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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. |
| **Essential Questions**What questions will provoke and sustain student engagement while focusing learning? | *• Is the option healthy or unhealthy?**• How does this option affect me?**• How does this option affect others?**• How will I feel?* |
| **Power Standards**Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 5.5.1 Identify health-related situations that might require a thoughtful decision.5.5.2 Analyze when assistance is needed in making a health-related decision.5.5.3 List healthy options to health-related issues or problems.5.5.4 Predict the potential outcomes of each option when making a health-related decision.5.5.5 Choose a healthy option when making a decision.5.5.6 Describe the outcomes of a health-related decision. |
| **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? | decision, option, outcome, results,positive, negative, analyze, consequences |
| **Cross Curriculum Connections**Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | • Reading - Put yourselves in the “shoes” of acharacter in the book you’re reading. Use thedecision-making steps and make a decision for thecharacter. Would you make the same decisions foryourself as the character did?• Writing - Use the decision-making steps to identifya cause and effect relationship that occurred in areading selection.• Social Studies - As a pioneer in the 1820’s use thedecision-making steps to decide where your familywill settle.• Other School Staff – Use a common language todiscuss student choices and decision-makingprocess.• A partnership between schools and parents canprovide the type of environment that will nurturechildren and help them learn appropriate decision-making |
| **Assessing Learning**How will you know when students have learned? How do you know students have successfully met the learning intention? | 3-5 grade students will have mastered the skill of decisionmaking if they can identify, implement, and sustain health-enhancing behaviors. They will first, identify the situationthat needs a decision. Then they will brainstorm healthyoptions, list the positive and negative outcomes of eachoption, and analyze the possibility of needingassistance. Finally, students will make a healthy decisionand describe it. |
| **Instructional Strategies and Other Resources** | • Content/knowledge needs to be combined with thedecision making model.• Posting the steps in the room will help studentsremember the steps• Realize as a teacher where the students aredevelopmentally. Impulsive decisions are normal atthis age.• Students need many opportunities to practicethoughtful decision making, with the understandingthat there are consequences for theiractions. Although students may not be able toidentify consequences on their own at this point, itis still important to make them aware that there areconsequences for themselves and others.• Provide opportunities to practice real-life problemsolving through role-play situations.• The more practice children have with decision-making, the more likely it is that when faced with areal decision, they will fall back on the behaviorthey have learned. |
| ***\*\*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.***  |