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| Your challenge is to help Cooper use decision-making skills to prevent unwanted pregnancy and sexually transmitted diseases. Your project (Google Slides, Piktochart, or Book Creator) includes:  **Part 1**   * Describes the importance of shared responsibilities for avoiding sexual activity * Analyzes four ways using alcohol and other drugs are related with sexual risk behaviors. * Justifies 4 reasons why abstinence is most effective risk avoidance for pregnancy and sexually transmitted diseases * Analyzes four emotional effects of being a teen parent * Analyzes four social effects of being a teen parent * Analyzes four financial effects of being a teen parent * Analyzes four physical effects of being a teen parent * Summarizes four symptoms of sexually transmitted diseases * Summarizes four ways of proper adherence to contraceptive methods * Summarizes four ways to prevent pregnancy and the sexual transmission of HIV and other STDs. * Describes four increased risks associated with having multiple sexual partners including serial monogamy   **Part 2**   * A completed decision making worksheet for each prompt.   **Part 3**   * Select one prompt,and then design a role play that demonstrates how to use decision making to meet the challenge of the scenario. |

**Decision-Making Skill Practice**

**Prompt 1**

Goldie is a popular student in her freshman class, a member of the soccer team, and she is in chorus. She recently has been enjoying hanging out with her childhood friend, Kurt. During the past few months, Goldie and Kurt have started to like each other romantically. They have crossed the line into a sexual relationship, but they have not had sexual intercourse even though both of them think they are ready. This weekend, Goldie invited Kurt over to her house because her parents will not be home.

Your challenge is to cohelp Goldie use decision making skills to engage in safe sexual activity.

**Decision-Making Skill Practice**

**Prompt 2**

Harry and Meghan have been going together for just a few months. They enjoy spending time alone and have limited their sexual activity, with some difficulty because they respect each other. A few weeks ago, they were together and drinking alcohol with friends at a friend’s house. They had too much to drink and made a poor decision to spend time alone in one of the bedrooms. One thing led to another, and they had sexual intercourse. Fortunately, Meghan did not get pregnant, but she is frightened the situation will happen again.

Your challenge is to help Meghan use decision making so she doesn’t get pregnant if the situation happens again.

**Decision-Making Skill Practice**

**Prompt 3**

Sam and Chloe have been dating since the seventh grade. Now that they are in high school, Sam thinks that they are ready to engage in sexual activity. Chloe grew up in a single parent household and experienced first hand what it was like having a teen parent. Chloe loves Sam, but she doesn’t want to turn out like her mom.

Your challenge is to help Chloe use decision making so she doesn’t become a teen parent.

**Decision-Making Skill Practice**

**Prompt 4**

Charlie is the quarterback for the football team, and he just started dating Elizabeth. Charlie practiced abstinence all through middle school, but now that he is the star of the football team, his buddies are pressuring him to have sexual intercource with Elizabeth. Elizabeth is ready for sexual intercourse, but Charlie is proud of his abstinence.

Your challenge is to help Charlie use decision making skills to remain abstinent.

