

Grade 8:

Decision Making/Relationships & Growth and Development

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 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> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.5 demonstrate the ability to use decision-making skills to enhance health	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... - there are circumstances that require thoughtful decision-making. - 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 What does a healthy relationship look like?
	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	Students will be skilled at... - identifying sexual decisions that require thought and may have consequences to your health. - progressing through the decision-making process

	choice and take action, evaluate/reflect on the decision. • the situations that require a thoughtful decision making process. • the situations that require an individual vs. collaborative decision. • that there will be short term and long-term impact to one's life based on the decisions made. • that reflection on a past decision helps to learn from past experiences. • the male and female growth and development stages during adolescence (primary/secondary sex characteristics). • the male and female reproductive systems. • that sexual behaviors increase risks of HIV or STIs. • common signs and symptoms of HIV and other STIs. • that abstinence is the most effective pregnancy and STD prevention method. • effective methods and steps for pregnancy prevention. • that pregnancy occurs and develops (including menstrual cycle). • that sending provocative/nude photos via technology has emotional, social, and legal consequences. <u>vocabulary:</u> DECIDE model, consequence, reflection, abstinence, reputation, HIV, STI/STD, contraceptive, withdrawal, condom (male/female), various hormonal methods, IUD, male and female sterilization, menstruation, ovulation, conception, fertilization, fetus, sexting	in regards to sexual decisions and relationships. • evaluating/reflecting on the positive and negative consequences of common sexual decisions. • identifying male and female anatomy.
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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 <i>grades 6-8 texts and topics</i>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• <i>solve problems</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
1.8.1 <i>Analyze the relationship between healthy behaviors and personal health.</i> 1.8.2 <i>Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</i> 1.8.4 <i>Describe how family history can affect how a persons acts in a relationship (male/female roles, expectations).</i> 1.8.6 <i>Explain how appropriate health care can promote personal health and relationship safety.</i> 1.8.7 <i>Describe the benefits of and barriers to practicing healthy behaviors.</i> 1.8.8 <i>Examine the likelihood of injury or illness if</i>	PERFORMANCE TASK(S):

<i>engaging in unhealthy behaviors. (high risk vs. low risk. vs. no risk)</i> <i>5.8.1 Identify circumstances that can help or hinder healthy decision making.</i> <i>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</i> <i>5.8.3 Distinguish when individual or collaborative decision-making is appropriate.</i> <i>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</i> <i>5.8.5 Predict the potential short-term impact of each alternative on self and others.</i> <i>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</i> <i>5.8.7 Analyze the outcomes of a health-related decision.</i>	
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

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