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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | 9th | | **Teacher/Room**: | | | Rasco & Nelson | | / | 132 | **Course(s)/ Period(s):** | | **Health** | / | 1,2&4 | | **Week of:** | Oct 17 – Oct 21, 2016 |
| **Unit Vocabulary:** | | Health, spiritual health, wellness, chronic diseases, heredity, environment, peers,culture, media, technology, risk behaviors, cumulative risk, prevention, abstinence | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | **-** | | | | | | | | | | | | |
| **Day 1** | | | | **Day 2** | | | **Day 3** | | | | **Day 4** | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)** | | |
| HE H.S. 1-8  ELDS/WIDA Standard 1 | | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | | | HE H.S. 1-8  ELDS/WIDA Standard 1 | | |
| **Essential Question:** | | | | **Essential Question:** | | | **Essential Question:** | | | | **Essential Question:** | | | | **Essential Question:** | | |
| What are some steps you can take to become a health-literate individual? | | | | How can advertising influence your food choices? | | | How can saturated fats and trans fats cause illnesses later in life? | | | | How can saturated fats and trans fats cause illnesses later in life? | | | | How might a poor body image result in an eating disorder? | | |
| **Mini Lesson:** | | | | **Mini Lesson:** | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | |
| Write a short questionnaire listing what Taylor might ask Harry that might contribute to a long healthy life. | | | | * Writing: Write a paragraph describing why it is important for schools to offer student health choices | | | * Writing: Write a journal entry for Judy’s point of view. | | | | * Writing: Write a journal entry for Judy’s point of view. | | | | * Writing assignment: Write a dialogue of how you would talk to a friend you suspect may have an eating disorder. | | |
| **Activating Strategies:** | | | | **Activating Strategies:** | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | |
| * Pair/Share: What are some steps you can take to become a health-literate individual? | | | | * Pair / Share: How can advertising influence your food choices | | | * **SLO PRE-TEST** * Pair / Share: How can saturated fats and trans fats cause illnesses later in life? | | | | * Pair / Share: How can saturated fats and trans fats cause illnesses later in life? | | | | * Pair/Share over EQ | | |
| **Lesson:** | | | | **Lesson:** | | | **Lesson:** | | | | **Lesson:** | | | | **Lesson:** | | |
| * Chapter 1: Promoting Health and Wellness | | | | * Chapter 10: The Importance of Nutrition | | | * Chapter 10: Nutrients | | | | * Chapter 10: Nutrients | | | | * Chapter 11 : Body Image and Eating Disorders | | |
| **Resource/Materials:** | | | | **Resource/Materials:** | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | |
| * Textbook / Power Points / Ticket out the Door / EQ of the Day | | | | * Textbook / Power Points / Ticket out the Door / EQ of the Day | | | * Textbook / Power Points / Ticket out the Door / EQ of the Day | | | | * Textbook / Power Points / Ticket out the Door / EQ of the Day | | | | * Textbook / Power Points / Ticket out the Door / EQ of the Day | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Grouping based on Pretest results | | | | * Grouping based on Pretest results | | | * Grouping based on Pretest results | | | | * Grouping based on Pretest results | | | | * Grouping based on Pretest results | | |
| ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | |
| * Different ablilities based on Pretest | | | | * Different ablilities based on Pretest | | | * Different ablilities based on Pretest | | | | * Different ablilities based on Pretest | | | | * Different ablilities based on Pretest | | |
| ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | |
| **Common Core Standard(s)**: | | | | ***Common Core Standards:*** | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | ***COMMON CORE STANDARD(s):*** | | |
| **Assessment :** | | | | **Assessment :** | | | **Assessment :** | | | | **Assessment :** | | | | **Assessment :** | | |
| ***(Formative: Daily Writing Assignments)*** | | | | | | | | | | | | | | | | | |
| **Homework: NA** | | | | **Homework: NA** | | | **Homework: NA** | | | | **Homework: NA** | | | | **Homework: NA** | | |