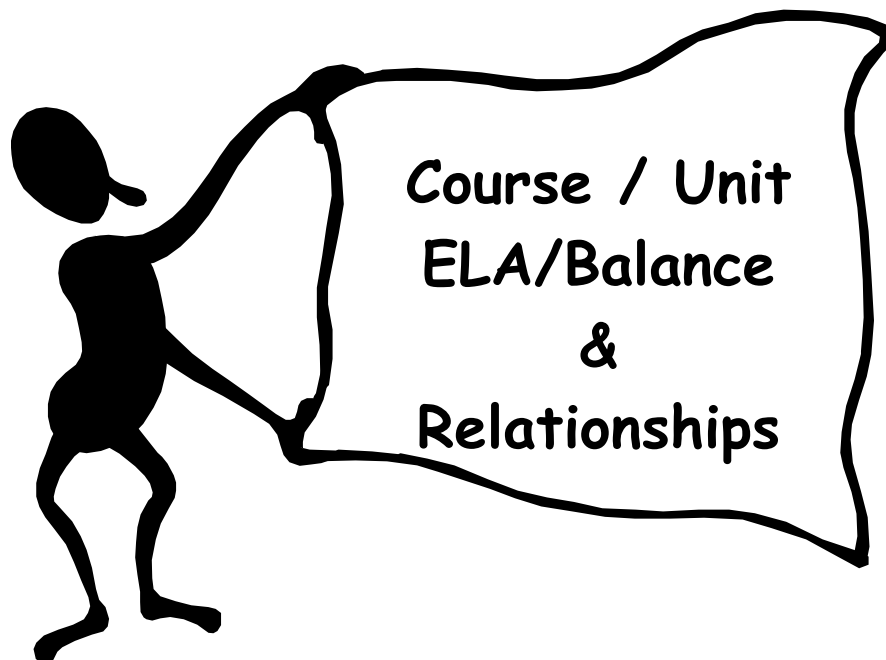


# **New York City Department of Education Magnet Program District 25 & 28**

JHS 185

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**Essential Question: What does it really mean to be healthy?**

