



Health I - Unit 3 - Decision Making and Analyzing Influences

Unit Focus

In order to make informed health decisions, students will need to be able to think critically about personal and societal influences. This unit will teach students the skills to help them navigate challenging situations. Acronyms such as DECIDE, for decision making, and I CARE for analyzing influences are skill-based acronyms that students will apply to various content and mock scenarios. Decision making and analyzing influences will be explored through content revolving around drugs, alcohol, sexual abuse, and sexual health.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
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| Healthy and Balanced Living Curriculum Framework Health Education 9-12 <ul style="list-style-type: none"> Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines. (ANOD 1.1.12) Examine situations that could lead to the use of alcohol and other drugs. (ANOD 1.2.12) Examine the resiliency skills that empower people to remain alcohol- and drug-free. (ANOD 1.3.12) Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use. (ANOD 1.4.12) Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss. (ANOD 1.5.12) Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. (ANOD 1.6.12) Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance. (HR 1.8.12) Summarize the use of contraceptives and their relationship to the process of fertilization and conception. (SH 1.1.12) Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active. (SH 1.2.12) Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment. (SH 1.3.12) | <i>Students will be able to independently use their learning to...</i> T1 Analyze risk factors and evaluate the consequences to self and others before taking action. T2 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems. | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <i>Students will understand that...</i> U1 People analyze all possible options and outcomes before taking action. U2 Individuals can determine the degree of influence that others have on their own behaviors in order to anticipate negative or positive outcomes. U3 Humans survey a situation to identify potential risks can offer options and insights to human and situational behaviors. U4 Students independently demonstrate how decisions affect themselves and others around them. U5 Students demonstrate various strategies when making decisions to enhance health. | <i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 Do my actions and/or decisions have a negative or positive impact on my self or others? Q3 What strategies can I use to help me in this moment? Q4 What is a responsible action? |
| | Acquisition of Knowledge and Skill | |
| | Knowledge | Skill(s) |
| | <i>Students will know...</i> K1 the learning model for decision making. K2 identify obstacles to healthy decision making. | <i>Students will be skilled at...</i> S1 examining the factors that protect against engaging in sexual risk behaviors |

Stage 1: Desired Results - Key Understandings

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| <ul style="list-style-type: none"> • Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries). (SH 1.4.12) • Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection). (SH 1.5.12) • Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception). (SH 1.6.12) • Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy (SH 1.7.12) • Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus). (SH 1.8.12) • Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs. (SH 1.11.12) • Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner. (SH 1.13.12) • Explain the state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities. (SH 1.14.12) • Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness). (OWDP 1.2.12) • Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. (OWDP 1.6.12) • Explain why it is wrong to trick, threaten, or coerce another person into having sex. (SAAP 1.1.12) • Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed (SAAP 1.2.12) • Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g., sexual mistreatment, grooming, harassment, abuse, assault, exploitation, or trafficking). (SAAP 1.3.12) • Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. (SAAP 1.4.12) | <p>K3 their beliefs, attitudes, and values can be influenced by media sources and peers in ways that can impact their health wellbeing.</p> <p>K4 different types of and how to access to contraceptives.</p> <p>K5 STD and HIV counseling.</p> <p>K6 refusal skill strategies.</p> <p>K7 that peers and media try to influence their behaviors.</p> <p>K8 Vocabulary: contraceptives, STD/STI, consent, safe haven</p> | <p>(values, planning ahead, communicating, respecting boundaries).</p> <p>S2 being able to seek help and treatment for infectious and chronic diseases.</p> <p>S3 applying the decision-making model.</p> <p>S4 recognizing influences and applying strategies accordingly to avoid negative influences.</p> <p>S5 predict short and long-term consequences of actions.</p> |
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Stage 1: Desired Results - Key Understandings

- Explain why rape and sexual assault should be reported to a trusted adult. (SAAP 1.5.12)
- Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers). (SAAP 1.6.12)
- Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (SAAP 1.7.12)
- Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people. (SAAP 1.8.12)
- Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. (INF 2.1.12)
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. (INF 2.2.12)
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. (INF 2.3.12)
- Analyze the effect of media and technology on personal, family, and community health. (INF 2.5.12)
- Examine barriers to healthy decision making. (DM 5.1.12)
- Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. (DM 5.2.12)
- Generate alternatives when making a health-related decision. (DM 5.3.12) Predict potential short- and long-term consequences of alternatives to health-related decisions (DM 5.4.12)
- Choose a healthy alternative when making a health-related decision. (DM 5.5.12)
- Evaluate the effectiveness of health-related decisions. (DM 5.6.12)

Madison Public Schools Profile of a Graduate

- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)