

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Lifeskills

Unit Name: Express Yourself

Objectives:

PL-HS-1.1.11

Students will recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task, stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.

Purpose of the Unit:

To give students an understanding of how to participate in their community, how to vote, and what making travel arrangements means.

Prerequisites:

Knowledge of time management skills

Knowledge of their community

Searching the internet

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
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<p>1</p>	<p>PL-HS-1.1.11</p>	<p>Why are recreational activities important?</p> <p>What are some types of recreational activities?</p>		<p>Pre-Assessment- Over Chapter 9</p> <p>Opening activity to lesson 1- Students make a list of recreational activities that they participate in.</p> <p>Direct Instruction into what reaction is and why it is important. Stopping for comprehension questions.</p> <p>Journal Writing- Describe perfect weekend. What would you do? What would you do to relax?</p> <p>Guided Practice- internet search of recreational activities around the community.</p>	<p>Pre-Assessment Reader Paraphrasing Prompting/cueing Extended Time</p>
<p>2</p>	<p>PL-HS-1.1.11</p>	<p>Why are recreational activities important?</p> <p>What are some types of recreational</p>		<p>Opening- Review of Day 1. Continue Direct Instruction over how the student can fit activities into their schedule, and how to do develop an activity plan.</p>	<p>Formative Assessment Lesson 1 Review Reader Paraphrasing Prompting/cueing Extended Time</p>

		activities?		<p>Guided Practice- Creating an Activity plan for a made up person.</p> <p>Independent Practice- Creating an activity plan for individuals.</p>	
3	PL-HS-1.1.11	<p>Where are some places you can get travel information?</p> <p>What are some benefits of using travelers checks?</p> <p>What can a checklist help you do when planning a trip?</p>		<p>Opening Activities- Worksheet 51 Discussion over travel experiences, what kind of planning had to go into making those trips possible?</p> <p>Direct Instruction- over making travel arrangements.</p> <p>Guided Practice- working on answering lesson 2 questions together.</p> <p>Formative Assessment- worksheet 52, journal writing</p>	<p>Worksheet 51 and 52 Reader Paraphrasing Prompting/cueing Extended Time</p>
4	PL-HS-1.1.11	<p>Why is it important to vote?</p> <p>How do you</p>		<p>Opening activity- Discussion about voting. Why people vote, what types of positions do people vote for? What is</p>	<p>Formative Assessment Reader Paraphrasing Prompting/cueing Extended Time</p>

		<p>register to vote?</p> <p>What are some ways to gather information about political candidates?</p>		<p>the next upcoming election?</p> <p>Opinions on voting.</p> <p>Direct Instruction over what some of the roles, responsibilities are to be a US citizen. Why people should vote, and how to vote. Answering questions (comprehension) over lesson.</p> <p>Youtube video over voting</p> <p>Formative Assessment Worksheet 53</p> <p>Discussion over assessment</p>	
5	PL-HS-1.1.11	<p>What are some ways people can become involved in the community including volunteer opportunities?</p> <p>What are some examples of how the government</p>		<p>Opening Activity- what are some things that students do to keep themselves healthy? How might this apply to keeping a community healthy?</p> <p>Direct Instruction stopping for comprehension checks.</p>	<p>Formative assessment</p> <p>Reader</p> <p>Paraphrasing</p> <p>Prompting/cueing</p> <p>Extended Time</p>

		<p>helps maintain the health of a community?</p> <p>What are some laws that communities have?</p>		<p>Journal Writing- Good Samaritan Laws.</p> <p>Formative Assessment- Lesson 4 review</p>	
6	PL-HS-1.1.11	<p>Vocabulary Recognition</p> <p>Comprehension Questions</p> <p>Critical Thinking</p>		<p>Chapter 9 Review</p> <p>Formative Assessment</p>	<p>Formative assessment</p> <p>Reader</p> <p>Paraphrasing</p> <p>Prompting/cueing</p> <p>Extended Time</p>
7	PL-HS-1.1.11	<p>Vocabulary Recognition</p> <p>Comprehension Questions</p> <p>Critical Thinking</p>		<p>Chapter 9 Test</p> <p>Summative Assessment</p>	<p>Summative Assessment</p> <p>Reader</p> <p>Paraphrasing</p> <p>Prompting/cueing</p> <p>Extended Time</p>
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