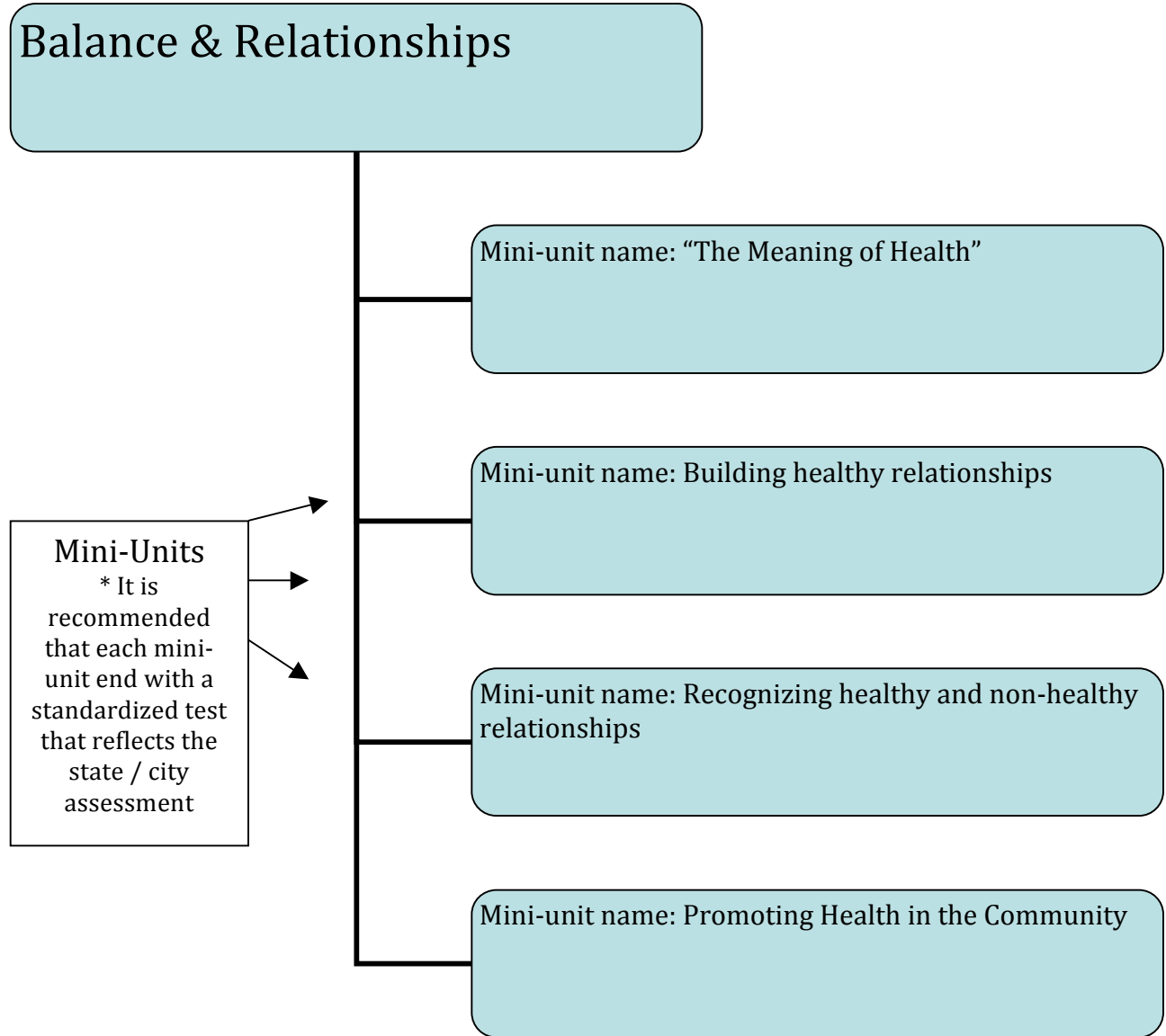
**Suggested Time Frame: 4 weeks**

**Theme: Applied Sciences: Health and Medicine**

## **Graphic Overview of Unit**

**Suggested Time Frame:**

**Essential Question:**



**Unit's Culminating Project: (briefly explain in 2-3 sentences):** Students will be working as a Chief Executive Officer of a Health and Wellness Company they create. Students will create a business portfolio that includes: a Mission Statement for their organization, a survey based on the health needs of the community members, a list of services and programs offered at the center, an Email Blast promoting their company, and present their company to the community.

**Standards-Based Learning Goals:** E1 Reading a,b,c,d,e E2 Writing a,b,d,e E3 Speaking, Listening, Viewing b,c,d E4 Conventions, Grammar, and Usage of English Language a, b E5 Literature a, b

**Concepts**

<p><b>Big Ideas for this Unit</b>  <b>Balance and Relationships</b></p>	<p><b>Magnet School Theme: Applied Sciences: Health and Medicine</b></p> <p><b>How does the Big Idea in your unit connect to your theme? What does it mean to be healthy?</b></p> <p><b>The theme of this unit is connected with the school’s theme of health and medicine by focusing on individual and community well being.</b></p>
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<p><b>Enduring Understandings</b>  <b>Students will understand that . . .</b></p> <ul style="list-style-type: none"> <li>• <b>Being healthy involves maintaining healthy relationships</b></li> <li>• <b>Healthy living requires personal effort</b></li> <li>• <b>A healthy community may be built by creating a community based health organization for people.</b></li> </ul>	<p><b>Overarching Essential Question: (this question should connect to your school theme)</b></p> <ul style="list-style-type: none"> <li>• <b>What does it mean to be healthy?</b></li> </ul>
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**Content and Skills**

