

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

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

Transfer

- 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

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

- 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

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

Students will know...

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...

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

*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

Learning Goal 1

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

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

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

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

Learning Goal 2

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 |

HPE.2.1.12.A.CS1

medical advances to support wellness.

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

Target 1

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

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

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

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

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

Target 1

Target 2

Summative Assessment

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

21st Century Life and Careers

| | |
|----------------|--|
| 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

- * Teacher Observation
- * Class Participation
- * Discussions

- * Homework

- * Notebook

Differentiation/Enrichment

- * 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

Glencoe Health: Ninth Edition

Topic related videos

Laptops

Topic related worksheets

Google Classroom

LinkIT! Assessments