

Course: MD/AT Health I
Unit #/ Unit Name: Unit 2 Decision Making

Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit Standards:

2.1 Wellness: *All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

A. *A Personal Growth and Development*

2.2 Integrated Skills: *All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.*

B. *Decision Making and Goal Setting*

C. *Character Development*

D. *Health Services and Information*

2.3 Drugs and Medicines: *All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.*

A. *A. Medicines*

B. *B. Alcohol, Tobacco, and Other Drugs*

C. Dependency/Addiction and Treatment

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
Movement Concepts

Transfer Goal(s): Students will be able to independently use their learning to apply decision making skills to incorporate healthy lifestyle habits and wellness practices into their lives to improve their overall quality of living.

Enduring Understandings

Students will understand that. . .

EU 1

having good character and making good decisions will improve their lifestyle.

EU 2

utilizing proper communication skills will help to make their personal relationships better.

EU 3

misuse and abuse of alcohol, tobacco, and other various drugs are not part of responsible decision making.

Essential Questions

EU1

- What is good character?
- What makes a decision a good one?
- What should decisions in life be based upon?

EU 2

- Am I responsible for others emotional responses in a discussion?
- Is being a poor communicator a liability?

EU 3

- How can the decision making process help you say no to alcohol and drugs?

Knowledge

Students will know. . .

EU 1

- the six steps of the decision making process.
- traits of good character.

EU 2

- proper communication styles.

Skills

Students will be able to. . .

EU 1

- apply the decision making process to real life scenarios.
- develop good character.

EU 2

- apply communication skills that demonstrate consideration and respect for self, family, and

<p><i>EU 3</i></p> <ul style="list-style-type: none"> ● aspects of positive decision making. ● components of risky behaviors. 	<p>others.</p> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● apply positive decision making skills when presented with risky behavior. ● analyze and interpret various risky behaviors.
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Stage Two - Assessment

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<p><i>Other Evidence:</i></p> <ul style="list-style-type: none"> ● Quizzes/Tests on Character Building, Decision Making, Communication Skills, and Drugs, Alcohol, and Tobacco. ● Brochures ● Posters ● Written Essays ● Group Work/Class Discussion ● Self-Assessment ● Oral Presentation

Stage Three - Instruction

<p><i>Learning Plan:</i> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.</p> <ul style="list-style-type: none"> ● Analyze the positive and negative health messages delivered through media and technology to see their impact on an individual. (M) (EU3) ● Jigsaw the risk behaviors for teens that are identified by the Centers for Disease Control. (A) (EU3) ● Identify decision-making skills that promote individual, family, and community health based on health information through role-playing activities. (M) (EU1) ● Students will conduct a Think-Pair-Share activity to summarize the advantage of seeking advice and feedback regarding decision-making skills. (M) (EU1, EU2)

- Students will jigsaw the different types of communication styles. (A,M) (EU2)
- Students will participate in a Whisper Down the Lane activity to show the importance of active listening. (M) (EU2)
- Demonstrate communication skills needed to build and maintain healthy relationships with family, friends, peers, and others by participating in class discussions. (M) (EU1, EU2, EU3)
- View and discuss a district made video on harassment, intimidation, and bullying. (A,M) (EU1)
- Students will create a peer mediation plan to help educate other students about how to prevent harassment, intimidation, and bullying within their school community. (T) (EU1)
- Teacher led discussion on the six steps of the decision making process. (A)(EU3)
- Teacher led discussion on risky behaviors and cumulative risk behaviors. (A)(EU3)