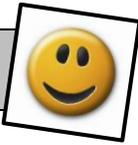




**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results			
Established Goals/Standards	SM.1.3 Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs.	Long-Term Transfer Goal	
		<p><i>At the end of this unit, scholars will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> <li>• <i>Use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</i></li> </ul>	
	SM.1.5 Selects and applies a health skill to improve personal health and safety.	Meaning	
	DM.1.5 Applies a decision making model to real-life health-related situations.	<p><b>Enduring Understandings</b> <i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>☆ An individual's health is dependent on a balance of wellness dimensions. (Physical Health, Emotional Health, Mental Health, Spiritual Health, Social Health and Environmental Health)</li> <li>☆ The decision making model and goal setting skills are essential to making informed personal, family and community health decisions.</li> </ul>	<p><b>Essential Questions</b> <i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• What does it mean to be healthy?</li> <li>• What is the right choice?</li> <li>• How do I know I made the right choice?</li> <li>• What is the best choice for me?</li> </ul>
	PG.1.1 Analyzes the benefits of planning and setting personal health goals.	Acquisition	
	PG.1.3 Develops a personal health goal and a plan to achieve it.	<p><i>What knowledge will scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>• Dimensions of Wellness (Physical Health, Emotional Health, Mental Health, Spiritual Health, Social Health and Environmental Health)</li> <li>• Decision-Making Model</li> <li>• Goal-Setting</li> </ul>	<p><i>What skills will scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>• Decision-Making</li> <li>• Planning and Goal-Setting</li> <li>• Wellness Self-Assessment</li> </ul>
PG.1.4 Analyzes possible barriers to achieving the personal health goal.			
PG.1.7 Identifies personal support systems and explains their importance in achieving the personal health goal.			
<p>Source: "A Guidance Document For Achieving the New York State Standards In Health Education" (2005)</p> <p><a href="http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf">http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf</a></p>			



STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding:</p> <p><b>Short-term goals meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Important to the person</li> <li>• Clear, specific and measureable</li> <li>• Realistic time limits</li> <li>• Reasonable, manageable and in the person's control</li> <li>• Emphasize the positive</li> <li>• Written</li> <li>• Scholar identifies which area of health would be impacted by completion of the goal</li> </ul> <p><b>Decision-Making Model meets the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Clear progression of steps.</li> <li>• At least one step that identifies choices and consequences</li> <li>• At least one step that includes evaluation or review.</li> <li>• Application of a personal decision</li> </ul>	<p><b>Performance Tasks focused on Transfer:</b></p> <p>After having explored the dimensions of wellness, scholars will do a personal inventory of their health status in each of the dimensions of health. (Physical Health, Emotional Health, Mental Health, Spiritual Health, Social Health and Environmental Health) Scholars will select one area of health to focus on. Scholars will write a plan for an achievable personal goal. Scholars will work with their peers to assess the “achievability” of their goal and their plan.</p> <p><b>Curriculum Embedded Performance Task:</b> Scholars will be given several Decision Making Models to explore. Scholars will then create their own Decision-Making Model. Scholars will be instructed to design their models however they like. (It may look like a list of steps, a graphic organizer or something Mrs. Horn has never seen before!) Scholars will then be instructed to share their work with a partner for <b>feedback</b>. After getting <b>feedback</b> from Mrs. Horn, on their first draft, scholars will use their model to demonstrate their decision-making process. This work will be shared in a Gallery Walk format with scholars giving <b>feedback</b> to each other. This performance task will end with scholars completing a reflection question. Scholars will demonstrate understanding if their reflection describes a clear progression of steps that includes identifying choices, considering consequences and an evaluation of the decision made.</p> <hr/> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> <li>☆ “Assessing My Health” Exit Ticket</li> <li>☆ “Short-term Wellness Goal” task</li> <li>☆ Exit Task: Identify barriers to achieving goals</li> </ul>



T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
A, M	<p>Learning Events:</p> <p><b>Lesson 1: Dimensions of Wellness:</b> Scholars will explore the dimensions of wellness as part of a group task. This Jig Saw activity will include a close read. Students will then individually assess their own levels of health in each area of wellness. (Physical Health, Emotional Health, Mental Health, Spiritual Health, Social Health and Environmental Health) Scholars will end with a reflection of what it means to be healthy. (2 class blocks)</p>	<p>Evidence of learning: (formative assessment)</p> <p>☆ “Assessing My Health” Exit Ticket on Google Classroom</p>
A, M, T	<p><b>Lesson 2: Achievable Goals:</b> Scholars will consider their own futures and what role goal-setting will play. Scholars will learn established criteria for writing “achievable” goals and will then practice writing short-term goals. Scholars will use peer feedback in “Think, Pair &amp; Share” protocol to assess the quality of their short term goal.</p>	<p>☆ “Short-term Wellness Goal” task</p>
A, M, T	<p><b>Lesson 3: Goal-Setting &amp; Barriers:</b> Scholars will explore and discuss goal-setting during the “Ball Toss” learning activity. Barriers to goal-setting, including the role of friends in achieving goals, will be explored. Scholars will identify personal barriers to reaching goals.</p>	<p>☆ Exit Task: Identify barriers to achieving goals</p>
M, T	<p><b>Lesson 4: Goal Setting, What’s your plan?</b> Scholars will develop a plan to reach a short-term goal. Scholars will use the Think, Pair &amp; Share protocol to get feedback from a learning partner.</p>	<p>☆ Short-term Goal Plan</p>
A, M, T	<p><b>Lesson 5: Decision-Making:</b> After scholars explore several decision-making models, they will develop their own decision-making model. Each scholar will then apply their own decision-making model to a personal decision. (2 Class blocks)</p>	<p>☆ “My Decision-Making Model” and Reflection</p>