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| Students will demonstrate the ability to use decision-making skills to enhance health. | Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life. |
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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | The health skill, *Decision-Making*, 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 *Decision-Making* empowers students to work through difficult situations by keeping the impact of the decision on their health in mind.  The PK-2 model has four steps. Students are able to identify a situation when a decision needs to be made. Students determine if help is needed to make the decision. Finally they make a decision and describe the outcome. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *Students have to make decisions in the classroom all the time. Teachers should introduce this skill throughout the day by*  *giving students opportunities to make their own decisions. For example:*  *• Are you going to wear a coat at recess*  *or not?*  *• You can do your work now or at*  *individual choice time.* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 5.2.1 Identify situations when a health-related decision is needed.  5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. |
| **Supporting Standards**  Which related standards will be incorporated to support and enhance the enduring standards? |  |
| **Essential Vocabulary**  What vocabulary must students know to understand and communicate effectively about this content? | Vocabulary: decision, trusted adult, positive decision, negative decision, outcome |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | If your students are not yet reading, then the use of pictures, stories, or other verbal examples that model various situations can be used. |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | PK-2 students should be able to identify situations where a decision  needs to be made. Students will be able to determine if the decision  can be made individually or with the assistance of a trusted adult.  Students will also be able to choose an appropriate trusted adult.  Finally, when simple decisions can be made on their own, they need to act on those decisions and be able to describe the reasons why the  decision was either positive or negative. |
| **Instructional Strategies and Other Resources** |  |
| ***\*\*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.*** | |