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| **Grade 9-Using Decision-Making Skills for Safe Sexual Activity**  **Performance Task**  **Standards Criteria** | | | | | | |
| **Score and Feedback** | **Criteria** | **4** | **3** | **2** | **1** | **0** |
|  | ***Infused Performance Indicator* HS 1.23** Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy. | The four justifications why abstinence is the most effective risk avoidance are realistic. | The four justifications why abstinence is the most effective risk avoidance are mostly realistic. | The four justifications why abstinence is the most effective risk avoidance has a few inaccuracies. | The four justifications why abstinence is the most effective risk avoidance is inaccurate | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.23** Summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs. | The summation of four ways to prevent pregnancy and the sexual transmission of HIV and other STD is accurate. | The summation of four ways to prevent pregnancy and the sexual transmission of HIV and other STD is mostly accurate. | The summation of four ways to prevent pregnancy and the sexual transmission of HIV and other STD has a few inaccuracies. | The summation of four ways to prevent pregnancy and the sexual transmission of HIV and other STD is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* 1.24** Analyzes four ways using alcohol and other drugs are related with sexual risk behaviors.. | The analysis of four ways using alcohol and other drugs are related with sexual risk behaviors is accurate. | The analysis of four ways using alcohol and other drugs are related with sexual risk behaviors is mostly accurate. | The analysis of four ways using alcohol and other drugs are related with sexual risk behaviors has a few inaccuracies. | The analysis of four ways using alcohol and other drugs are related with sexual risk behaviors is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.24** Describe the importance of shared responsibilities for avoiding sexual activity | The description of the importance of shared responsibilities for avoiding sexual activity is accurate. | The description of the importance of shared responsibilities for avoiding sexual activity is mostly accurate. | The description of the importance of shared responsibilities for avoiding sexual activity has a few inaccuracies. | The description of the importance of shared responsibilities for avoiding sexual activity is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.30** Analyze the emotional effects of being a teen parent. | The analysis of four emotional effects of a teen parent is accurate. | The analysis of four emotional effects of a teen parent is mostly accurate. | The analysis of four emotional effects of a teen parent has a few inaccuracies. | The analysis of four emotional effects of a teen parent is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.30** Analyze the physical effects of being a teen parent. | The analysis of four physical effects of a teen parent is accurate. | The analysis of four physical effects of a teen parent is mostly accurate. | The analysis of four physical effects of a teen parent has a few inaccuracies. | The analysis of four physical effects of a teen parent is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.30** Analyze the social effects of being a teen parent. | The analysis of four social effects of a teen parent is accurate. | The analysis of four social effects of a teen parent is mostly accurate. | The analysis of four social effects of a teen parent has a few inaccuracies. | The analysis of four social effects of a teen parent is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.30** Analyze the financial effects of being a teen parent. | The analysis of four financial effects of a teen parent is accurate. | The analysis of four financial effects of a teen parent is mostly accurate. | The analysis of four financial effects of a teen parent has a few inaccuracies. | The analysis of four financial effects of a teen parent is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.26** Summarize the signs and symptoms of symptomatic and asymptomatic STDs. | The summation of four signs and symptoms of symptomatic and asymptomatic STDs is accurate. | The summation of four signs and symptoms of symptomatic and asymptomatic STDs is mostly accurate. | The summation of four signs and symptoms of symptomatic and asymptomatic STDs has a few inaccuracies. | The summation of four signs and symptoms of symptomatic and asymptomatic STDs is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.26** Summarizes four proper ways to adhere to contraceptive methods. | The summation of four proper ways to adhere to contraceptive methods is accurate. | The summation of four proper ways to adhere to contraceptive methods is mostly accurate. | The summation of four proper ways to adhere to contraceptive methods has a few inaccuracies. | The summation of four proper ways to adhere to contraceptive methods is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused Performance Indicator* HS 1.27** Describe the increased risks associated with having multiple sexual partners including serial monogamy | The description of the increased risks with having multiple partners is accurate. | The description of the increased risks with having multiple partners is mostly accurate. | The description of the increased risks with having multiple partners has a few inaccuracies. . | The description of the increased risks with having multiple partners is inaccurate. | Insufficient evidence to assign a score. |
|  | ***Infused performance indicator* 5.1-5.3** | The decision making template for Goldie and Kurt is filled in accurately. | The decision making template for Goldie and Kurt is mostly filled in accurately. | The decision making template for Goldie and Kurt has a few inaccuracies. | The decision making template for Goldie and Kurt is filled in inaccurately. | Insufficient evidence to assign a score. |
|  | ***Infused performance indicator* 5.1-5.3** | The decision making template for Meghan and Harry is filled in accurately. | The decision making template for Meghan and Harry is mostly filled in accurately. | The decision making template for Meghan and Harry has a few inaccuracies. | The decision making template for Meghan and Harry is filled in inaccurately. | Insufficient evidence to assign a score. |
|  | ***Infused performance indicator* 5.1-5.3** | The decision making template for Sam and Chloe is filled in accurately. | The decision making template for Sam and Chloe is mostly filled in accurately. | The decision making template for Sam and Chloe has a few inaccuracies. | The decision making template for Sam and Chloe is filled in inaccurately. | Insufficient evidence to assign a score. |
|  | ***Infused performance indicator* 5.1-5.3** | The decision making template for Liz and Charlie is filled in accurately. | The decision making template for Liz and Charlieis mostly filled in accurately. | The decision making template for Liz and Charlie has a few inaccuracies. | The decision making template for Liz and Charlie is filled in inaccurately. | Insufficient evidence to assign a score. |
|  | ***Infused performance indicator* 5.1-5.3** | The role play reaches a health enhancing decision using the decision making  process. Student examines a comprehensive set of alternatives  and fully evaluates the positive and negative outcomes for each  alternative. Student show appropriate reflection on the decision  that was made. | The role play reaches a health enhancing decision. The decision making process is complete and includes all of the steps. | The role play reaches a health enhancing decision. The decision making process is incomplete or not accurate. The reason for the final decision may be vague or incomplete. | The role play does not reach a health enhancing position. Using the steps of  decision-making is not evident. | Insufficient evidence to assign a score. |
| **Standards Criteria Grade: \_\_\_\_\_\_\_\_\_\_\_** | | | | | | |
| **Non-Standard Criteria** | | | | | | |
| |  |  |  | | --- | --- | --- | | **Criteria** | **Acceptable** | **Not Acceptable** | | **Creativity** |  |  | | **Grammar** |  |  | | **Spelling** |  |  | | **Prompt 1: Worksheet #1** |  |  | | **Prompt 2: Worksheet #2** |  |  | | **Prompt 3: Worksheet #3** |  |  | | **Prompt 4: Worksheet #4** |  |  | | **Points/Grade** |  |  |   **Weighted Directions:**   1. Add the score from the performance indicators. 2. Divide by total possible points. 3. Multiply the answer by the weight/ 4. Change decimal into a percent. 5. Add the weighted grades. 6. Add in the non-standard points or assign a grade.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Performance Indicator** | **Add the performance Indicator Scores** | **Divide the Score by Total Possible Points** | **Multiply the Answer by the Weight** | **Change the Decimal to a Percent and Add for a Grade** | | ***Standard 1-Infused Performance Indicator***  HS 1.23  HS 1.24  HS 1.26  HS 1.30 |  |  |  |  | | ***Skills Standard -Infused Performance Indicator***  HS 5.1  HS 5.2  HS 5.3 |  |  |  |  |   **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Standards Criteria Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Non-Standards Points/Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Performance Task--Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |