Unit 1 - Decision-Making and Goal-Setting

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 12

Unit 1 - Decision-Making and Goal-Setting

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Jacqueline Bellairs, Teacher of Health Education

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

In this unit, students will learn, demonstrate, practice, and feel confident in using the appropriate steps to make a decision. Decision making steps will involve role playing and practice situations that will allow students to devise a plan and follow through with this plan in order for them to make an educated decision. They will understand consequences, pros and cons, and risks involved. Students will use the D.E.C.I.D.E. model handout to assist in their own choice making. Students will discuss the difference between the types of decisions including "no decision", "snap decision" and "responsible decision". Students will utilize the S.M.A.R.T. goals model while setting their short-term and long-term goals.

Enduring Understanding

- Students will understand that the use of decision making, problem solving, and communication skills are essential in making informed personal, family, and community health decisions.
- Students will understand consequences of choices.
- Students will analyze the outcomes of their decisions.
- Students will demonstrate their understanding of how to apply the SMART decision-making model to real-life situations.

Essential Questions

- How do good health decisions and communication skills enhance a person's ability to express and defend their beliefs?
- How do you make a decision in your life?
- How will your values impact your life decisions?
- What are the potential outcomes of your choices?
- How will I know if I've made a good decision that suits the situation?
- How can my decisions benefit/hurt me?
- Why is it important to use the necessary steps when decision making?
- How do I deal with others' criticizing my decisions?
- How can I learn from making wrong decisions?

Exit Skills

- Identify and apply the steps in the decision-making process.
- Apply constructive problem solving skills.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.

