

# Unit 1: Personality and Decision Making

Content Area: **Health**  
Course(s): **Family Living I**  
Time Period: **1 marking period**  
Length: **1 week**  
Status: **Published**

## Unit Overview

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This unit focuses on being mentally and emotionally healthy, while identifying and learning to express your emotions in appropriate ways.

## Transfer

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Students will be able to independently use their learning to...

- express their emotions in appropriate ways throughout their lifespan
- handle situations in a positive mental manner that demonstrates good mental/emotional health

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- There are many short and long term health benefits and risks associated with effective decision making.
- Personality affects their physical, emotional, and social well-being.

- Coping with emotions in a positive manner.
- Self-esteem is a valuable asset in maintaining a healthy lifestyle.

## **Essential Questions**

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Students will keep considering...

- What are the essential steps in making a good decision?
- How does good decision making impact behavior?
- What role does personality have on our overall well-being?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- how personality contributes to good mental health
- how personalities are formed
- how to identify ways to improve self-esteem
- different approaches involved in decision making
- decision evaluation
- effective and ineffective refusal

## **Students will be skilled at...**

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Students will be skilled at...

- \* Identify and name the five steps of the decision making process.
- \* Evaluate decisions based upon provided criteria.
- \* Identify where personality is formed.
- \* Identify the importance of controlling emotions while making decisions.

## **Academic Vocabulary**

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\*Decision-making skills

\* Defensive Mechanisms

\* Refusal Skills

\* Personality

\* Extrovert

\* Introvert

\* Optimist

\* Pessimist

\* Passive

\* Assertive

\* Aggressive

\* Modeling

\* Peer Group

\* Mental Health

\* Emotions

\* Self-Esteem

\* Coping Mechanism

\* Self-Actualization

## **Learning Goal 1**

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Students will be able to identify how personalities are formed and its impact on emotional health.

- Students will be able to identify how personalities are formed and its impact on emotional health.

HPE.2.2.12.A.1                      Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

HPE.2.2.12.A.CS1                      Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

HPE.2.2.12.C.CS2                      Core ethical values impact behaviors that influence the health and safety of people everywhere.

## **Target 1**

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Students will be able to compare and contrast the descriptions of personality.

- Students will be able to compare and contrast the descriptions of personality.

## **Target 2**

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Students will be able to identify the influences on their personality.

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- Students will be able to identify the influences on their personality.

## **Learning Goal 2**

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Students will be able to identify how personality contributes to mental health.

- Students will be able to identify how personality contributes to mental health.

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.2                      Debate the social and ethical implications of the availability and use of technology and

medical advances to support wellness.

HPE.2.1.12.A.CS1

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

### **Target 1**

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Students will be able to identify characteristics of good mental health and emotional health.

- Students will be able to identify characteristics of good mental health and emotional health.

### **Target 2**

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Students will be able to analyze the relationship between mental health and disease prevention.

- Students will be able to analyze the relationship between mental health and disease prevention.

### **Learning Goal 3**

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Students will recognize approaches involved in decision making.

- Students will recognize approaches involved in decision making.

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.

### **Target 1**

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Students will identify and name the five steps of the decision making process.

- Students will identify and name the five steps of the decision making process.

### **Target 2**

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Students will be able to compare and contrast refusals in terms of effectiveness.

- Students will be able to compare and contrast refusals in terms of effectiveness.

### **Learning Goal 4**

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## **Target 1**

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## **Target 2**

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## **Summative Assessment**

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- \* Notebooks
- \* Quizzes
- \* Projects
- \* Benchmark

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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- \* Teacher Observation
- \* Class Participation
- \* Discussions

\* Homework

\* Notebook

### **Differentiation/Enrichment**

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\* Modifications as per IEP/ 504 plans

\* Google classroom resources (powerpoint, guided notes)

\* Small group activities

\* Reteaching opportunities in textbook

\* Directed reading

\* Inclusion strategies in textbook

\* Motivating activities in textbook

### **Unit Resources**

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Glencoe Health: Ninth Edition

Topic related videos

Laptops

Topic related worksheets

Google Classroom

LinkIT! Assessments