



Verona Public Schools

UbD Unit Plan Template

Course Title / Subject: Advisory
 Unit Title / Topic: Family Structure
 Instructor: Warshaw/Peim

STAGE 1: IDENTIFY DESIRED RESULTS

NJCCCS/Unit Goals:

9.2.8 A Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.

9.2.8 C Interpersonal Communication

4. Demonstrate appropriate social skills within group activities.

9.2.8 D Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.

2. Describe and demonstrate appropriate character traits, social skills and positive attitudes needed for the home, school, community and workplace.

Transfer Goals:

- Students will be able to understand the different types of family structure.
- Students will learn social skills.

Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> • There are different types of family structure. 	<ul style="list-style-type: none"> • Is there a normal family structure? • Are we judged by our manners?
Knowledge	Skills
Students will know: <ul style="list-style-type: none"> • The different family structures. 	Students will be able to: <ul style="list-style-type: none"> • Discuss different family structures.
<i>Key Terms</i> Family structure, divorce, single parent, step – mother, step – father, step brother or sister,	

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

(utilizing G.R.A.S.P.S. toolkit)

Performance Assessment(s)

Students either working in groups or alone will present a project of choice to show the differences in family structure and the way we can use good manners.

Goal: Students will understand that there are different family structures and that we need good manners to work within these structures.

Role: Students will author a project of choice.

Audience: Students will present their project to the rest of the class and teacher.

Situation: Students will have different family situations. The project will help students identify different family structures.

Performance: Students will present their projects to the class and teacher.

Standards: The teacher will engage the students in additional discussion concerning the ways to deal with conflict.

Classroom Assessments / Other Evidence (quizzes, tests, self-assessments, labs)

Classroom discussion, worksheets, informal checks for understanding, think, pair, and share with a neighbor, self – evaluation, and role plays.

STAGE 3: ACTIVITIES TO FOSTER LEARNING

(utilizing W.H.E.R.E.T.O.)

Discussion, projects, group work, independent work, role play and videos.