Interdisciplinary Connections

LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g.,

	visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

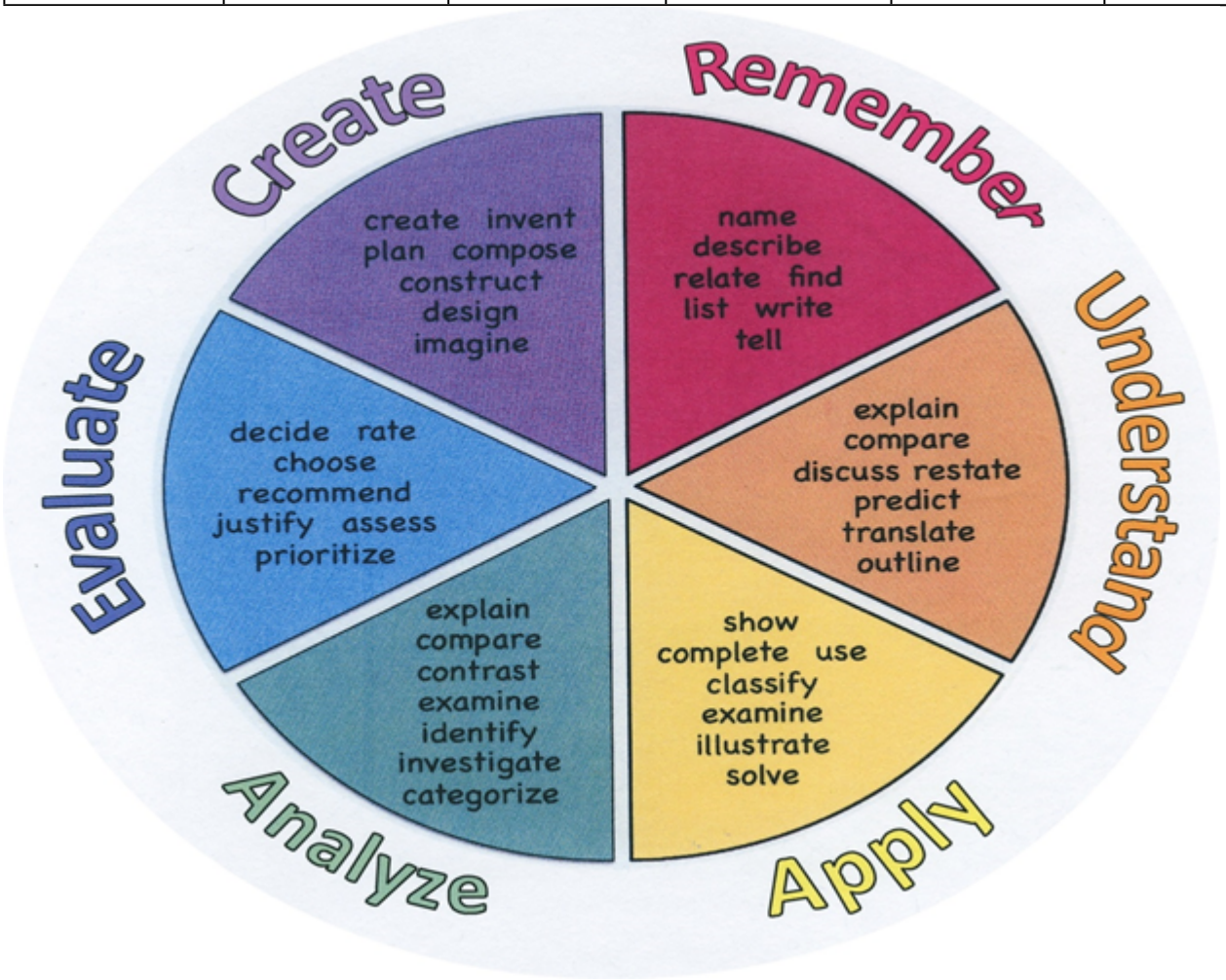
Learning Objectives

- SWDAT Demonstrate how and when to use the steps in Decision-Making process.
- SWDAT Discuss how good and bad decisions directly affect one another.
- SWDAT Create and participate in role playing situations to practice good decision-making skills.
- SWDAT Explain how to make good decisions based on various situations.
- SWDAT identify three types of decision-making (no, snap, reasonable).
- SWDAT relate responsible decision making with effective career and life planning.
- SWDAT outline the Decision-Making Guide and evaluative structure.
- SWDAT identify the advantages and disadvantages of having decisions about your life made for you.
- SWDAT analyze how decisions can impact other people.
- SWDAT demonstrate an understanding of the responsible decision-making process.
- SWDAT explain how future goals can make decisions easier.
- SWDAT identify several ways to predict the future implications of important decisions.
- SWDAT identify decisions they will make to achieve at least two future career goals.
- SWDAT demonstrate responsible decision-making skills in at least four scenarios.
- SWDAT assess the decision-making process followed by others in written scenarios.
- SWDAT identify their strengths and weaknesses in the responsible decision-making process.
- SWDAT demonstrate responsible decision-making skills in at least four scenarios.
- SWDAT identify their strengths and weaknesses in the responsible decision-making process.
- SWDAT define their dream lifestyle, including work, recreation, relationships, and lifelong learning.
- SWDAT identify steps to follow to achieve at least one career and life goal.
- SWDAT predict the things that may cause them to change their present career and life plans.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop

Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Decision-Making Scenarios
- Think, Pair, Share
- Chalk Talk
- Types of Decisions Buzz Session
- Board Rotation
- Post-it Parade
- What Stuck with you
- Goal Setting Word Search
- Bucket List Poster

Assessment Evidence - Checking for Understanding (CFU)

Think, pair, share - formative assessment

Unit test - summative assessment

Group presentations - alternative assessment

Bucket list poster - summative assessment

- "Bucket List" Project
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- D.E.C.I.D.E. Worksheet
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Goal Setting Vision Board Project
- Illustration
- Journals
- Learning Center Activities
- Multimedia Reports
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- S.M.A.R.T. Goals Worksheet
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Mc Graw Hill Education - Glencoe Comprehensive Health and Physical Education Virtual Textbook

- Chapter 2 Taking Charge of Your Health - Lessons 1, 2, 3 and 4 (With spanish translation)

Ancillary Resources

- "What would you do?" Scenario Worksheet
- "Making decisions about..." Worksheet
- "What If?" Worksheet
- Decision-Making Process Worksheet
- SMART Goals Google Slides Presentation
- SMART Goals Worksheet
- Vision Board Directions and Rubric
- Vision Board Google Slides Presentation
- D.E.C.I.D.E Google Slides Presentation

