |
| **Unit Vocabulary:** siblings, nuclear family, blended family, extended family, foster care, role, affirmation, stress, separation, divorce, custody, abuse, domestic violence, spousal abuse, neglect, elder abuse, cycle of violence, crisis center | | | | | |
| **Learning Target** | **I can:** explain how the family affects physical, social, and mental/emotional health. | **I can:** describe how family members show love and support for one another during difficult times. | **I can:** explain why some family problems may require outside help and where to go for help. | **I can:** identify problems in friendships and how those friendships can have an impact on my health. | **I can:** |
| **Common Core/ Quality Core** | **Students will:** understand and analyze how personal, family and community health can be influenced and challenged by family traditions/values, peer pressure, technology and media messages, cultural beliefs and diversity, interrelationships between environmental factors and community health | **Students will:** understand and analyze how personal, family and community health can be influenced and challenged by family traditions/values, peer pressure, technology and media messages, cultural beliefs and diversity, interrelationships between environmental factors and community health | **Students will:** understand and analyze how personal, family and community health can be influenced and challenged by family traditions/values, peer pressure, technology and media messages, cultural beliefs and diversity, interrelationships between environmental factors and community health | **Students will demonstrate social interaction skills by:** identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance) |  |
| **Instructional Practices** | Individual work, direct instruction | Individual work, direct instruction, partner work | Individual work, direct instruction | Partner work |  |
| **Bell Ringer**  **Activities/ Assignments** | Scenarios with PAA cards  *Chp. 7 Lesson 1*  *🡪pgs. 166-171*  Students will “popcorn” read lesson 1 while taking notes  🡪Students will answer lesson 1 assessment questions | What are three kinds of families?  *Chp. 7 Lesson 2*  *🡪pgs. 172-177*  Students will take notes over lesson 2  🡪Students will complete reteaching activity w/ partner (fast file pg. 38) | What is child abuse?  *Chp. 7 Lesson 3*  *🡪pgs. 178-183*  Students will take notes over lesson 3  🡪Students will watch CAPC video “Inspire” | *Chp. 8 Lesson 1*  *🡪pgs. 192-197*  Students will work with partner to read section, take notes, and complete fast file activity  🡪fast file pg. 60 |  |
| **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 |  |
| **Accommodations** | Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing | | | | |
| **Assessment:**  \*Formative-F  \*Summative-S | F- Lesson 1 review | F – Family relationships table | F-Notes/ “Inspire” review | F-Healthy friendships chart |  |

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