

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Decision-Making – HS Health

Unit	Decision-Making
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors.</p> <p>The health skill, <i>Decision-Making</i>, focuses on the fact that people make decisions everyday. When applied to health, the steps in this health skill model give students the ability to make decisions individually, or collaboratively, to improve their quality of life. The health skill also allows students to make important decisions that require a thoughtful decision-making process outside of high-risk and high-stake contexts, increasing the likelihood of making healthy choices when facing potentially unhealthy situations. Mastery of <i>Decision-Making</i> empowers students to work through difficult situations by keeping the impact of the decision on their health in mind.-www.rmc.org</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> • Can students describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss? • Can students determine when to seek help for mental and emotional health problems? • Can students summarize how to make healthy food selections when dining out? • Can students evaluate the negative consequences of sending sexually explicit pictures or messages electronically? • Can students describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol, and other drugs with sexual risk behaviors? • Can students explain why is is wrong to trick, threaten, or coerce another person into having sex? • Can students describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian? • Can students explain when to seek help for mental health problems that contribute to violence?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 5: Use decision-making skills to enhance health</p> <p>HS 5.1 Formulate healthy alternatives to risky behaviors by using decision-making skills.</p> <p>HS 5.2 Determine when professional treatment or services are needed for unhealthy behaviors.</p>

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	<p>HS 5.3 Determine when to access professional safety and injury prevention information, services, and/or products.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><u>Standard 1</u></p> <p>1.3 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.</p> <p>1.13 Determine when to seek help for mental and emotional health problems.</p> <p>1.19 Summarize how to make healthy food selections when dining out.</p> <p>1.21 Evaluate the negative consequences of sending sexually explicit pictures or messages electronically.</p> <p>1.24 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol, and other drugs with sexual risk behaviors.</p> <p>1.29 Explain why is is wrong to trick, threaten, or coerce another person into having sex.</p> <p>1.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.</p> <p>1.40 Explain when to seek help for mental health problems that contribute to violence.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Decision-making Alternatives Professional treatment Violence Job absenteeism Outcome Positive Negative Values Barriers Analyze</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies - Examine how historical decisions were made based on texts, and other resources. Use decision making in financial literacy lessons.</p> <p>Science – Examine various texts to build a case for your decision/position on a scientific debate.</p> <p>Literacy – Analyze characters' decisions at key points in a reading. Examining what factors influenced their decisions.</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Communication

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	<ul style="list-style-type: none"> ● Problem Solve ● Flexibility ● Initiative
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Standard 5: Use decision-making skills to enhance health</p> <ul style="list-style-type: none"> ● Can students formulate healthy alternatives to risky behaviors by using decision-making skills? ● Can students determine when professional treatment or services are needed for unhealthy behaviors?. ● Can students determine when to access professional safety and injury prevention information, services, and/or products? <p>High school students will have mastered the skill of decision making if they can make informed, educated decisions that reflect their goals, values, and interpersonal relationships. This can be demonstrated by students being able to effectively use the steps of the decision making process in a variety of different settings ensuring that these decisions are health enhancing. (www.rmc.org)</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/5.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>
<p>**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.</p>	