<p><b>Content</b>  <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize and analyze what mental and physical health is</b></li> <li>• <b>Identify and discuss the qualities of a good healthy relationship</b></li> <li>• <b>Define a healthy way of life</b></li> </ul>	<p><b>Skills</b>  <b>Students will be able to...</b></p> <p><b>Interpret, Evaluate, Apply, Explain, Cause &amp; Effect, Organize, Analyze, health and wellness, abuse, depression, literary elements: simile, metaphor, personification, foreshadowing, short</b></p>
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<ul style="list-style-type: none"><li>• <b>Promote healthy living in your community</b></li><li>• <b>Interpret the cause and effects of successful vs. failed relationships</b></li><li>• <b>Know thyself: mental (emotional) and physical needs</b></li><li>• <b>Poem “Thank You, Ma’am” by Langston Hughes</b></li><li>• <b>Short Stories: “Charles” by Shirley Jackson and “Seventh Grade” by Gary Soto</b></li></ul>	<p><b>story elements, Report for Information, Response to Literature, Persuasive Essay, Review, Respond to quotes, Write a quotation, Short Responses, Extended Responses</b></p>
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## Stage 2- Summative Assessment Evidence

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

**G- (goal) Demonstrate understanding of what it means to be healthy and how to promote healthy living in a community by offering services and programs in a Health and Wellness Center**

**R- (role) Chief Executive Officer of Health and Wellness Center**

**A- (audience) people who live in community, parents and children**

**S- (situation) Be a Director of a Health and Wellness Community Center by offering various programs and services to promote healthy living**

**P- (purpose and product) Create a business portfolio of services and programs for your community**

S- (standards for performance) Identify what it means to be healthy (mentally, physically and personally), steps an individual takes to become healthy and maintain healthy relationships for the future

## **Student Task**

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

Students will create a business portfolio and presentation for local community members displaying the kinds of services and programs offered for the new Health and Wellness Center. This presentation will include information about all kinds of physical and mental health programs and services offered at the new center. To successfully complete your job you must do the following:

1. **Mission Statement.** Students will create a mission statement for their organization/center showing their vision for this company
2. **Survey** Students will document information by taking a survey of the health needs of the community
3. **List of Programs.** Students will make a list of programs and services offered at center. What kind of workshops or discussions would you offer for your community based on the needs of everyone?
4. **Email Blast** Students will write a campaign advertisement (email blast) of what their company is about.
5. **Write It!** Students write a 1 page presentation (email blast) of your company, its goal, and list of programs and services based on survey.

Now that we have read these stories on healthy relationships, what does it mean to be in a healthy relationship? What kind of workshop or discussions would you offer to your community? What would be in your email blast sent to your community?

## Rubric For Culminating Project

[www.rubistar.com](http://www.rubistar.com)

Project Component	1	2	3	4
<b>Understanding</b>	Project is not easy to understand, unclear, limited use of vocabulary	Project is understandable, uses a few vocabulary words, uses simple sentences, ideas need to be clearer	Project is organized. Sentences are well written, uses compound sentences, ideas are clear	Project is easy to understand, sentences are written in compound and complex sentences. Excellent use of vocabulary, ideas are very clear and concise

<b>Product</b>	Culminating Product is missing 2 or more parts, sentences are written in incomplete sentences, little vocabulary used	Culminating Product is missing 1-2 parts, simple sentences used, limited vocabulary	Culminating Product is well written, compound sentences used, variety of vocabulary words used	Culminating Product is creative, colorful, organized, written in compound and complex sentences, uses sophisticated language
<b>Presentation</b>	Culminating presentation is difficult to understand. Student does not stand still or speak clearly, presentation is not organized	Culminating presentation is satisfactory. Student speaks with limited vocabulary, idea is present	Culminating presentation is good. Student stands still, speaks in a clear and concise way, some vocabulary and is able to convey informative material.	Culminating presentation is exceptional. Student speaks concisely with sophisticated use of vocabulary