- Paths of Life Worksheet

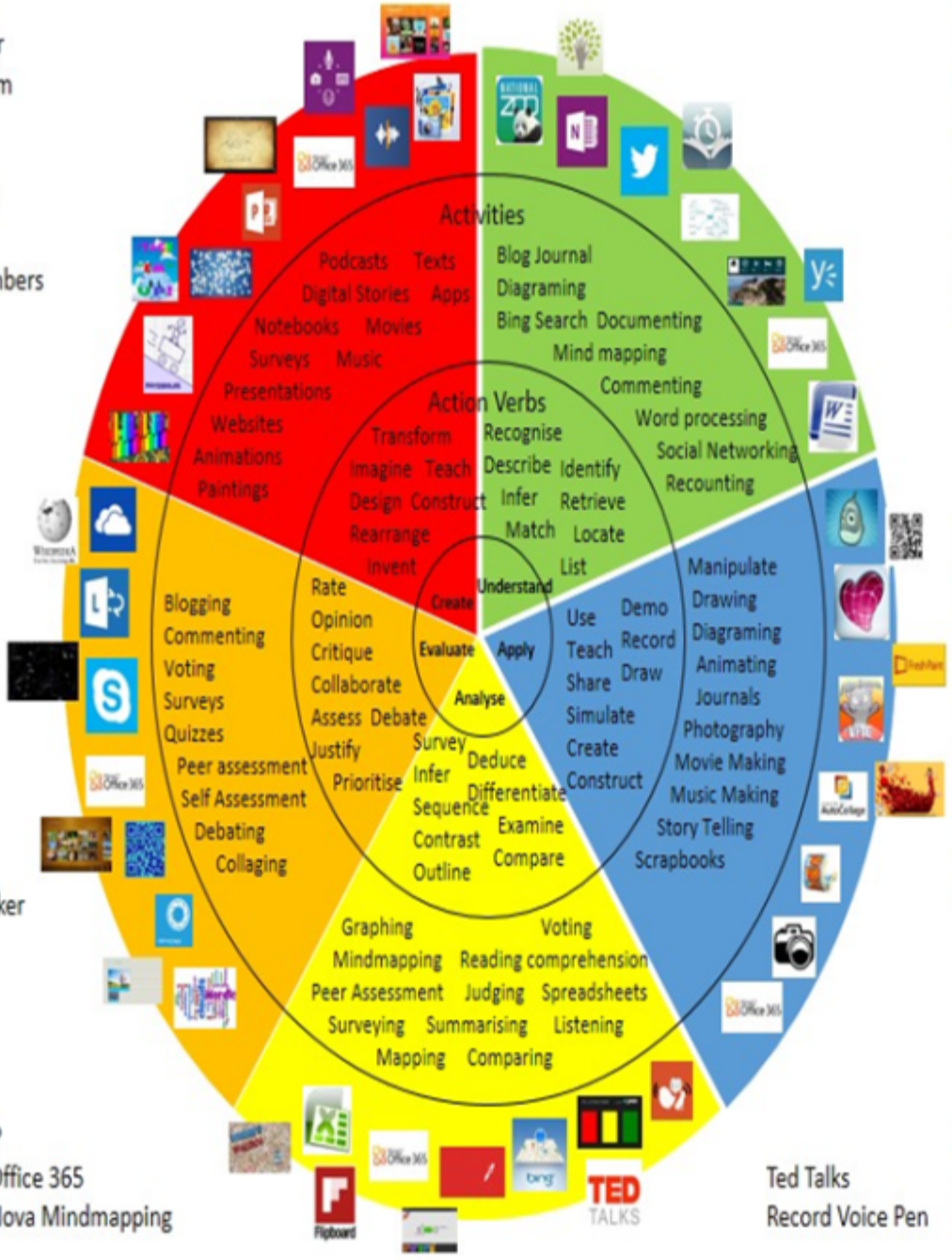
Technology Infusion

- Smart TV
- Chromebooks
- Google Classroom
- Google Slides - SMART goals, DECIDE
- Youtube - Healthy Decision-Making

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Choice of creating a powerpoint, poster or pamplet
- Notes posted on Google Classroom to reference
- Printed notes
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Informational Videos
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Jahoot!
- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format

- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Decision-Making

NJSLS: (linked)

Interdisciplinary Connection: English Literacy, Health Literacy

Statement of Objective:

- SWDAT identify three types of decision making.
- SWDAT identify the advantages and disadvantages of having decisions about your life made for you.
- SWDAT analyze how decisions can impact other people.

Anticipatory Set/Do Now: Google Classroom post - When was the last time you had to make a decision? What was it? What did you do to come to that decision? Did it work? If you can do it again, would you change anything? Take 5 minutes to write down, then share with the class.

Learning Activity: The class will discuss the 3 types of decision-making. They are: No Decision – Letting others decide what you will do. Snap Decision – A quick choice you make with no consideration of the result. Responsible Decision – Considering others (Not only me) and your future (Not only now) when you make a decision.

There will be 50 decisions on the board. Ask students to individually place the decisions into one of those three categories. They do this by listing the three decision types on the top of their page, and listing the choices in the appropriate column. Have students compare their lists to the lists of two other students. Discuss.

Student Assessment/CFU's: Decision-making exit slip

Materials: Decision-Making Slides Presentation, Chromebook, Google Classroom, Smart TV, White Board

21st Century Themes and Skills: (linked)

Differentiation/Modifications: By Process

Integration of Technology: Google Classroom, Google Slides, Smart TV

HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.