

**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results			
Established Goals/Standards	RM.C.3 Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas	<b>Long-Term Transfer Goal</b>	
		<p><i>At the end of this unit, students will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> <li>Scholars will tenaciously and independently use skills that they have learned in health class to think purposefully regarding healthy decisions and advocate for self and others in a way that supports a healthy, active lifestyle.</li> </ul>	
	RM.C.6 Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	<b>Meaning</b>	
		<p><b>Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Wellness requires a balance of dimensions.</li> <li>Communicating ideas effectively is important to participate in group activities.</li> <li>Wellness is an individual goal and can look different for different people based on many factors such as: genetics, circumstance, and family background</li> <li>Life changes regularly and looks different at different stages.</li> <li>Communication behavior styles include assertive, aggressive, and passive.</li> </ul>	<p><b>Essential Questions</b> <i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>What is personal responsibility?</li> <li>How can I set aside my personal feelings about another individual to complete a task?</li> <li>What are the consequences, especially unforeseen, of our choices in terms of wellness?</li> </ul>
	CM.C.1 Employs active listening and response skills in health-enhancing ways	<b>Acquisition</b>	
PG.C.3 Develops a personal health goal and a plan to achieve it	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Identify the dimensions of wellness</li> <li>Memorize the spelling of each dimension</li> <li>Recall life experiences to complete the self-assessment</li> <li>Identify barriers to effective communication</li> </ul>	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Recall personal experiences</li> <li>Identify areas of weaknesses and strengths between the dimensions of wellness</li> <li>Communication and participation in group activities</li> <li>Reflection on group activities</li> </ul>	
<p>Source: "A Guidance Document For Achieving the New York State Standards In Health Education" (2005)</p> <p><a href="http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf">http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf</a></p>			

STAGE TWO: Determine Acceptable Evidence	
	<b>Assessment Evidence</b>
<p>Criteria for to assess understanding: (<i>This is used to build the scoring tool.</i>)</p> <ul style="list-style-type: none"> <li>Wellness assessment</li> </ul>	<p>Performance Task focused on Transfer: After completing self-assessment, scholars are put in small groups and assigned a dimension. Their task is to create, and perform a skit based on their dimension. Scholars will demonstrate understanding by properly performing the dimension and their peers can clearly identify which dimension is being performed. Scholars will write a reflection and develop a health goal with a plan to achieve it.</p>

- Reflection Completion
- Participation Rubric

Other Assessment Evidence:

- Teacher observation
- Self-assessment & peer assessment on presentation
- Communication within group
- Active participation in group work

T, M, A (Code for Transfer, Meaning Making and Acquisition)	<b>STAGE THREE: Plan Learning Experiences</b>	
A	<p>Learning Events:</p> <p>Lesson 1: Health is an active class that requires scholars to communicate with one another to complete various tasks. Discuss things that get in the way of effective communication. We call them Barriers, or Communication Roadblocks. In small groups students list examples of things that get in the way of effective communication.</p>	<p>Evidence of learning: (<i>formative assessment</i>)</p> <p>Exit tickets Group participation</p>
M	<p>Pass left, Pass right -Tom Jackson, Activities That Teach, Page 170-172</p>	<p>Cooperative learning activity</p>
A, M	<p>Lesson 2: Class discussion on What does it mean to be healthy? Jig-saw activity. Scholars will be broken into a jig-saw group. Then will be separated into expert groups to read about a specific dimension. After reading for understanding their dimension they will go back to their jig-saw group and share with them what they have learned. Scholars will complete a Self-Assessment. Following the assessment they will write a short reflection on their satisfaction or dissatisfaction with their score.</p>	<p>Group work Reading article Reflection</p>
T	<p>Lesson 3: Creation of performance task: scholars will be put into small groups. In their groups, they will be assigned a dimension. Their task is to create, and perform, a skit/ dramatic performance to the rest of the class that demonstrates their understanding of the dimension.</p>	<p>Group work Participation</p>
T	<p>Lesson 4: Presentation of performance task and reflection on group participation</p>	<p>Writing reflection</p>
M, T	<p>Lesson 5: Reflection and personal health goal. Each scholar will take one dimension that had a low score on their assessment and develop a health goal. They will explain how they plan to achieve it.</p>	<p>Personal goal plan Unit quiz</p>