

Grade 7: Decision Making/ Safety & Injury Prevention

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 5. Use a decision-making process to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that ... - the decision making process can help to make the best choice for a person who has a difficult decision to make. - there are outcomes (positive and negative) to every choice a person makes. - considering consequences in advance can help a person make the best choice.	ESSENTIAL QUESTIONS Is the right decision the same for everyone?
	Acquisition	
	Students will know.... - that the DECIDE Model steps are: determine the decision to be made, evaluate the options, consider the consequences, identify your values, decide on a choice and take action, evaluate/reflect on the decision. - the situations that require a thoughtful decision making process.	Students will be skilled at... - applying the decision making steps in the DECIDE model to a personal health decision. - determining personal situations regarding safety and injury prevention when healthy decision making is necessary. - reflecting on past decision making and lessons learned from those experiences.

	- the situations that require an individual vs. collaborative decision. - how alcohol or drugs can affect healthy decision-making. - strategies for water safety: strategies for self-rescue, rescuing others and precautions around water. - when to use protective equipment. - that it is important to understand when/how to report when weapons are carried and/or used inappropriately. - that there are universal precautions (infection control procedures). - the steps for rescue breathing, to stop bleeding, and to clear respiratory obstructions (choking). - the steps to prevent and to care for burns and poisonings. <u>Vocabulary:</u> <i>DECIDE model</i>	- identifying ways to improve personal decision making related to health choices. - using protective equipment. - using motorized vehicles safely. - using public transportation safely. - assessing the situation and getting help.
Content Area Literacy Standards		21st Century Skills
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>reason effectively</i> <i>use and manage information</i> <i>communicate clearly</i> <i>collaborate with others</i>

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use

<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	