



Health II - Unit 4 - Decision Making

Unit Focus

Students will demonstrate the ability to use a thoughtful decision-making process to increase the likelihood of making health-enhancing choices, especially when faced with potentially unhealthy situations. Within the unit, students will examine constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, form realistic evaluations of the consequences of various actions, and consider the well-being of oneself and others. Exposure to the protective measures that may suit them now or in the future. These include protection against unintended pregnancy, sexually transmitted infections (STI), and strategies to prevent driving under the influence of substances. Ultimately, students will engage in decision-making skills as they choose from a variety of scenarios from topics covered in this course, in which they will need to propose ethical and responsible decisions and generate alternatives.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 <ul style="list-style-type: none">Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs. (ANOD 1.6.12)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)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 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)Safe Driving (Texting, seat belt). (SIP 1.3.12)Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. (DM 5.2.12)	<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 Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings. T3 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 Students identify their role in initiating and maintaining reciprocal, mutually respectful and beneficial friendships. U2 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared. U3 Humans are responsible to acknowledge and maintain the rights of all individuals and groups. U4 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior. U5 independently demonstrate how decisions affect themselves and others around them. U6 Students demonstrate various strategies when making decisions to enhance health. U7 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 How do I assess a situation? 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 are my rights and responsibilities? Q5 How do I respect my rights and the rights of others? Q6 What strategies do I have to make health-enhancing decisions? Q7 What are the consequences and benefits of quick decisions?

Stage 1: Desired Results - Key Understandings

- 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)
- 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)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Utilizing a decision-making tool increases the likelihood of maintaining or enhancing one's health.

K2 legalities surrounding driving under the influence of drugs or alcohol.

K3 one's sexual and reproductive rights and responsibilities.

K4 that an assortment of protection measures are available to protect one's self from acquiring a sexual transmitted infection or enduring an unintended pregnancy.

K5 the existence of a Safe Haven Act in each state.

Skill(s)

Students will be skilled at...

S1 Utilizing the I DECIDE acronym to make decisions in regards to maintaining or improving one's being or health.

S2 generating innovative ideas regarding obtaining safe modes of transportation should a driver be under the influence of drugs or alcohol.